

**COMMUNITY PARTICIPATION AND PEACE BUILDING PROJECTS
IN HODAN DISTRICT IN MOGADISHU, SOMALIA**

BY

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DECLARATION

"This thesis is my original work and has not been presented for a Degree or any other academic award in any university or institution of learning".

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Approval

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

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Date

DEDICATION

This research is dedicated to my beloved family and friends in Kampala International University and to all my fellow friends and classmates in Kampala.

Acknowledgement

Am most grateful to my beloved parents, sisters and brothers for all your contributions that you have rendered me in the accomplishment of this thesis.

Secondly am grateful to my supervisor Dr. Kinyatta for his heartfelt contribution and guidance he has provided me with.

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ABSTRACT

This research examined the Community Participation and Peace Building Projects in Hodan District in Mogadishu, Somalia. The research was guided by three objectives; to determine the level of community participation, to examine the level of peace building projects in Hodan, Mogadishu, Somalia and to establish the relationship between the level of community participation and the level peace building projects in Hodan, Mogadishu, Somalia. The study was guided by a correlation research design that seeks to establish the respondent's views on the problem at hand. The research utilized a total population of 70 respondents were 60 respondents were sampled and their views were presented in chapter four in accordance with the research objectives. Community participation is essential in peace building, if the community is participative the community can achieve peace and growth as indicated in the research literature, the findings also indicated that majority of the respondents agreed with the fact that their communities are participative in the peace building projects in the community, these were represented by 1.222 and 0.988 as evidenced in chapter four and on the level of disarmament, the research found that majority of the respondents agreed with the level of effectiveness and well-being of the society and disarmament process. The researcher further investigated the relationship of the level of community participation in peace projects and level of compliance of the community and established a significant relationship between the two with the r-value at 0.646 and p-value at 0.016 respectively. Chapter five of the research then concluded, summarized and recommended to the various stakeholders involved such as the local government, the community and the central government it's self. Recommendations included; Trainings that are geared towards empowering community members to participate in ensuring safety of their areas should be conducted regularly. Peace building projects need to design approaches that will enhance and allow genuine participation of the public in their activities.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

1.1.1 Historical perspective

Peace building is essentially about the process of achieving peace. Depending on one's underlying understanding of peace, peace building differs considerably in terms of approaches, scope of activities and time frame. It is therefore not astonishing that the term and the concept of peace building are nowadays used in research and practice with varying understandings and definitions (Haider, 2009).

While all societies from early history onwards have created mechanisms and institutions to build peace, be they councils of elders or religious leaders or other organized forums, the institutionalization of peace building in international law only emerged in the late 19th century (Heathershaw 2008).

This process started with the Hague peace conference in 1898, followed by the foundation of the League of Nations, and resulted in the creation of the United Nations at the end of World War II with the main objective to monitor and support world peace through mediation, facilitation, good offices and arbitration between states. The main protagonists involved in this process were nation states and the organization of the United Nations (UN) (Cortright 2008, & Chetail 2009). Civil society engagement, especially in the context of international conflicts, was originally considered to complicate the peace building efforts of professional diplomats (Berman and Johnson 1977).

The notion of peace building in the twentieth century was also influenced by the nonviolence/peace movements. While the roots of these movements date back to the European enlightenment and the religious inspired moral reform movement in Great British and the United States, the peace movement took momentum before and during the two World Wars and was later reshaped in the form of different anti-war (e.g.

Vietnam) and pro-disarmament movements during the Cold War (Cortright 2008, Barash and Webel 2002).

The term "peace building" was first used by Johan Galtung in an essay from 1975. He defined the term as one of three approaches to peace: peacemaking, peacekeeping and peace building (Galtung 1975). His understanding of peace building is based on his conceptual distinction between negative peace (end of violence) and positive peace (peaceful society at all levels). Galtung developed this concept from an analysis of violence. While negative peace achieves the absence of physical violence through peacekeeping, only positive peace can achieve the absence of structural violence through peacemaking and peace building. Peacemaking in a conflict resolution understanding (see later in this chapter) aims at removing the tensions between the conflict parties in addressing the causes of violence. Peace building reaches positive peace by creating structures and institutions of peace based on justice, equity and cooperation, thereby permanently addressing underlying causes of conflict and preventing their turn into violence (Galtung 1975, Gawerc 2006). Most current definitions and understandings of peace building reflect these two antipodes of positive and negative peace as introduced by Johan Galtung.

The use of the term "peace building" started proliferating with its rebirth in the 1992 UN Secretary General's Report "An Agenda for Peace". It is important to understand that in the current peace building debate many scholars and almost all policy practitioners trace the beginning of peace building to this document. They therefore often refer to peace building as a "new" concept (e.g. Heather show 2008). "An Agenda for Peace" proposed a new framework to manage international armed conflicts. The Agenda was introduced in light of the stronger role of the UN after the end of the Cold War and the increasing amount of UN-led peacekeeping operations that aimed at stabilizing countries after war. In this understanding peace building is "post-conflict peace building" (Moxham, 2005).

The original understanding in the "An Agenda for Peace" is essentially focused on stabilizing negative peace and presents a narrow definition of peace building (Paffenholz & Spurk 2006) – preventing the recurrence of violence immediately after armed conflicts and helping a country to set the parameters for starting the journey towards positive peace.

The activities to achieve this goal are listed in the Agenda as: disarming, destroying weapons, repatriating refugees, training security forces, monitoring elections and advancing the protection of human rights. These measures, which are for the most part associated with short to medium term international interventions, do not carry with them the notion of sustained efforts directed towards the underlying causes of conflict with the aim being an "achieved peace on a durable foundation", as noted in the report. Thus, already in "An Agenda for Peace," which now had become the main reference document for the peace building debate to come peace building emerged as a less than clear concept and has remained so ever since (Haugerudbraaten, 1998).

"An Agenda for Peace" has, however, to be seen in the light of the historical context in the early 1990s. A number of long-term armed conflicts were resolved (e.g., Namibia, Mozambique, Cambodia and El Salvador) and there was hope the world would become a more peaceful place due to the perception that most past conflicts had been proxy conflicts of the Cold War. The wars in Somalia and Yugoslavia and the genocide in Rwanda brought this short international euphoria to a harsh end. The result was a reconceptualization of peace building with a wider understanding of the concept as exemplified in the Supplements to the "An Agenda for Peace" from 1995. In those documents, peace building is also understood to include preventative measures (Boutros Ghali 1995), and thus not necessarily related to peacekeeping operations. Hence, peace building as a concept evolved during this period to acquire a broader meaning.

1.1.2 Theoretical Perspective

The theory of Citizen Participation which postulates Citizen Participation is a process which provides private individuals an opportunity to influence public decisions and was a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Citizen participation was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs (Cogan & Sharpe, 1986).

1.1.3 Conceptual perspective

Participation is an exercise with the support of individuals at all levels that is necessary for the sustainability and successful implementation of any project. Participation therefore is involving the people affected by the change in decision making about the change. Mlengi (1992) contends that participation involves taking part in an activity physically (being present and using the mechanical effort) mentally (conceptualizing the activity and making joint decisions using mental skills) and emotionally (assuming power, responsibility and authority over the exercise Community participation).

Ashley & Roe, (1998) believed that genuine participation goes beyond consultation to active engagement of beneficiaries in determining priorities and actions against agreed progress of these actions against agreed objectives considering that development intentions are ultimately aimed at improving the quality of life of citizens in a given country, communities whether rural or urban are the main intended beneficiaries of such interventions. Their participation in all aspects of these interventions therefore becomes a key to success and sustainability.

Chapman (2009), describes community participation in relation to peace building as a third-party activity in attempting to resolve local communal conflicts. In Sub-Saharan Africa, community participation can be observed through projects initiated by different actors such as the central state, local actors like customary authorities or local civil

society organisations, national or international non-governmental organisations (NGOs), and international government organisations (IGOs).

Community participation is one of the domains of community capacity building. It is one of the mechanisms to empower people to take part in community development. Community participation is an essential part of community development and one of the factors in the community capacity building process, which allows involvement of people in the different stages of decision making (McNaughton & Jacobs, 1997). According to Chimaraoke (2002) community participation is a concept of involving individuals at all levels as to achieve community capacity to resolve community problems. In peace building projects many people are looked at as stakeholders for the benefits of achieving sustainable peace and security for national growth and development.

As regards this study, the researcher is looking at community participation by the level of involvement of the local community in decision making on issues related to peace building, their ability to supervision social service delivery and the activities of community policing. Much of this work focuses on indigenous or customary mechanisms and institutions, such as elders, chiefs or spiritual leaders mediating in conflict situations. The principle of participation is critical to ensuring sustainable peace and human development as it empowers people to influence decisions that affect their lives.

Peace building as per Galtung (2008) is described as the practical implementation of peaceful social change through socio-economic reconstruction and development. A radical change to overcome contradictions that lie at the root of conflict. Emphasis put on the root causes and structural change. According to UN (2000) peace building is define as a policy of external international help for developing countries designed to support indigenous social, cultural and economic development and self-reliance, by aiding recovery from war and reducing resort to future violence.

Peace building projects are missions with the activities designed to reduce tensions and prevent the outbreak, escalation, spread or recurrence of violence. Peace building strategies may distinguish between *operational prevention* of a conflict (measures

applicable in the face of imminent crisis) and *structural prevention*(measures to ensure that crises do not arise in the first place or, if they do, that they do not re-occur). The emphasis is not on preventing conflict per se (conflict being a natural consequence of change) but in halting its descent into violence (Kepner, 1996).

According to this study, the researcher is looking at peace building projects as those missions and organizations whose activities are mainly effective in the processes of disarmament, demobilization and community dialogue.

1.1.4 Contextual Perspective

Hence, this study examined the relationship between community participation and peace building projects in Hodan, Mogadishu-Somalia. Resource Centers for Peace: The project established peace building centers in two districts in Mogadishu (Hodan and HamarJajab), to serve two purposes. First, the centers directly support implementation of activities aimed to reduce the levels of violence and crime. This is achieved by providing a neutral space for mediation and dialogue and trainings on peace and security issues; as well as space for services (i.e. legal clinics and Community Policing Department). Second, the centers are designed to support possible future 'DDR like' programming at the community level.

Today, these centers have been renamed Resource Centers for Peace (RCP). They are managed by the District Peace Committees supported by the coaching NGOs such as SOYDEN and CPD, yet are owned by the district authorities. An additional two RCPs are being constructed in warta nabada and howlwadag districts to cater for the need of the additional eight DPCs. All centers are established to become self-sufficient and each is aiming to develop a sustainability/cost recovery plan which will include contributions from the community.

District Peace Committees: (DPCs) have been established in each of Mogadishu's 16 districts under the legal framework provided by the National Somali Stabilisation Plan (NSSP). Each DPC comprises roughly 15 members and is representative of the various

segments of society (i.e. local authorities, police, elders, religious leaders, women, youth, and IDPs). Of the 16 DPCs, eight were created in 2011 and are fully operational in the TFG controlled districts hodan, wadajir, Dharkenly, Waberi, HamarJajab, Shangani, Shibis and Hamarweyner. These committees have been provided with basic induction training and conflict resolution, mediation and analysis trainings by the Somali Observatory of Conflict and Violence Prevention. The committees played a crucial role while identifying beneficiaries for the Phase I of the Youth for Change program. The remaining eight DPCs were established in April 2012 but the committees in formation, and communities have not yet benefitted training supported by UNDP.

1.2 Statement of the Problem

Community participation is the major goal in the success of peace building and sustainability in an unstable and famine-prone country like Somalia. In addition Community participation also poses a set of options intended to bring sustainable development as well as security from conflict and struggles over scarce resources. Various international and national organisations like NGOs, United Nations, African Union, and other humanitarian organizations have also joined the community in peace building projects to ensure recovery of peace and socio-economic development in Somalia. However this has not been a success in the country more especially in Hodan District where the problem of human rights violations on the community is a common issues following conflict escalation in the country since early 1980s, also to note there are still many challenges related to conflicts like killing of peace initiators and activist which are core peace actors an indication that peace building object has not been fully achieved. In spite of the number of provisions set up aimed at addressing conflicts have been incorporated through peace agreements, it remains uncertain because it is prone to breakdowns and any related attempts seldom proceed as planned. This is due to lack of holistic participation of communities (the local people) including women in peace building processes yet according to the United Nations Security Council Resolution, they are the most affected by conflict and can equally contribute to practical solutions for sustainable peace and socio-economic development. It should be noted that community participation

and peace building projects are and lack of thereof, is closely interlinked. This study therefore seeks to examine the influence of community participation in successful implementation of peace building projects in Somalia, specifically looking at the region of Hodan District in Mogadishu.

1.3 Purpose of the Study

The purpose of this study was to investigate the relationship between community participation and peace building projects in Hodan, Mogadishu-Somalia.

1.4 Specific Objectives

- I. To determine the level of community participation in peace building projects.
- II. To examine the level of peace building projects in Hodan, Mogadishu, Somalia.
- III. To establish if there is significant relationship between the level of community participation and the level peace building projects in Hodan, Mogadishu, Somalia.

1.5 Research Question

- I. What is the level of community participation in peace building?
- II. What is the level of the peace building projects in Hodan, Mogadishu-Somalia?
- III. Is there significant relationship between the level of community participation and the level peace building projects in Hodan, Mogadishu, Somalia.

1.6 Scope of the Study

1.6.1 Geographical scope

The study will be undertaken in Hodan District which is located in Somalia. Where community Participation in peace building process and it well known the community provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The absence of strong leadership and encouragement in community policing strategies can negatively impact on community policing practices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter of literature review will consists of theoretical review, conceptual framework, and related literatures.

2.1 Theoretical Review

Citizen participation theory (Norman Wengert), Citizen Participation is a process which provides private individuals an opportunity to influence public decisions and has long been a component of the democratic decision-making process. The roots of citizen participation can be traced to ancient Greece and Colonial New England. Before the 1960s, governmental processes and procedures were designed to facilitate "external" participation. Citizen participation was institutionalized in the mid-1960s with President Lyndon Johnson's Great Society programs (Cogan & Sharpe, 1986).

Public involvement is means to ensure that citizens have a direct voice in public decisions. The terms "citizen" and "public," and "involvement" and "participation" are often used interchangeably. While both are generally used to indicate a process through which citizens have a voice in public policy decisions, both have distinctively different meanings and convey little insight into the process they seek to describe. Mize reveals that the term "citizen participation" and it's relationship to public decision-making has evolved without a general consensus regarding either it's meaning nor it's consequences (Mize, 1972).

Many agencies or individuals choose to exclude or minimize public participation in planning efforts claiming citizen participation is too expensive and time consuming. Yet, many citizen participation programs are initiated in response to public reaction to a proposed project or action. However, there are tangible benefits that can be derived from an effective citizen involvement program. Cogan and Sharpe (1986) identify five benefits of citizen participation to the planning process:

Information and ideas on public issues;

Public Support for planning decisions;

Avoidance of protracted conflicts and costly delays;

Reservoir of good will which can carry over to future decisions; and

Spirit of cooperation and trust between the agency and the public

All of these benefits are important to the Forest Service in its planning efforts, particularly the last three. Recent forest management decisions have led to prolonged court cases and a general lack of trust among many people with respect to the Forest Service.

Decision-making Structures

In discussing the theory of public participation, it is useful to review broad theories of decision-making structures. DeSario and Langton, in their book *Citizen Participation in Public Decision Making* explore the role of technology in public policy decisions (DeSario and Langton, 1987). They conclude that public decisions are increasingly being influenced by technology. Two broad decision-making structures are defined and analyzed: the technocratic approach; and the democratic approach.

Technocracy (or the technocratic approach) is defined as the application of technical knowledge, expertise, techniques, and methods to problem solving. Democracy, as defined by DeSario and Langton, refers to citizen involvement activities in relation to government planning and policy making (DeSario and Langton, 1987). These approaches are described in more detail below.

Technocratic Decision Making

The technocratic approach to decision-making has historically been applied in most Forest Service decisions. Strong arguments can be made in favor of a technocratic decision approach. A key argument is that trained staff "experts" is best suited to make complex technical decisions. Experts are increasingly becoming a part of our decision-

making structures in both the public and private sectors (DeSario and Langton, 1987). However, Nelkin concluded that scientific and technocratic approaches "not only failed to solve social problems but often contributed to them" (Nelkin, 1981). The notion that the "cure is often worse than the disease" becomes increasingly important as the technology provides alternative solutions to public policy issues.

Techniques and methods applied by experts are most effective when considering technical decisions as opposed to value or mixed decisions. Kantrowitz (1975) identified three separate types of policy decisions: (1) technical decisions that are based solely on the application and extrapolation of scientific issues; (2) value decisions are concerned with the resolution of important normative or societal issues; and (3) mixed decisions that have both technical and value components. Technical decisions rely on scientific techniques and extrapolations to determine the potential of "what is". Value issues involve normative determinations of "what should be". Although scientific information can provide guidance with respect to value decisions, it is rarely the sole determinant (DeSario and Langton, 1987).

Natural resource management decisions frequently affect social values. The technocratic approach to decision making is difficult to apply successfully to social problems because social goals are often complex, conflicting and unclear (DeSario and Langton, 1987 p. 9). According to Kantrowitz: "the problem for experts is that the issues they most frequently confront when addressing social problems are 'mixed decisions'—decisions involving both technical and value judgments" (Kantrowitz, 1975).

A growing number of Americans are becoming more skeptical of technology and its experts. One result of this skepticism is a heightened demand for greater citizen participation with respect to technological decisions (DeSario and Langton, 1987). As a result, technological progress will face increased public scrutiny as the deficiencies of technology and experts become more apparent. The integration of the technocratic and democratic approaches, particularly in natural resource management, has led to an increasing sense of frustration and futility for both the public and the government

agencies involved (Kaplan and Kaplan, 1989). These and a variety of related factors indicate there is a growing need for decision-making processes at all levels of government that allow agencies to successfully integrate the public's demand for greater input while incorporating the agency's expertise and desire for efficiency.

Democratic Decision Making

Democratic decision-making, in contrast to bureaucratic or technocratic decision making, is based on the assumption that all who are affected by a given decision have the right to participate in the making of that decision. Participation can be direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model (Kweit and Kweit, 1986). Kweit and Kweit go on to point out that criteria for evaluating policies in a democratic process are the accessibility of the process and/or the responsiveness of the policy to those who are affected by it, rather than the efficiency or rationality of the decision.

Public Participation in Rational Policy Making

Many "rational" policy decisions are made using the policy analysis process. According to Lang, a decision is rational to the extent that it is shown empirically to match the best available means of achieving a given end (Lang, 1986). Traditional rational planning and policy analysis processes typically have five or six steps. Patton and Sawicki outline six steps in the policy analysis process: (1) problem definition; (2) identification of goals and objectives; (3) development of alternatives; (4) development of evaluation criteria; (5) identification of the "best" alternative; and (6) monitoring and evaluation of the outcome (Patton and Sawicki, 1986) Figure A-1 shows a diagram of the policy analysis process.

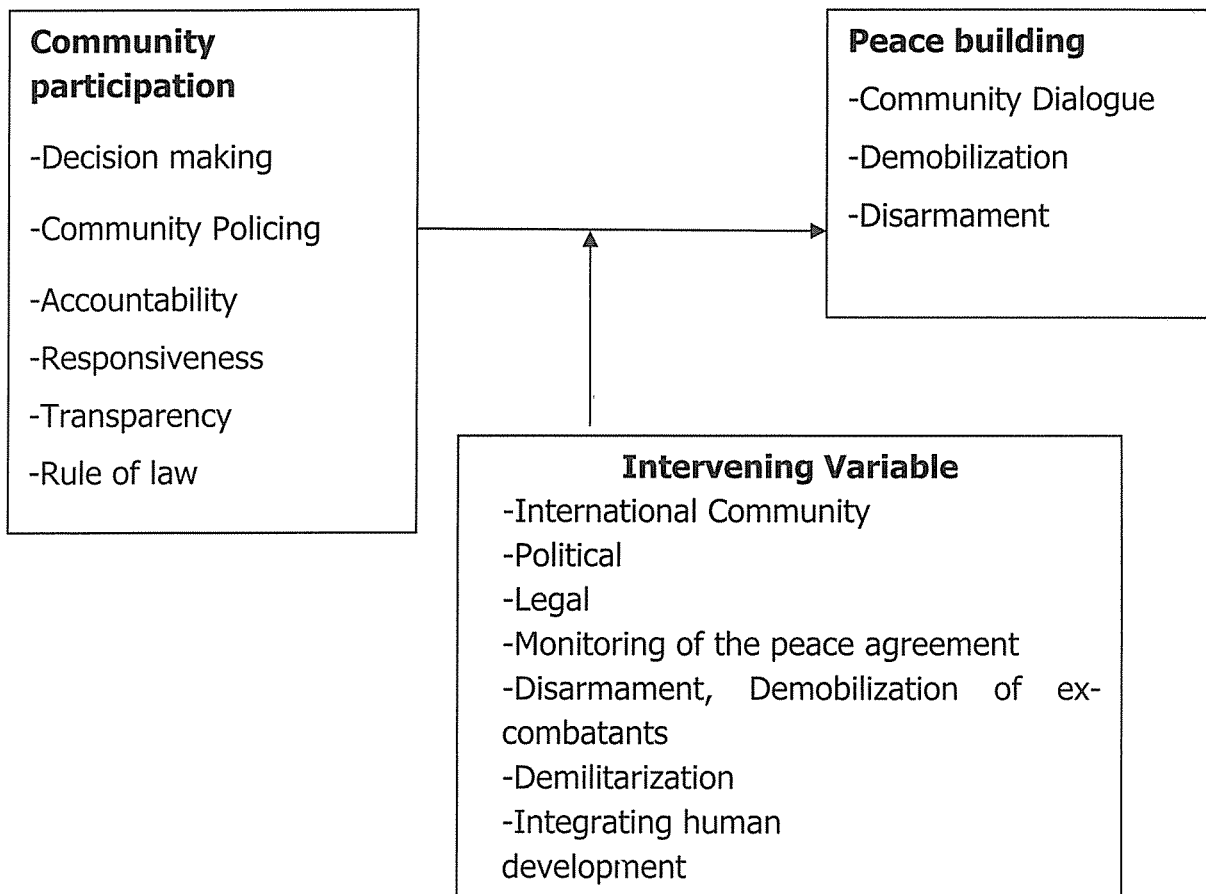
Kweit and Kweit suggest that policy analysis tends concentrate power in the hands of a few experts and that policy analysis is most compatible with bureaucratic decision-making which is "antithetical to citizen participation" (Kweit and Kweit, 1986 p. 21). Because the policy analysis process relies on specialized techniques, expertise is an inherent component of policy analysis. As such, the role of citizen participation in the

traditional policy analysis process is minimized. Citizens often lack technical expertise and can be emotionally involved in issues of concern rather than being detached and rational (Kweit and Kweit, 1986).

For a number of reasons, a purely rational decision-making process is difficult. One major limitation inherent in the process is the lack of comprehensive information. However, input from citizen groups outside organizational boundaries can help provide more comprehensive information on all aspects of the policy analysis process. Kweit and Kweit state: In a democracy, it is the public that determines where it wants to go and the role of its representatives and bureaucratic staff is to get them there. In other words, ends should be chosen democratically even though the means are chosen technocratically (Kweit and Kwei)

2.2 Conceptual framework showing the relationship between

Community Participation (IV) and Peace Building Projects (DV)



Source; Researcher's Conceptualization (2015)

Accountability is the process whereby public sector entities, and the individuals within them, are responsible for their decisions and actions, including their stewardship of public funds and all aspects of performance and submit themselves to appropriate external scrutiny. This is required to ensure that stakeholders can have confidence in the decision-making processes and actions of public sector entities, in the management of their activities, and in the individuals within them.

Outside actors can assist in the monitoring of the peace agreement – this is important when spoilers (leaders or parties whose vital interests are threatened by peace implementation) might try “undermine the agreement and reduce the expected utility of a negotiated settlement for all parties. According to Doyle and Sambanis 2006, states that if spoilers are present in a peace process, peacekeepers can keep the peace only if they can exercise some degree of enforcement by targeting the spoilers and preventing them from undermining the negotiations.

The international community should be able to allow moderates limited spoilers with specific stakes and greedy opportunists to “act like peacemakers in the peace process without fearing reprisals from total spoilers who are unalterably opposed to the peace settlement. Doyle and Sambanis 2006 case-studies suggest that to manage spoilers effectively, “peacekeepers should avoid acquiring a reputation for weakness.

Another area where the international community can play an important role is in the Disarmament, Demobilization and Reintegration (DDR) of ex-combatants. This action is imperative in the transition from war to peace. In post-conflict societies this is a complex process as different fighting groups are divided by animosities and face a real security dilemma as they give up their weapons, when civil society structures have crumbled, and when the economy is stagnant (Lyons & Terrence, 2004).

2.3 Empirical Review

2.3.1 Level of community participation

While a comprehensive history of either 'participation' or 'rights' (characterized as they are by contested and nuanced definitions and applications) is beyond the scope of this document, the following partial account should help to build an awareness of some of the salient developments that these concepts have undergone and their points of convergence in contemporary social justice work (Pouligny, 2005).

The involvement of civil society in peace building seems to be undisputed given the current state of affairs in peace building theory and practice. While the origins of the notion of civil society are found in democracy theory and in western philosophy (Spurk in this volume), the understanding of civil society as it applies specifically to peace building is still to be explicitly explored (Skelcher, 1993).

The concern with 'participation' in social change processes is commonly dated back to the 1960s-70s, building on the work of South American pioneers of participatory approaches to social transformation (most notably Paulo Freireii). This early work was essentially a form of popular education that saw participation as a means of engaging the excluded and disempowered in processes of learning and social transformation that would enable them to become aware of and able to overcome the structures of oppression that shaped their lives. In one of its earliest incarnations then, participation was seen as holding potential for radical social change by empowering people to become conscious agents of change. These approaches resonate strongly with contemporary initiatives in the field of human rights education. However, while such experiments in social change were taking place in some quarters, participation remained largely absent from the mainstream development project – i.e. the framework within which international aid and assistance was conceptualized, packaged and delivered to the Third World by professionals and experts (Stoker, 1997).

According to Chambers' (1983) rural development putting the Last First critiqued this top-down, technocratic approach to development for being fundamentally flawed,

objectifying the poor and vulnerable, and marginalizing their voices and their knowledge. In essence, this served as a call for making participation of the excluded fundamental to the development project, thereby enhancing its transformative potential.

The absence of strong leadership and encouragement in community policing strategies can negatively impact on community policing practices. Police may also be reluctant to make community policing a priority due to the perception that community policing is distinct from other 'police work. Thus reinforcing the notion that it is not 'real' police work. (Anderson J., 2005) Within the community; For some, community members are reluctant to seek and develop a sustainable partnership with law enforcement, and communication constraints can often hinder community policing success, especially in areas with minority and special needs groups. In implementation; there is no uniform model of community policing, and adopting the western model can pose problems in developing countries such as; low levels of professionalism, disrespect for law enforcement, lack of community organisation and other factors. The initiative's failure can be as a result of perception of public safety, lack of citizen association of police visibility. This demonstrates that the practice of transplanting community-policing initiatives without accounting for different cultural contexts can prove can be a problem to implementation of community policing (Anderson J., 2005).

By the 1980-90s, a time when neo-liberal reforms (such as Structural Adjustment Programmes) were being introduced around the world, participation was being endorsed by major international aid, finance and development institutions which incorporated it into technical approaches to development. During this period, the language of 'beneficiaries' was introduced to describe those who were 'targeted' by 'participatory' development programmes and projects. The value of participation was seen as reducing costs, ensuring better implementation, and enhancing the effectiveness and sustainability of interventions. Under the neo-liberal agenda, those who might have been seen as the subjects of development were largely seen as 'service

users' or 'customers', whose relationship with 'development' was a passive one; as 'objects' of development. At the same time, local realities were increasingly becoming shaped by global economic processes as developing country governments adopted policies of liberalization and deregulation, often severely worsening the plight of the poorest and most marginal sections of the population (Chetail 2009).

2.3.2 Level of peace building projects

During this period, as the number and range of Non-Governmental Organizations (NGOs), social movements and other social change actors rapidly expanded, participation became a subject of increased contention. Notably, it was criticized as having been co-opted by dominant institutions that lacked sensitivity to the particular set of factors and conditions under which it could actually realize its potential contribution to social transformation (Hickey and Mohan, 2001).

Peace building is essentially about the process of achieving peace. Depending on one's underlying understanding of peace, peace building differs considerably in terms of approaches, scope of activities and time frame. It is therefore not astonishing that the term and the concept of peace building are nowadays used in research and practice with varying understandings and definitions (Haider, H. 2009).

Haugerudbraaten (1998), while all societies from early history onwards have created mechanisms and institutions to build peace, be they councils of elders or religious leaders or other organized forums, the institutionalization of peace building in international law only emerged in the late 19th century.

This process started with the Hague peace conference in 1898, followed by the foundation of the League of Nations, and resulted in the creation of the United Nations at the end of World War II with the main objective to monitor and support world peace through mediation, facilitation, good offices and arbitration between states. The main protagonists involved in this process were nation states and the organization of the United Nations (UN) (Cortright 2008, Chetail 2009: introduction). Civil society

engagement, especially in the context of international conflicts, was originally considered to complicate the peace building efforts of professional diplomats (Berman and Johnson 1977). One exception to this was the involvement of the Quakers (Curle 1971).

The notion of peace building in the twentieth century was also influenced by the non-violence/peace movements. While the roots of these movements date back to the European enlightenment and the religious inspired moral reform movement in Great Britain and the United States, the peace movement took momentum before and during the two World Wars and was later reshaped in the form of different anti-war (e.g. Vietnam) and pro-disarmament movements during the Cold War (Cortright 2008; Barash and Webel, 2002).

The debate about peace building gained additional momentum with the establishment of peace research. Although scholars had long carried out peace research within a variety of academic disciplines, it was not until the late 1950s/early 1960s that peace research was established as a normative, interdisciplinary policy-oriented academic field as exemplified by the foundation of related academic journals (Heathershaw, 2008).

Pioneers in the field were Kenneth and Elise Boulding in the US, Johan Galtung in Norway, Adam Curle in the UK, Ernst-Otto Cziempiel and Dieter Senghaas in Germany. "The unusual strong political motivation behind peace research made for resistance from established scientific and political institutions." (Schmid, 1968). These institutional and ideological dilemmas of peace research still hold today. As a policy-oriented science, "peace research must meet the needs of the decision-makers." This makes proposals for change in the international system practically impossible – "only adaptive change within the system is possible." (Schmid, 1968, 229). This statement from the late sixties still holds true today as the contemporary peace building debate is characterized by a strong policy orientated practitioner discourse within UN and other organizations that tends to incorporate all moderate critique from research and ignores the fundamental ones (Heathershaw, 2008).

The term “peace building” was first used by Johan Galtung in an essay from 1975. He defined the term as one of three approaches to peace: peacemaking, peacekeeping and peace building (Galtung 1975, 282-304). His understanding of peace building is based on his conceptual distinction between negative peace (end of violence) and positive peace (peaceful society at all levels). Galtung developed this concept from an analysis of violence. While negative peace achieves the absence of physical violence through peacekeeping, only positive peace can achieve the absence of structural violence through peacemaking and peace building. Peacemaking in a conflict resolution understanding (see later in this chapter) aims at removing the tensions between the conflict parties in addressing the causes of violence. Peace building reaches positive peace by creating structures and institutions of peace based on justice, equity and cooperation, thereby permanently addressing underlying causes of conflict and preventing their turn into violence (Galtung, 1975, Gawerc, 2006, 439). Most current definitions and understandings of peace building reflect these two antipodes of positive and negative peace as introduced by Johan Galtung.

We can find two types of lively research discourses around liberal peace building. The first looks at how effective peace building can be achieved (mainly focusing on short to medium term strategies) exemplified in different debates around the reaching and implementation of peace agreements (Stedman, 1997; Walters 1997; De Soto and Del Castillo, 1994; Paffenholz, 2001a; Fitzduff, 2002; Hampson 1996; Call and Cousins 2008) and achieving human security (Owen, 2004).

The second discourse criticizes the entire concept of liberal peace building. Within these critical debates we find more moderate critics (Paris 1997 and 2004; Lund 2003) and more fundamental ones (David, 1999; Featherstone, 2000; Duffield 2001; Bendana 2003; Pugh 2004; Richmond 2005; Mac Ginty 2006; Heathershaw 2008).

2.4 Research gap

Inclusion of the community in peace building projects is bound to facilitate sustainable peace in a society, by redirecting the energies of young people to the implementation of

constructive peace projects. Incorporation and utilization of youths in peace building processes would facilitate their transformation from agents of violent conflict, to agents of peace in their societies. Organization of African Youth views peace building as more than just the signing of agreements to stop violence (such as ceasefire agreements). Peace building efforts should also involve a social change that can be brought about by formal, non-formal, and informal education; school-to-work transition; peace-building and conflict resolution; youth engagement, participation, and empowerment; workforce development and livelihoods. These aspects of peace building are the focus of our work. It must be noted that a conflict situation or violent conflict cannot be brought to rest, managed or transformed, without adequately exploring how the energy of its primary agents could be redirected for the attainment of sustainable peace in a society or country (Cortright 2008).

The availability of adequate educational infrastructure and systems, employment opportunities and other structures through which youths can be active participants in making decisions concerning their wellbeing and that of the country at large, would go a long way to redirect youths' energy from conflict to societal development. This would consequently enable the development of sustainable peace and security in societies. In conclusion, enhancing structures that promote the participation of youths in peace building processes will actively contribute to young people's engagement with decisions and activities that affect their wellbeing. Policies and institutions that enable investment in children and youth to succeed at the micro and macro levels should be encouraged. These could take the form of full multi-sector programmes that target youth in specific areas of activity, such as employment creation and/or peace building projects (Barashnd Webel 2002).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter the researcher focused on research methodology including research design, sampling procedures, target population and sample size, sample procedure, research instrument, validity and reliability, data gathering procedure, finally limitation of the study.

3.1 Research Design

The study was conducted using correlation design. The researcher used this approach in order to investigate the relationship between of Community participation and peace building projects using information gained from questionnaire

3.2 Research Population

The target population of this study was composed by employees of peace building projects in Hodan Mogadishu Somalia these were Somali peace line and UNDP. They were over 70 employees in peace building projects. The community has over 5 peace building projects and the research focused on two of them including the mediation and the local arbitration process from the community leaders.

3.3 Sample Size

The sample size was targeting at 70 employees of two project companies in Mogadishu. The data collected from the selected sample of respondents out of the estimated population (70) Employees of both two project companies. In this study the sample of the study was 60 respondents and the researcher reached through the Solvent's formula which is;

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

Whereby:

n = sample size

N = Target of Population,

e^2 = Number of Errors

$e^2 = 0.05$

N
$1 + (N * e^2)$

$n = 70 / (1 + (100 * 0.0025)) = 60$ respondent

TABLE 3.1 showing the numbers of the sample size

PROJECT NAME	TOTAL POPULATION	TOTAL SAMPLE NUMBER
Somali Peace Line Project	40	30
UNDP Project	30	30
Total	70	60

Source: primary data, 2015

3.4 Sampling Procedure

This study employed purposive sampling techniques. The researcher used purposive sampling to choose the cases that enable to answer research questions and objectives and also provide the researchers consciously decide who include sample. The main objective of this technique was to collect focused information, because it selected the

typical and useful of respondents. Only the purposive sample technique wouldn't make sense researchers because it saved time and resource.

3.5 Research Instruments

The research tools used in this study were the questionnaire i.e. to determine the level of community participation in peace building. The primary data was obtained and gathered from respondents of by the researcher using questionnaires. The questionnaires were self-administered and it was close ended questions to be simply answered by the respondents.

Interview guides were used to supplement the data collected through the questionnaire. The interviews was conducted on only Peace line project officials and UNDP project officials who are expected to be busy with daily schedules and might not find time to fill in the questionnaires. The researcher used the likert scale with four points to response mode.

3.6 Validity and Reliability of Instruments

3.6.1. Validity

Validity referred to the degree to which results obtained from analysis of the data actually represents the phenomenon under study. The validity of the research instrument was determined by pre testing. Mugenda and (2005) assert that pre testing ensures clarity and accuracy of results so that data collected gives meaningful, reliable results representing variable in the study. Pre-testing helped to estimate the time needed to take, to fill the questionnaires, pre-testing was done by administering to ten (10) respondents within the study population but outside the sample. Questionnaires were scrutinized by five colleagues at Kampala International University for their peer opinion on content and accuracy. Results from the field and opinion of colleagues helped identify gaps and make modifications to the instruments where necessary. The supervisors were also be notified accordingly.

In calculating validity the researcher ensured that questions are relevant in order to ensure that data collected give meaningful and reliable results represented by variables in the study (Mugenda and Mugenda, 1999). The researcher used the following formula to establish validity of the research instruments as seen below.

$$\text{Content validity Index (CVI)} = \frac{\text{Agreed items by all judges as suitable}}{\text{Total number of items judged.}}$$

If the overall Content Validity Index (CVI) of the instrument was equal to the average acceptable Index of 0.7 or above, then the instrument were accepted as valid (Amin 2005)

3.6.2 Reliability

According to Mugenda and (1999), reliability refers to the measure of the degree to which a research instrument yields consistent results or data after repeated trials. Cronbach's Alpha coefficient was used to measure reliability of the instruments.

Accordingly to Sekaran (2003), an alpha of 0.7 or higher was sufficient to show reliability; the closer it is to 1 the higher the internal consistency in reliability (Sekaran, 2003). The questionnaire were pre tested using ten (10) respondents within the offices and the reliability results were computed using the Statistical Package for Social Scientists (SPSS) and the scores were evaluated:

$$\text{Overall} = \frac{\text{Total number of alpha output}}{\text{no of variables.}}$$

$$\text{Total number of items} = \text{Summation of number of item for all the variables.}$$

3.7 Data Gathering Procedure

The following data collection procedures were implemented:

3.7.1 before the Administration of the Questionnaire

After the research proposal was approved, the researcher first obtained an authority letter from the employees UNDP and SPL in Mogadishu Somalia.

In order for the Researchers to carry out a research about "customer perceived value and customer loyalty. The Data collected from primary source that data that obtained from key customers.

3.7.2 during the Administration of the Questionnaire

Specifically, the researcher particularly requested the respondents of the following: (1) to sign the informed consent; (2) to answer all questions hence should not leave any item unanswered; (3) to avoid biases and to be objective in answering the questionnaires. The researcher retrieved the questionnaires within two weeks from the date of distribution.

3.7.3 Administration of the Questionnaire

The data collected organized, summarized, statistically treated and drafted in Statistical Package for Social Sciences (SPSS).

3.8 Data Analysis

The quantitative data involved information from the questionnaires only. It was therefore vital to put it into order and structure it, so as to derive meaning and information from it. The raw data obtained from questionnaires was cleaned, sorted and coded. The coded data was entered into the Computer, checked and statistically analyzed using the Statistical Package for Social Scientists (SPSS) software package to generate descriptive and inferential statistics. Descriptive analysis was applied to describe the primary variable and associated indicator items related to the study objectives.

The correlation and regression analysis was used to test the relationship among the variables and regression coefficient models to determine the extent to which the independent variables (community participation) impacts on the dependent variable

(peace building). The results were presented in form of tables then discussed in relation to existing literature. Conclusion and recommendations were drawn in relation to the set objectives of the study. Qualitative data was collected using focus group checklist during discussions with other authorized persons respondent category in meetings and documentary reviews using documentary checklist. Content analysis was used to edit the data and re-organize it into meaningful shorter sentences. The data was analyzed and organized based on patterns, repetitions and commonalities into themes based on the study variables. The data then was used to reinforce information got from questionnaires to draw conclusion and recommendations.

3.9 Ethical Considerations

To carry out this study, the researcher used individual data. Thus, the data collected kept its confidentiality and the information gathered for these organizations only used for an academic purpose.

The respondents informed the content and aimed at the research before administration of any instrument as we maintained the above sections.

After data analyze and report, data were presented honestly without regarding personal interest which could disorganize the presentation of data collected and manipulated in the fourth part of this research report.

3.10 Limitations of the Study

There were some limitations that might face the researcher, and they include:

1. Extraneous variables which are beyond the control of the researcher such as honesty, personal biases of the respondents and uncontrolled setting of the study.
2. The use of research assistants could bring about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents.

To minimize this threat, the research assistants were oriented and briefed on the procedures to be done in data collection.

3. Not all questionnaires might be returned back neither completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. To overcome this threat, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the facts, which the research discovered. The findings were presented in line with the objectives of the study where by the raw data in form of questionnaires was edited and interpreted which ensured uniformity, legibility and consistency. The data-filled questionnaires were copied and analysed by tallying and tabling in frequency polygons while identifying how often certain responses occurred and later evaluation was done. The information was then recorded in terms of percentages. Also, interview results were coded on frequency tables which were calculated in terms of percentages and presented in this study as illustrated below.

4.1 Profile of respondents

The researcher intended to measure the rationality of this research and tempted to find the respondents' biographic data in the selected peace building projects i.e. Somali Peace Lin and UNDP. This was based on to assess the material provided by the respondents based on their gender, qualification and experience. Respondents were asked to provide information regarding their gender, age, education level and years of service in the project. Their responses were summarized in the table 4.1 below;

Table 4.1: Demographic characteristics of Respondents

Category	Frequency	Percentage
Gender		
Male	31	52
Female	29	48
Total	60	100
Education level		
Certificate	12	20
Diploma	18	30
Bachelor's degrees	20	33

Category	Frequency	Percentage
Masters	6	10
PhD	4	7
Total	60	100
Working experience		
Less than 1year	-	
1-2 years	13	22
3-4years	36	60
5-10yrs	11	18
Total	60	100
Age		
20-25	08	13
26-29	12	20
30-35	21	35
36 and above	19	31
Total	60	100

Source: Primary Data (2015)

Results in table 4.1 show that 52 % of the respondents were males and 48% were females. This implies that more men participated in the study although a significant number of women were involved an indication that there is improvement in women participation in peace-building activities. From the same results, females were involved because they play a great role in conflict management right from households to the national level.

Regarding level of education, respondents with bachelor's degrees were the majority and comprised 20(33%) followed by 18 (30) diploma holders and 12 (20%) certificate holders, respondents with masters were only 6 (10%) and those with other qualifications comprised of 4(7%). The variations in education levels showed that people with different education qualifications are employed in peace building projects. However, since the study was about community participation people with even low

education qualifications were involved because the subject matter was concerning every individual regardless of the education level.

Similarly, the researcher intended to scrutinize the employment experience of respondents. Results showed that majority, 36 (60%) had been working with peace building projects in a period ranging between 3-4 years, 13 (22%) had a working experience of 1-2 years and 11 (18%) for 5-10. None of the respondents had worked for less than a year implying that they had enough experience in peace building however they also needed the community to participate because they know at times how the insecurities started which caused peace to disappear.

Furthermore, the researcher wanted to know the age bracket of respondents, results showed that majority, 21(35%) were falling in the category of those between 30-35years, followed by those in the age bracket of 36-39 years. Findings further revealed that 12(20%) of the respondents were between 26-29 years and 08 (13%) 20-25 years. This implies that mostly adults are involved in the peace building processes in Hodan District in Mogadishu. The results are significant because youths are mainly very crucial in the peace making process because they are the pillars of tomorrow.

4.2 Level of community participation in peace building projects in Hodan District, Mogadishu, Somalia

The first objective of the study was to determine the level of community participation in peace building projects in Hodan District, respondents were asked to rate the items that were developed purposely to measure this variable. The researcher analysed the responses in terms of means and standard deviations and later ranked the means as shown in table 4.2, 4.3 and 4.4.

Table 4.2: Level of community participation in Hodan District

Decision making	Means	S. Dev.	Interpretation
More efforts regarding decision making are needed disarm the community	3.15	0.987	High
Community dialogues also do give an opportunity to make appropriate decision making in relation to peace building	2.98	1.98	High
Key actors within the community need to engage the community in peace building decision making	2.82	1.222	High
A lot still needs to be done regarding demobilisation of the community through strategic decision making	2.25	0.988	Low
Stakeholders carryout decision making in form of community dialogues	2.24	1.002	Low
Average mean	2.65		High

Source: Primary Data (2015)

Results in table 4.2 show the mean responses of one of the constructs in measuring the level of community participation which was looked at in terms of decision making. When asked whether more efforts regarding decision making are needed to disarm the community the response were high (strongly agreed) (mean =3.15, S. Dev 0.987) and was ranked the highest. *"A lot has got to be done in regard to involving the community in decision making in matters regarding peace building"*. On whether community dialogues also do give an opportunity to make appropriate decision making in relation to peace building, this was ranked second with (mean = 2.98 S. Dev = 1.98) interpreted as high hence community dialogues should be emphasized. Results on

whether key actors within the community need to engage the community in peace building decision making were positive (mean = 2.82, STD 1.222) also ranked high as one of the respondent was quoted to have said *"us the local people we are neglected, no one from the government ask us what has be done forgetting that these people who cause the conflict they recruit people from our communities"*. Still about decision making, responses on whether a lot still needs to be done regarding demobilization of community through strategic decision making were low (Mean 2.25) and whether stakeholders carryout decision making in form of community dialogues, the responses were also low (mean =2.24). a quote from the interview *"the community participation in peace building in terms of decision making was low as more community members are encouraged to participate in peace building for the betterment of the country"*. The overall mean was 2.65 leading to an implication of high level of decision making among community members.

Table 4.3: Level of community policing in Hodan, Mogadishu

Community policing	Means	S. Dev	Interpretation
You feel supported in your peace building project endeavors by friends, family, community organizations, community members, etc. or do you feel isolated in your work.	2.82	1.222	High
I am active in community groups.	3.00	1.223	High
I often have difficulty finding time to participate in all I wish I could.	2.34	1.322	Low
Other members of my community are important to me.	2.04	1.098	Low
I dislike participating in group activities.	2.40	0.978	Low
Many of my friends are in the same organizations as I do.	2.18	0.998	Low
I have made new friends as a result of participation in community groups.	1.71	0.789	Very low
I have received recognition for my contributions to the community	1.35	0.998	Very Low
I have mentored someone in community participation	1.03	1.23	Very low
You frequently construct and maintain roads in your area.	1.71	0.789	Very low
Local leaders are aware and informed about the development programmers.	1.35	0.998	Very Low
Average mean	1.99		Low

Source: Primary Data, 2015

Results in table 4.3 shows that mean responses in measuring community participation in peace building in Hodan, Mogadishu under community policing construct. The results revealed that, concerning whether respondents feel supported in their peace building project endeavors by friends, family, community organisations, community members, among others, this was ranked the highest with (mean = 2.82, S. Dev. = 1.222)

meaning that with such respect, community members do not feel isolated particularly those participating in community policing. Similarly responses on whether members feel active in community groups were high with a high score (mean = 3.00). In addition results on whether respondents did not like to participate in group activities, the mean scores were low (2.40), surprisingly, the findings on whether community members are important to each other, results were negative as indicated by the low mean values (mean =2.04, Std=1.098) as one respondent from the interview guide was quoted *"there are low levels of cooperation among community members hence making it a challenge for successful peace building projects to work with them through community participation strategy"*. The mean value regarding whether community members who participate in peace building activities receive recognition for their contributions to the community, the results were low (mean =1.35), as one interview guide respondent was quoted *"people have not yet fully acknowledged the importance of participating in issues concerning peace building in their communities"*. Similarly, on whether members have mentored others in community participation, the findings indicated that this was very low (mean =1.03, STD, 1.23), and whether they participate in construction of infrastructures, they results were still very low as responses from the interview guide were quoted *"when they want to construct roads, schools, or Hospital they higher contractors and those construction companies have their own people so us the community we don't participate, even if the construction site is in our community hence level of community participation was very low"*.

The average mean in this section is generally very low (average mean =1.99) which indicates that the level of community policing. This has many implications including poor coordination between community members because they lack interests in sharing ideas regarding peace building. This also means that local people lack the capacity to make decisions and self-organize within their communities for a collective strategy to prevent conflicts.

4.4 Level of peace building projects in Hodan District.

The second objective of the study was to determine the level of peace building projects in Hodan District – Mogadishu. To analyse this section, a questionnaire was developed to examine the extent to which the constructs of the variable affect the performance of peace building projects, this was measured in terms of Community Dialogue, Demobilization, and Disarmament. Data was analysed using means and results are presented and interpreted as follows in table 4.4

Table 4.4: Level of peace building projects in terms of community dialogues

Items	Means	S. Dev.	Interpretation
Community Dialogue			
I value the contributions that community groups make to the community.	2.56	0.889	High
Much of my time is spent working with community groups.	2.41	0.998	Low
I have a leadership role in a community organization.	2.34	0.798	Low
I can make a positive difference to the community around me.	2.29	1.092	Low
Average mean	2.40		Low

Source: Primary data, 2015

Results in table 4.5 show the mean responses pertaining community dialogue as one of the constructs in measuring performance of peace building projects. Concerning whether community members value the contributions that community groups make to the community, the responses were positive as indicated by the scores (mean = 2.56, S. Dev. = 0.889) interpreted as high. Unfortunately, when asked whether they spend much of their time working with community groups results were negative (low) as showed by the mean scores (mean =2.41, Std Dev- 0.998) implying that much as the

community value the contributions made by peace building projects, their participation in the process of peace building as community members and as stakeholders and parties most affected is low. As well findings further established that leadership levels among community members are very low, this was established when asked whether community members have any leadership role they play in their organizations and results were low (mean 2.34, Std. Dev 0.798) as one respondent was quoted *"members who are elected as leaders in their respective organizations, others members are not supportive in ensuring that leaders fulfill their obligations"*.

Finally, on whether members could make a positive different to the community around them, the mean scores were also low (Mean 2.29, Std Dev. 1.092). From the table 4.4, results established that the level of community dialogues in peace building projects was low. The respondents agreed in their verbal quotes *"contributions from community groups whose cause is peace building are valued but full involvement of community members is still lacking. This is evidence as they disagreed that they spend most of their time working with community groups hence could not make a positive change to the surrounding communities"*.

Table 4.5: Level of demobilisation in Hodan district

Demobilisation	Mean	S. Dev	Inter.
Demobilization , reintegration are the major factor of peace	2.50	1.045	Low
There are Job creation processes in peace building	2.32	1.009	Low
The level of involvement to elders in peace building activity	2.32	1.089	Low
Contribution of the youths toward peace building	2.28	0.989	Low
The effect level of community dialogues in peace building	2.22	0.998	Low
Average mean	2.32		Low

Source: Primary data, 2015

Results in table 4.3 indicate the mean responses on demobilization as another construct in measuring the level of peace building projects' performance. Concerning whether demobilization, reintegration are the major factor of peace building, the responses were low (mean =2.50, Std Dev=1.045) as a quote from the respondent was *"some of these community members have their sons participating in causing insecurity in this country so the program of demobilization has proved to be complicated this illustrates that there are so many other peace building processes that are needed to be incorporated as one respondent was quoted"*. However the level of community participation was not undermined. The researcher further examined whether there are job creation processed in peace-building, findings were negative given that the mean values (mean =2.32, Std Dev 1.009) were low. According to these results peace building processes are mainly conducted on a voluntary basis through various forms like negation and mediations between the conflict parties. Findings further established that the level of involvement of elders in peace building activities was also low (mean = 2.32, Std Dev-1.089) implying that elders participation is low as this may be due to their low numbers among the population of Hodan and lack of interest since there is little motivations for those

involved in peace building activities. In the same way, the researcher went ahead to assess whether there is contribution of youths towards peace building, the results were still low (mean =2.28) indicating that there is low involvement of youths in the peace building projects and this has slowed down the effectiveness of these projects since youths constitutes the big majority of the population of the study area.

About the effect of continuity level of community dialogues in peace buildings, results were negative (mean=2.22) as there is still a lot of challenges by both the local and the international community to ensure sustainable peace building in Mogadishu based on the fact that earlier results showed low community participation in the process.

Results in the above table show that the level of involvement of International community's toward peace building process is ideally being delayed by the affected communities themselves due to rigidity that come along with the nature of socio-cultural norms and values plus religious attributes which at times looks at the people involved in the peace building processes as enemies who fighting against their religion.

Table 4.6: Level of disarmament on peace building projects

Disarmament	Mean	S. Dev.	Interpretation
The effectiveness of Disarmament in peace Building is high	2.62	1.009	High
Well-being of the society improves peace building	2.62	1.009	High
Have you made any participation towards peace building projects in Hodan District in Mogadishu?	2.50	0.999	Low
Do you have any peace building lessons that can be shared regarding what works as well as what doesn't work regarding the facilitation of peace building?	2.52	0.998	High
Every Individual an Opportunity to participate of peace building.	2.78	0.997	High
Average mean	2.43		Low

Source: Primary data, 2015

Results in table 4.7 illustrate the responses on the perceptions about disarmament as a strategy by peace building projects. The results concerning whether the effectiveness of Disarmament in peace Building is appropriate, responses were positive (mean = 2.62 S. Dev. = 1.009) interpreted as high as one respondent was quoted *"if at all guns are removed from whoever poses it that can help to speed up the peace building because if the guns are still in the communities still fighting would continue"*. This means that most of the respondents support the idea of disarmament among civilians, a strategy they believe should help to bring peace in their respective communities. Similarly, responses on whether the well-being of the society improves peace building were also positive (mean = 2.62 Std Dev = 1.009) quote *"if the community wellbeing was improved in terms of political and socio-economic status, there will be little conflicts which would arise from serious competition on resources hence enabling the process of*

peace building". However, it was unfortunate that when asked whether community members have made any participation towards peace building projects in their areas, the responses were negative (low) with mean values 2.50 (Std Dev. 0.999). This calls for more community participation in peace building processes. Surprisingly when asked whether they have any peace building lesson that can be shared regarding what works as well as what does not work regarding the facilitation of peace building, the responses were positive (high) (mean =2.52, Std Dev 0.998) meaning that the community could be interested in supporting the peace building projects but lack enough empowerment to get involved "*official from Non-governmental organizations and the UNDP come and sensitize us*". In addition, respondents said that every individual has an opportunity for participation in peace building (mean 2.78) interpreted as high. Looking as such findings, peace building projects are strong policy oriented which incorporate moderate activities ignoring fundamentals ones like involvement of all community members in the process.

4.7 Relationship between community participation and peace building projects in Hodan District, Mogadishu

The third objective of this study sought to establish the relationship between community participation and peace building projects in Hodan District. To achieve this objective, the researcher used correlation and regression analysis and tested the hypothesis at the significance level of 0.05. Results are showed in tables 4.8 and 4.9.

Table 4.7: Relationship between community participation and peace building projects (0.05 Level of significance).

Variables correlated	r-value	P-value	Interpretation	Decision on Ho
Community participation Vs Peace building projects	0.646	0.016	Positive and Significant	Rejected

Source: Primary Data 2015

Results in table 4.8 indicate a positive significant relationship between community participation and peace building projects in Hodan District, Somalia ($r = 0.646$). These results imply that as community participation improve, there was always an improvement in the successful performance of peace building projects in Mogadishu since ($\text{sig.} = 0.016 < 0.05$), this implies that the hypothesis that "*there is no relationship between community participation and peace building projects in Hodan District, Mogadishu, Somalia*" was rejected and hence the alternative hypothesis is accepted. Results further imply that, community participation have an a great impact on the successful peace building projects provided that clarity on leadership, decision making, community policing, coordination and translation of projects into action that includes disarmament, demobilization and community dialogues are important dimensions.

Table 4.8: Regression Analysis community participation and peace building projects in Hodan District in Mogadishu

Variables Regression	Adj. r²	F	Sig	Interpretation	Decision on Ho
Community participation Vs Peace building projects	0.417	51.6	0.016	Significant relationship	Rejected
Coefficients	Beta	T	Sig.	Interpretation	Decision on Ho
Constant	1.34	1.564	0.02	Significant	Rejected
Community participation					
Decision making	2.44	3.788	0.01	Significant	Rejected
Community policing	1.34	1.564	0.02	Significant	Rejected

Source: Primary Data, 2015

Table 4.9 illustrates the results from regression analysis between community participation and peace building in Hodan, Mogadishu, Somalia. Figures in table 4.9 ($F = 51.6$, $\text{sig.} = 0.016 < 0.05$), this means that there is a significant relations between the variances of the variables. The results further indicate that, the level of peace building projects independent of community participation is 1.34. This implies that even at zero level of community participation, peace building is at 1.34 and for community participation, a small chance in improvement cause and effect of 2.44 implying that a unit change in community participation leads to 2.44 change in peace building projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMENDECTIONS

5.0 Introduction

This chapter presents

a summary of findings, conclusion and recommendations concerning the effect of community participation on peace building projects in Hodan, Mogadishu – Somalia. The research objectives of this study were to determine the level of community participation, examine the level of peace building projects and identify the relationship between community participation and peace building projects in Hodan, Mogadishu. Summary of the findings, conclusions and recommendations are presented hereunder:

5.1 Summary of Findings

This section presents the summary of the findings analysed basing on the themes of the research objectives.

5.1.1 Objective one: Level of community participation in peace building projects

Findings of the research indicated that the level of community participation in peace building projects was low as indicated by the scored means on the constructs. Community participation was measured basically in terms of decision making and involvement in community policing which were measured low at a greater extent. Given that the level of decision making was considerably high, of this variable, it was established that decisions made are streamlined with the national policies which at times are not compatible for the issues affecting the local community. It should be noted effective decision making should be aligned on the theory that all who are affected by a given decision have the right to participate in the making of that decision. Participation can be direct in the classical democratic sense, or can be through representatives for their point of view in a pluralist-republican model. From the results, it was seen that decision making was mainly based on policy making and analysis which does not favor community participation.

Results align with those of Kweit and Kweit (1986) that policy analysis tends to concentrate power in the hands of a few experts and that policy analysis is most compatible with bureaucratic decision-making which is "antithetical to citizen participation". Because the policy analysis process relies on specialized techniques, expertise is an inherent component of policy analysis. As such, the role of citizen participation in the traditional policy analysis process is minimized. Citizens often lack technical expertise and can be emotionally involved in issues of concern rather than being detached and rational.

In view of community policing, participation of citizens/community members was really very low. Results indicated that people have not yet fully acknowledged the importance of participating in issues concerning peace building in their communities. To throw more light on this, community policing includes mainly elements of citizen participation and conflict resolution. The philosophical dimension is central to the ideas and beliefs that underlie community policing, such as citizen input, conflict resolution and personal service, as the fact is that in order to accurately determine community needs, security and priorities, community participation is required to identify problems, assist security organs and peace building projects to drive the solutions, and maintain community ownership of the issues pertaining improving security in the area.

The results also proved the theory of public participation relevant in peace building projects as it was emphasized that community members should be consulted on different approaches that could be employed to address challenges affecting people within their respective communities. The theory stipulated that in discussing the theory of public participation, it is useful to review broad theories of decision-making structures. It was noted that public decisions are increasingly being influenced by expertise of the people involved. Two broad decision-making structures are defined and analyzed: the technocratic approach; and the democratic approach.

5.1.2 Objective two: Level of peace building projects in Hodan District, Mogadishu

Results established that there was a low level of performance of peace building projects in terms of community dialogues, disarmament and demobilization as stipulated by the results on community participation that community members are not significantly involved in the peace building activities. This could be attributed to the socio-economic wellbeing of people, government policies and structural operations of the peace building processes. Community members seemed to value the contributions of community groups and peace building projects but the level at which they get involved is very low given factors like political atmosphere, poverty, capacity building and lack of empowerment to get involved. On the other hand community wellbeing is a major contributing factor to peace building because this creates a harmonious environment thus there will be little conflicts which would arise from serious competition on resources hence enabling the process of peace building. However, it was unfortunate that when asked whether community members have made any participation towards peace building projects in their areas, the responses were negative and this calls for more community participation in peace building processes. Surprisingly, peace building projects have tried to involve the community but full acceptance from local leaders and other leaders like clan leaders, religious leaders who are the major stakeholders in this particular case is still a major challenge yet they have a great influence to the community.

Findings can be backed up by Anderson (2005) that absence of strong leadership and encouragement in community policing strategies can negatively impact on community policing practices and security of an area. Security agents may be reluctant to make community policing a priority due to the perception that community policing is distinct from other 'defence work. Within the community; for some, community members are reluctant to seek and develop a sustainable partnership with law enforcement, peace building for the case of Somalia, and communication constraints can often hinder peace building success, especially in areas with minority and special needs groups.

5.1.3 Objective three: Relationship between community participation and peace building projects in Hodan District, Mogadishu- Somalia.

Results showed a significant relationship between community participation and peace building processes in Hodan district, Mogadishu- Somalia. A positive relationship was established based on the results that community participation in any matters regarding security in the area is very crucial as they are the primary informers for elements that may lead to insecurity. Peace building is a complex undertaking that directly or indirectly encompasses much of the national public administration, people's safety and ensuring state legal codes are not transgressed but to achieve the community need to be empowered, motivated, informed and fully involved for sustainable achievement of peace by the peace building projects in Somalia.

5.2 Conclusion

Objective one: Level of community participation in peace building projects

The involvement of civil society in peace building seems to be undisputed given the current state of affairs in peace building theory and practice. While the origins of the notion of civil society are found in democracy theory and in western philosophy (Spurk in this volume), the understanding of civil society as it applies specifically to peace building is still to be explicitly explored. However, while such experiments in social change were taking place in some quarters, participation remained largely absent from the mainstream development project – i.e. the framework within which international aid and assistance was conceptualized, packaged and delivered to the Third World by professionals and experts.

Objective two: Level of peace building projects in Hodan District, Mogadishu

Despite the acknowledgement of peace building projects in their role played to restore peace in Mogadishu, there still limited by strategies to promote the process to be fully implemented and where they are, facilitation is poor which makes their results intangible. This therefore calls for designing approaches like training and sensitizing

community members to be more involved and motivating them will help to facilitate the successful restoration of peace in Mogadishu and Somalia as a whole.

Objective three: Relationship between community participation and peace building projects in Hodan District, Mogadishu- Somalia.

Following the research findings, a significant relationship was established for the two research variables i.e. community participation and peace building. It should therefore be noted that community participation is very important in ensuring security of a particular area at both national and sub-national level and this in the long run will lead to successful peace building projects. The community therefore together with the concerned authorities UNDP and other peace building activities need to work hand in hand since both parts is key factors in ensuring security.

5.3 Recommendations

1. Peace-building projects through their administrators/official should improve on their relationship with the community by setting a good tone for the community and provide appropriate leadership to ensure each member is actively involved in community policing activities and also examine how those involved can be managed and motivated.
2. Trainings that are geared towards empowering community members to participate in ensuring safety of their areas should be conducted regularly. Peace building projects need to design approaches that will enhance and allow genuine participation of the public in their activities.
3. Peace building projects need to involve disaggregating and harnessing the potentials of some civil society groups in the process of peace building and sustenance. This is because civil society groups tend to have a close relationship with community members than any other group.

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QUESTIONNAIRE

Community Participation	Strongly disagree	disagree	Agree	Strongly Agree
Decision making	1	2	3	4
Stakeholders carry out decision making in form of community dialogues				
More efforts regarding decision making are needed disarm the community				
Community dialogues also do give an opportunity to make appropriate decision making in relation to peace building				
A lot still needs to be done regarding demobilization of the community through strategic decision making				
Key actors within the community need to engage the community in peace building decision making				
Community Policing	1	2	3	4
You feel supported in your peace building project endeavors by friends, family, community organizations, community members, etc. or do you feel isolated in your work?.				
I am active in community groups.				
I often have difficulty finding time to participate in all I wish I could.				
Other members of my community are important to me.				
I dislike participating in group activities..				
Many of my friends are in the same organizations as I.				
I have made new friends as a result of participation in community groups.				
I have received recognition for my contributions to the community				
I have mentored someone in community participation				
You frequently construct and maintain roads in your area.				
Local leaders are aware and informed about the development programmers.				

QUESTIONNAIRE
TO DETERMINE THE LEVELS OF COMMUNITY PARTICIPATION

DIRECTION 1.Indicate the most appropriate answer in your opinion circling one of the numbers indicating the rating in terms of levels of community participation .your respective opinion are to range from 1= strongly disagree 2 disagree 3= agree 4= strong

TO DETERMINE THE LEVEL OF PEACE BUILDING PROJECTS

DIRECTION 1 .Indicate the most appropriate answer in your opinion circling one of the numbers indicating the rating in terms of levels of peace building projects .your respective opinion are to range from 1= strongly disagree 2 disagree 3= agree 4= strongly agree

PEACE BUILDING PROJECTS	Strongly disagree	Disagree	agree	Strongly Agree
Community Dialogue	1	2	3	4
Much of my time is spent working with community groups.				
I value the contributions that community groups make to the community.				
I have a leadership role in a community organization.				
I can make a positive difference to the community around me.				
Demobilization	1	2	3	4
Demobilization , reintegration are the major factor of peace				
There are Job creation processes in peace building				
The level of involvement to elder to peace building activity				
Contribution of the youths toward peace				

building				
The effect level of community dialogues in peace building				
Disarmament	1	2	3	4
The effectiveness of Disarmament in peace Building				
Well-being of the society improves peace building				
Have you made any participation towards peace building projects in Wadajir district in Mogadishu?				
Do you have any peace building lessons that can be shared regarding what works as well as what doesn't work regarding the facilitation of peace building?				
Individual an Opportunity for Participation of peace building.				

Interview guide

1. What is the level of community participation in peace building projects
2. Do the people involve in peace building projects
3. How do they involve themselves in the projects
4. How relevant are the projects to the people
5. How have the projects helped bring peace
6. How has peace been experienced through these projects
7. Has the government helped the community through the projects

APPENDIX II: PROPOSED BUDGET ESTIMATES

Item	Qty	Unit Cost	Total Cost
Travel costs			
To and fro	6	15.000	90.000
Meals	6x3	6.500	39.000
Accommodation	5 nights	15.000	75.000
Air time	-----	-----	20.000
Allowances for Research Assistant			
Per day podium	1 person	5000x4days	20.000
Lunch facilitation	1 person	2000x5days	10.000
Stationery			
Note books	4	1000	4000
Pens	10	300	3000
Pencils	2	100	200
Rulers	2	1500	3000
Clear bags	2	3000	6000
Secretarial Services			
Typing	1000 pages	500	500.000
Printing	1000 pages	100	100.000
Photocopying	2000 pages	100	200.000
Scanning	50 copies	500	25.000
Spiral bounding	4 copies	2500	10.000
Transport	4 copies	15.000	20.000
Final copy book bound.			60.000
Up Keep			100.000
Miscellaneous			100.000
Grand Total			1.385.200

APPENDIX III: TIME FRAME

No	Activity	J	F	M	A	M	J	J	A	S	O	N
1	Conceptual Phase -Chapter One	x	x									
2	Design and Planning -Chapter Two		x									
3	Dissertation Proposal		x	x								
4	Empirical Phase -Data Collection				x	x						
5	Viva voce						x					
6	Analytical Phase -Chapter 4-5						x	x				
7	Dissertation Phase							x				
8	Revision							x	X			
9	Final Book Bound Copy								X			
10	Clearance								X	x	x	
11	Graduation											x

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