

**YOUTH EMPLOYMENT AND PEACE BUILDING IN GALKAYO DISTRICT,
SOMALIA**

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DECLARATION

This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institutional of Learning.

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02/11/2016

Date

APPROVAL

I certify that this dissertation has been compiled under my supervision and carried out by the candidate under my supervision

SUPERVISOR *Dr. Dinko A. A.E.*

SIGNED *[Signature]*

DATE *02-11-2016*

DEDICATION

I dedicate this research to my Mother/brother Hawa Ahmed and Abdiasis Abdullahi for all the love, understanding, encouragement, material and moral support. Without them my studies would not have been a success. To my dear brothers and sisters together with my colleagues and friends, I loves you all.

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ABSTRACT

The study sought to establish the relationship between the relationship between youth employment opportunities and peace building among in Galkayo district Somalia. The study was guided by four specific objectives and these included: to establish the relationship between youth employment creation and peace building in Galkayo district Somalia; to examine the influence of youth skills development on peace building in Galkayo District Somalia; to investigate the influence of youth employment information accessibility influence on peace building in Galkayo district Somalia; and to establish challenges facing youth employment opportunity Creation in Galkayo District Somalia. The study employed a descriptive correlation design. It was based on the variables of study which were quantified into numerical data to explain, predict and control phenomena of study . The research population was 399 from which 200 respondents were selected through Slovene's formula for sample size determination and the selection was done through systematic sampling technique. The data collection tools included questionnaires and interviews. The validity and reliability of the research instruments was determined through content validity index and test and re-test. Frequency counts and percentages were used to describe socio-demographic characteristics of respondents; mean ranges and standard deviations were used to measure the study variables; and Pearson correlation and regression coefficients were used to establish the association between the study variables. The study found out that there is positive and significant relationship between youth employment creation and peace building in Galkayo district (β value .214; Sig. 0.000: youth skills training and peace building in Galkayo (β value of 0.399 Sig. 0.000) and youth employment information accessibility and peace building in Galkayo district (β value of 0.380 Sig. 0.000). The researcher concluded that there is close association between improvements in youth employment creation; youth skills training and employment information accessibility will lead to success in peace building in Galkayo district. From the findings, the following recommendations were made; joint youth council at the entire district should be formed in Galgayo to try to forge some unity among different clan members; effective and appealing disarmament package should be established by the government of Somalia in collaboration with other interested organizations in peace making; market oriented vocational and technical training skills should be freely established for youth who had dropped out of school; free education should be offered to youth to discourage school going age from dropping out of school; the government should mobilize clan leaders to appoint a committee and establish a platform for discussing peace building approaches and reconciliation procedures; and the government and NGOs operation in the district should look for ways of connecting skilful youth to organizations and companies for job opportunities. This approach could significantly increase the number of working youth and introduce other programs that can keep youth relatively busy in income generating activities rather than engaging themselves in actions that can destabilize communities.

TABLE OF CONTENTS

| | |
|---------------------------------------|----------|
| DECLARATION..... | ii |
| APPROVAL..... | iii |
| DEDICATION..... | iv |
| ACKNOWLEDGEMENT..... | v |
| ABSTRACT..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES / FIGURES..... | xi |
| ABBREVIATIONS AND ACRONYMS..... | xii |
| | |
| CHAPTER ONE..... | 1 |
| INTRODUCTION..... | 1 |
| 1.0 Introduction..... | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.1.1 Historical Perspective..... | 1 |
| 1.1.2 Theoretical Perspective..... | 3 |
| 1.1.3 Conceptual Perspective..... | 4 |
| 1.1.4 Contextual Perspective..... | 5 |
| 1.2 Statement of the Problem..... | 7 |
| 1.3 Purpose of the Study..... | 7 |
| 1.4 Specific Objectives..... | 8 |
| 1.5 Research Questions..... | 8 |
| 1.6 Null Hypothesis..... | 8 |
| 1.7 The Scope of the Study..... | 9 |
| 1.7.1 <i>Geographical scope</i> | 9 |
| 1.7.2 <i>Content scope</i> | 9 |
| 1.7.3 <i>Theoretical Scope</i> | 9 |

| | |
|---|-----------|
| 1.7.4 Time Scope..... | 9 |
| 1.8 Significance of the Study..... | 9 |
| 1.9 Operational Definitions of Key Terms | 10 |
| CHAPTER TWO..... | 12 |
| LITERATURE REVIEW | 12 |
| 2.0. Introduction | 12 |
| 2.1 Theoretical Review..... | 12 |
| 2.2 Conceptual Framework..... | 13 |
| Figure 1 Conceptual Framework | 13 |
| 2.3 Literature Review | 14 |
| 2.3.1 Employment Creation and Peace Building..... | 14 |
| 2.3.2 Skills Development and Peace Building | 15 |
| 2.3.3 Employment Information Accessibility and Peace Building | 18 |
| 2.3.4 Challenges in Creating Youth Employment Opportunities..... | 20 |
| 2.4 Related Studies | 21 |
| 2.5 Research gaps | 23 |
| CHAPTER THREE..... | 25 |
| RESEARCH METHODOLOGY..... | 25 |
| 3.0 Introduction | 25 |
| 3.1 Research Design | 25 |
| 3.2 Research Population | 25 |
| 3.3 Sample Size | 25 |
| Table 3.1: Population and Sample size..... | 26 |
| 3.4 Sampling Procedure..... | 26 |
| 3.5 Sources of Data..... | 27 |

3.5.1 Primary Source of Data 27

3.5.1.1 Questionnaires 27

3.5.1.2 Interview Guide 28

3.5.2 Secondary Source Data 28

3.6 Validity and Reliability of the Instruments 28

Table 3.2: Determination of Validity of Instrument 29

Table 3.3: Results of Reliability Test 29

3.7 Data Gathering Procedures 30

3.8 Data Analysis 31

3.9 Ethical Considerations 31

CHAPTER FOUR 32

RESULTS, ANALYSIS AND INTERPRETATION OF FINDINGS 33

4.1 Introduction 33

4.2 Demographic Characteristics of Respondents 33

Table 4.1: Socio-Demographic Characteristics of Respondents 33

4.2 Objective 1: Youth Employment Creation and Peace Building in Galkayo district Somalia 35

Table 4.2: Correlation between Youth Employment Creation and Peace Building in Galkayo District 35

4.3 Objective 2: Youth Skills Development and Peace Building in Galkayo district Somalia 36

Table 4.3: Correlation between Youth Skills Development and Peace Building Galkayo District 37

4.4 Objective 3: Youth Employment Information Accessibility and Peace Building in Galkayo district Somalia 38

Table 4.4: Correlation between Youth Employment Information Accessibility and Peace Building Galkayo District 39

Table 4.5: Model Summary 41

Table 4.7: Regression Coefficient between Youth Employment Opportunities and Peace Buildings in Galkayo District 41

Table 4.8: Summary on the Decisions Taken on Research Hypothesis 42

Table 4.9: Challenges facing Youth employment opportunity Creation in Galkayo 44

CHAPTER FIVE 45

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS..... 45

5.1 Introduction 45

5.2 Discussions of the Key Findings 45

5.2.1 Relationship between youth employment creation and peace building in Galkayo district Somalia 45

5.2.2 Relationship between youth skills training and peace building in Galkayo district Somalia 46

5.2.3 Youth employment information accessibility and peace building in Galkayo District Somali 48

5.2.3 Challenges Facing Youth employment Opportunity Creation in Galkayo District Somali 49

5.3 Conclusions 50

5.4 Recommendations 51

5.4 Areas for Further Research..... 52

REFERENCES 53

APPENDICES 56

APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS..... 56

APPENDIX II: INTERVIEW GUIDE 60

LIST OF TABLES / FIGURES

| | |
|---|----|
| Figure 1 Conceptual Framework | 13 |
| Table 3.1: Population and Sample size..... | 26 |
| Table 3.2: Determination of Validity of Instrument..... | 29 |
| Table 3.3: Results of Reliability Test | 29 |
| Table 4.1: Socio-Demographic Characteristics of Respondents | 33 |
| Table 4.2: Correlation between Youth Employment Creation and Peace Building in Galkayo District | 35 |
| Table 4.3: Correlation between Youth Skills Development and Peace Building Galkayo District | 37 |
| Table 4.4: Correlation between Youth Employment Information Accessibility and Peace Building Galkayo District..... | 39 |
| Table 4.5: Model Summary | 41 |
| Table 4.7: Regression Coefficient between Youth Employment Opportunities and Peace Buildings in Galkayo District..... | 41 |
| Table 4.8: Summary on the Decisions Taken on Research Hypothesis | 42 |
| Table 4.9: Challenges facing Youth employment opportunity Creation in Galkayo | 44 |

ABBREVIATIONS AND ACRONYMS

| | |
|--------|--|
| APCP | African Peace building Coordination Programme |
| CVI | Content Validity Index |
| EES | European Employment Strategy |
| EI | Emotional Intelligence |
| ILO | International Labor Organization |
| IMTD | Institute for Multi-Track Diplomacy |
| JTPA | Job Training Partnership Act |
| SAQ | Self Administered Questionnaires |
| TVT | Technical and Vocational Training |
| UNICEF | United Nations International Children's Education Fund |
| YEI | Youth employment inventory |
| YEPs | Youth Empowerment Programs |

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study looks at how youth employment opportunities can help to reduce armed conflict and political instability in Galkayo District Somalia. First chapter of this study presents the background of the study; statement of the problem; purpose of the study, specific objectives, research questions, research hypotheses, scope of the study, significance of the study, and the operational definitions of the study variables are presented.

1.1 Background of the Study

The background of this study is presented in four perspectives and these include historical, theoretical, conceptual and contextual perspective.

1.1.1 Historical Perspective

Peace building is an ancient practice. However, the term peace building originated in the field of peace studies more than thirty years ago (Chandler and Empire, 2006). Chandler and Empire (2006) indicate that in 1975, Johan Galtung coined the term in his pioneering work three approaches to peace and these included peacekeeping, peacemaking and peace building. In this article, he posited that peace has a structure different from, perhaps over and above, peacekeeping and ad hoc peacemaking. The mechanisms that peace is based on should be built into the structure and be present as a reservoir for the system itself to draw up. More specifically, structures must be found that remove causes of wars and offer alternatives to war in situations where wars might occur." These observations constitute the intellectual antecedents of today's notion of peace building: an endeavor aiming to create sustainable peace by addressing the root causes of violent conflict and eliciting indigenous capacities for peaceful management and resolution of conflict (Oliver, 2011).

The recent developments in the use of the peace building concept are also related to the notion of human security (Mac, 2011). The scholar also noted that though a relatively new concept, human security is now widely used to describe the complex of interrelated threats associated with civil war, genocide and the displacement of populations. All proponents of human security agree that its primary goal is the protection of individuals. But consensus breaks down over what threats individuals should be protected from. Proponents of the

narrow concept of human security, which underpins the Human Security Report, focus on violent threats to individuals, while recognizing that these threats are strongly associated with poverty, lack of state capacity and various forms of socio-economic and political inequity (Richmond, 2011).

Proponents of the broad concept of human security articulated in the UN Development Program's 1994, Human Development Report, and the Commission on Human Security's 2003 report, Human Security Now, argue that the threat agenda should be broadened to include hunger, disease and natural disasters because these kill far more people than war, genocide and terrorism combined (Schirch, 2013).

In Africa, preventative and post-conflict peace building measures have been utilised to prevent violent conflict from arising, to manage conflict situations where they do arise, and to address the root causes of conflict (Sandole, 2010). Peace building, therefore, contains elements of conflict prevention, conflict management and conflict transformation, seeking to prevent, address and transform potential conflict situations.

Furthermore, the African Peace building Coordination Programme (APCP), supported by the Government of Finland, and operational since 2007 was established to spearhead peace building platform. The APCP aims at supporting enhanced coherence and coordination, across the peace, security, humanitarian, development and human rights dimensions in peace building operations in Africa. Within this aim, the Programme works in support of the attainment of just and sustainable peace in countries emerging from conflict.

Given the present youth employment challenge in Africa, some scholars believe that it is very difficult to build peace and in war torn areas without addressing youth employment challenges in the continent (Sandole, 2010; Oliver, 2011)). The scholars also believe that there is an urgent need for policy-, project-, and programme-level interventions in Africa. In response, the African Union Commission, international development organizations, and regional economic communities, designed and implemented projects and programmes with direct and indirect outcomes on employment, with varying definitions of age groups for young people. Progress reports on the status of youth employment in Africa show, however, that there is still a need for more interventions to work on various thematic areas, including employment creation, skills development, and employment services (Schirch, 2006). It is therefore within this background that this study attempted to investigate the extent to which

youth employment opportunities can help to enhance peace building in Somalia in particular reference to Galkayo District, Somalia.

1.1.2 Theoretical Perspective

This study is based on the moral theory of political reconciliation developed by Colleen Murphy in 2010. According to this theory Murphy noted that a "good" political community is the one in which "political relationships ... express reciprocity and respect for moral agency." The theorist stresses that political relationships will express this kind of reciprocity and respect when the community has three characteristics: (1) the rule of law is established; (2) political trust and trust-responsiveness are both justified and present; and (3) the citizens possess certain capabilities.

As it can be seen, Murphy's starting point and the fundamental justification for his entire theory is an account of moral agency defined largely in terms of affective experience and capacities. As a result, Chandran et al., (2011) suggested that the goal of political reconciliation is in large part to create a community in which the three characteristics obtain and the members feel certain things and are "moved" by certain considerations or experiences -- by empathy, identification, and trust (among other things). All of this is justified by appeals to the demands of reciprocity and "moral agency".

McCandless and Tschirgi (2010) also commented that Murphy's *Moral Theory* is a nice addition to the literature. Their discussion of the analytic relationship between the rule of law and rational agency is illuminating, and their extensive analysis of the civic failures in Argentina, Northern Ireland, and especially South Africa is compelling. Best of all, they draw on capability theory and its supporting psychology to provide a fascinating account of how, precisely, various mechanisms of oppression (violence, economic oppression, and the inequitable construction of group identity) undermine both their victims and the political society in which they occur. Since this study looks at the role of government, education and international communities in peace building of Somalia, this becomes relevant to the study since it is centered on the rule of law is established; political trust and trust-responsiveness; and certain capabilities the citizens should possess.

As this study is based on youth employment and peace building and the the theory is based on economic oppression among youth as a conflict resolution strategy; it becomes relevant to

this study as its variables form the back basis for this study. Thus, this study attempted to determine the worthiness of the theory in the current armed conflict in Somalia.

1.1.3 Conceptual Perspective

Youth employment that forms the independent variable of this study has been viewed differently. According to Free Dictionary, Youth employment refers to the state of youth being employed or having a job. The dictionary also defined the term as the occupation for which youth are paid. Similarly, Employment Dictionary defines youth employment as what youth do as a paying job or the number or percentage of youth who have jobs. Rwebangira and Liljeström (2008) defined it as a progressive opportunities provided to youth in regards to policy, interventions to work on various thematic areas, including employment creation, skills development, and employment information accessibility.

Peace building that forms the dependent variable of this study refers to the full spectrum of intervention that is focused on restoring relations between groups that have been in conflict (Mac Ginty, 2012). According to the scholar, peace building involves a number of different aspects, which may include forgiveness, cooperation, negotiation, mediation, facilitation, creation of mutual understanding, and/or reconciliation. UN Secretary-General Boutros Boutros-Ghali in 1992 introduced the term peace building as “A range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. The term has also been perceived as a process in addresses drivers and root causes of political instability, building institutions and capacities of individuals, communities and authorities to manage conflict and deliver services (e.g. political, security, justice and government institutions that deliver social services); enhancing social cohesion and build trust among social groups (society-society relations) (e.g. reconciliation processes); and build trust in and legitimacy of governments (state-society relations) (e.g. political dialogue) (UN PBSO, 2010). In this study it will be investigated in terms of reconciliation, disarmament and transitional justice.

As youth employment has been shown as one of the key peace building strategy, there is need to establish the extent to which this conflict resolution strategy has been established in case of Somalia and determined the level at which it has helped to enhance peace among people in Galkayo District Somalia .

1.1.4 Contextual Perspective

For many years, Somalia has been characterized by conflict, instability, poverty, and underdevelopment. Despite remarkable progress in recent years, the country still faces many critical challenges (Coning, 2013). Classified as a failed state for nearly two decades, Somalia has recently witnessed notable progress, with a new president inaugurated in 2012 after democratic elections and reintegration into the international community of nations. However, Coning (2013) also believed that the situation in Somalia remains fragile in regards to governance, security, and development.

While higher order conflict is over territory, violence at lower levels is driven by competition over access to natural resources and clan divisions (Tarnoff & Lawson, 2013). With an emphasis on training and mediation to resolve conflicts over scarce natural resources, Mercy Corps has empowered 290 women and youth with conflict resolution mitigation skills, trained local government officials in conflict management and governance, and formed three peace committees in key regions. In addition, Mercy Corps holds regional dialogue forums to identify conflict issues and share best practices, facilitates mediation between conflicting clans, and implements small community projects such as tree nurseries, income-generating activities, and vocational training that address economic drivers of conflict (Tarnoff & Lawson, 2013).

While different approaches seem to yield low success, Johnstone (2011) believe that efforts should be made to increase youth employment opportunities to address these key causes of conflict by engaging communities, youth in particular in joint livelihoods projects that build cooperation and reinforce economic linkages. The scholar also believed that different stakeholders should work to strengthen youth employment opportunities for conflict mitigation and reconciliation, including training community leaders in conflict prevention and resolution and supporting joint monitoring in hot zones.

According to a UN report, unemployment rate for youths in Somalia is one of the highest in the world at 67% among all 14 to 29-year-olds, 61% among men and 74% among women. The Somalia Human Development Report 2012, issued by the UN Development Programme considers 82% of Somalis to be poor, It also said that 40% of youths are actively looking for work, while 21% are neither working nor in school with unemployment becoming among the biggest threats facing the Somali society. Unemployment among youths in Somalia has also

prompted many to leave the war-torn nation. Majority of the young people relocated to neighbouring countries in search of better opportunities. Some went as far as to cross the Mediterranean Sea into Europe due to deteriorating economic conditions back home. The report surveyed 3,300 households to calculate a Youth Frustration Index, The most common reason young people gave for their frustration was the lack of employment opportunities , the highest levels of frustration were found in south-central Somalia, the epicenter of the war, Experts however say that the only solution is for the Somali government to create job opportunities rather than rely on private sectors to employ the country's youth, The report warned that the underlying problems faced by Somalia's youngsters threaten peace efforts with youths aged 14 to 29 making up the bulk of militia fighters and criminal gangs, The report called on donors to focus more on the root causes of conflict and longer-term development assistance to Somalia. With a permanent government in place for the first time in two decades, the youth in Somalia hope that president Hassan Sheikh's administration will address unemployment among the youth and create better working condition for the war and famine ravaged Somali people.

According to Mohamed (2013), In Galkacayo , the youth represent the smallest number of the working-age-population in any working place. Unemployment rate for those between the ages of 15-30 are routinely twice or even three times higher than those of the total working-age-population. In recent years the youth unemployment rate in Galkacayo was alarming high, in addition to the high youth unemployment rate, the proportion of youth unemployment in total unemployment is high, Some went as far as to cross the Mediterranean Sea into Europe in search of better opportunities. Civil insecurity affects all wealth groups, causing displacement, loss of lives and property and a high rate of unemployment and food scarcity. In Galkayo, there has been ongoing violence and assassinations because of the political conflict between the tribes of Galkayo . In Galkacyo district where this study will be carried out, there is persistent civil among different tribal militia groups. Several efforts to end the violence and create peaceful environment have been made by both local and international entities (Bradbury & Healy 2010). Amidst all the efforts being made, little peaceful environment has been created in many parts of the district (WHO Report, 2012). In Galkacyo district for example, WHO report indicated that over 80% of those involved in a fight are the youth and the report cited massive unemployment rate as a major reason for the unending civil war in the district. It is therefore through this

controversial situation that this study attempted to establish the relationship between peace building and poverty reduction in Galkacyo district in Somalia.

1.2 Statement of the Problem

In the last few decades, the people of Somalia have been terribly involved in armed conflict. The political instability led by different sects has caused massive division among nationals and led to massive destruction of social, economic and political infrastructure (Johnstone, 2011). The problem is that the institutions that have been set up to spearhead peace process and reconciliation in the country are mostly foreign based with some having their own and selfish ambitions (Bradbury and Healy, 2010). Due to foreign influence, the involvement of local communities and organizations has been hampered and peace building process and reconciliation process is hard to come and if not well addressed will remain a mere dream (Johnstone, 2011). As several strategies to bring about peace or resolve conflict in the area have yielded little success, Tarnoff & Lawson (2013) believe that efforts should be made to increase youth employment opportunities to address these key causes of conflict by engaging communities, youth in particular in joint livelihoods projects that build cooperation and reinforce economic linkages.

According to the information from the Somalia Human Development Report (2012), the unemployment rate for youth aged 14 to 29 is 67 percent and this is one of the highest rates in the world; women lose out more, with unemployment rates at 74%, compared to men at 61%. The report also suggests that different stakeholders should work to strengthen youth employment opportunities for conflict mitigation and reconciliation, including training community leaders in conflict prevention and resolution and supporting joint monitoring in hot zones. It is within this framework that this study examined the youth employment opportunities in Galkayo District Somalia State and determined whether this has affected peace building process in the area.

1.3 Purpose of the Study

The purpose of this study was to establish the relationship between youth employment opportunities and peace building among in Galkayo district Somalia.

1.4 Specific Objectives

- (i) To establish the relationship between youth employment creation and peace building in Galkayo district Somalia.
- (ii) To examine the influence of youth skills development on peace building in Galkayo District Somalia
- (iii) To investigate the influence of youth employment information accessibility on peace building in Galkayo district Somalia.
- (iv) To establish challenges facing youth employment opportunity Creation in Galkayo District Somalia.

1.5 Research Questions

This study sought to answer the following research questions:

- (i) What is the relationship between youth employment creation and peace building in Galkayo district Somalia?
- (ii) What is the influence of youth skills development on peace building in Galkayo District Somali?
- (iii) What is the influence of youth employment information accessibility on peace building in Galkayo district Somalia?
- (iv) What are the key challenges facing youth employment opportunity Creation in Galkayo District Somalia.

1.6 Null Hypothesis

H₀-There is no significant relationship youth employment creation and peace building in Galkayo district Somalia.

H₀- Youth skills training do not have any significant influence on peace building in Galkayo district Somalia.

H₀- Youth employment information accessibility do not have any significant influence on peace building in Galkayo District Somali.

1.7 The Scope of the Study

1.7.1 Geographical scope

The study was carried in Galkayo district, Somalia , This area was selected for this study because over 70 % of the youth in the area are unemployed yet civil wars in the area are common. Thus, there was need to find out whether increasing participation of youth in militia activities in the area is related to high unemployment rate among them or not such that appropriate recommendations to peace building and conflict resolution could be forwarded.

1.7.2 Content scope

The study examined the link between youth employment opportunities and peace building in Galkayo district Somalia. Youth employment opportunities in this study were examined in terms of employment creation, skills development and employment information accessibility while peace building was investigated in terms of reconciliation, disarmament and transitional justice.

1.7.3 Theoretical Scope

This study employed moral theory of political reconciliation developed by Colleen Murphy in 2010. This theory states that a "good" political community is the one in which "political relationships ... express reciprocity and respect for moral agency." The theorist stresses that political relationships will express this kind of reciprocity and respect when the community has three characteristics: (1) the rule of law is established; (2) political trust and trust-responsiveness are both justified and present; and (3) the citizens possess certain capabilities.

1.7.4 Time Scope

The period for this study was four years that is from 2012 to 2015. This time frame was considered for this study because it is from 2012 that a new president was inaugurated after democratic elections and reintegration into the international community of nations. By considering this time framework, employment opportunities provided under the government were investigated to see they have helped in peace building in the area or not.

1.8 Significance of the Study

This study could be instrumental to the government of Somalia since it will come to acknowledge the contribution of youth in peace and reconciliation process and support them such that peace can be established in the country. The results of this study will provide

valuable insights and a more reliable guide to monitoring the youth projects and activities especially those that promote reconciliation and building peace in the area. It will also be a yardstick for measuring partly respective youth policy goals and objectives.

This study will try to bridge the existing gap in the areas of youth employment opportunities aimed at enhancing their participation in reconciliation and peace building process. Thus, it would be useful material for further reference to future researchers undertaking similar or related areas of study especially based on conclusions drawn and recommendations being forwarded. Youth leaders at different levels can be more enlightened to comprehend the benefits of youth's efforts in full participation in peace building and reconciliation process and activities of their country and apply the findings to ensure relationships are sustained hence leading to improved service delivery for the youths.

The study findings can also be useful to the ministry of youth affairs to understand its roles and responsibilities in promoting activities that can enable the youth to fully participate in peace building and reconciliation process of Somalia. It can also enlighten the ministry to find ways of facilitating youth employment programs and recognize some of their genuine activities aiming at promoting reconciliation, peace and justice, democracy, transparency and good governance.

The study findings can help the public opinion poll to establish Youth Councils and Youth Wings as important tool for effective reconciliation and peace building process. This will enable the political parties to encourage and support the youths to participate in peace building and reconciliation activities that are of significance to them and narrowing the gaps in existing in real operation of their parties.

The researcher will also acquire sufficient skills and knowledge on how to gather data, present them, interpret them as well as discussing so as come up with precise conclusions and recommendation in the areas of youth participation in reconciliation and peace building regime. This will help him to carry out similar study in future.

1.9 Operational Definitions of Key Terms

Youth employment that forms the independent variable of this study was viewed as approaches and activities aimed at increasing employment opportunities to youth through

policy design, interventions to work on various thematic areas, including employment creation, skills development and youth employment information provision and guidance.

Peace building in this study was perceived as holistic that is focused on restoring relations between groups that have been in conflict and these include reconciliation, disarmament and transitional justice.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This literature review discusses diverse views, study findings and opinions of various authors, researchers and scholars regarding youth employment and peace building. It begins with the theoretical review, followed by the conceptual framework, then, youth employment opportunities, followed by peace building, next is the relationship between youth employment and peace building; and finally, the existing gaps in the literature review remarked so as to establish a ground and need for analysis.

2.1 Theoretical Review

This study will employ the moral theory of political reconciliation developed by Colleen Murphy in 2010. This theory states that a "good" political community is the one in which "political relationships ... express reciprocity and respect for moral agency." The theorist stresses that political relationships will express this kind of reciprocity and respect when the community has three characteristics: (1) the rule of law is established; (2) political trust and trust-responsiveness are both justified and present; and (3) the citizens possess certain capabilities.

The impression drawn from the theory is that Murphy's starting point and the fundamental justification for her entire theory is an account of moral agency defined largely in terms of affective experience and capacities. In the review of the theory, Chandran et al., (2011) noted that the goal of political reconciliation is in large part to create a community in which the three characteristics obtain and the members feel certain things and are "moved" by certain considerations or experiences -- by empathy, identification, and trust (among other things). All of this is justified by appeals to the demands of reciprocity and "moral agency".

Further still, McCandless and Tschirgi (2010) also commented that Murphy's *Moral Theory* is a nice addition to the literature. Their discussion of the analytic relationship between the rule of law and rational agency is illuminating, and her extensive analysis of the civic failures in Argentina, Northern Ireland, and especially South Africa is compelling. Best of all, they draw on capability theory and its supporting psychology to provide a fascinating account of

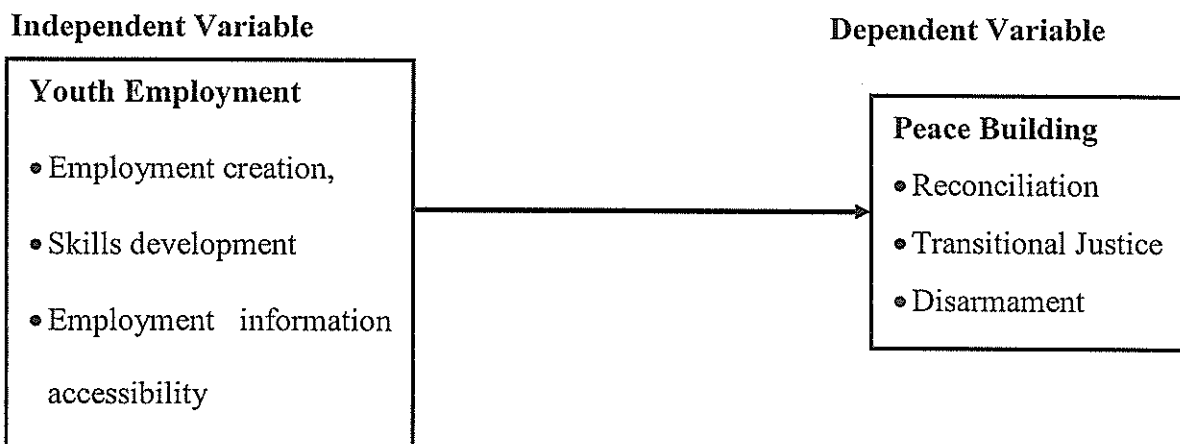
how, precisely, various mechanisms of oppression (violence, economic oppression, and the inequitable construction of group identity) undermine both their victims and the political society in which they occur. Since this study looks at the role of government, education and international communities in peace building of Somalia, this becomes relevant to the study since it is centered on the rule of law is established; political trust and trust-responsiveness; and certain capabilities the citizens should possess.

As this study is based on youth employment and peace building and the theory is based on economic oppression among youth as a conflict resolution strategy, it becomes relevant to this study as its variables form the back basis for this study. Thus, this study will try to determine the worthiness of the theory in the current armed conflict in Somalia.

2.2 Conceptual Framework

This research is based on two important variables. These involved level of youth employment as independent variable and peace building as dependent variable. The framework assumes that the two variables are linearly related.

Figure 1 Conceptual Framework



Source: Adopted from Chandran et al., (2011)

Figure 1 illustrates that opportunities of youth employment as regards to employment creation, skill development and employment information accessibility can significantly lead to peace building as regards to reconciliation, disarmament and transitional justice. However, the linear relationship between the two variables can be limited if governments effort and

policy towards peace is not comprehensive and international communities have selfish interest in the ongoing armed conflict.

2.3 Literature Review

2.3.1 Employment Creation and Peace Building

Several scholars believe that the notion of youth employment creation begins with youth policy work. A book edited by Betcherman, et al. (2014) pointed out the difficulty of studying topics such as youth, work and youth unemployment in a comparative perspective as he pointed out these are all connected to the specific economic, social and educational policies of the context being studied (Betcherman, et al. (2014).

Kenyon (2009) argued that youth employment “interventions cannot be limited to the improvement of human capital; that is, to increasing the supply of qualified workers.” Kenyon (2009) pointed out one has to think not only of programs but also systems to reduce youth unemployment. He stated that programs serve “a limited and defined group of people,” they are funded for short periods of time and viewed as temporary remedies, thus must be cut back when funds are limited. On the other hand, he argued, “Systems are open to all who qualify” (Kenyon, 2009).

Hence when more people want to use services, the systems have to extend (Kenyon, 2009). A third point on interventions put forward by Kenyon (2009) is that prevention of youth unemployment is preferable to treatment, however, he argues, treatment often wins out because “treatment can be more readily targeted to those in need” and its results can be quantified as numbers or proportions whose conditions have been improved (Kenyon, 2009). Fourth, argued Hamilton, interventions should aim at preventing the marginalization or social exclusion of youth. He lastly claimed that interventions should prepare youth according to the needs of the times that are emerging.

Following the adoption of EES, countries approached differently both defining the problem of youth unemployment and the ways to tackle it (Mcneish & Loncl, 2013). However, one commonality among all actors was that they adopted an “active supply side orientation” which focused on increasing the “employability” of the unemployed (McNeish & Loncle,

2013). No attention was paid to factors such as geography, vertical and horizontal segmentation, mismatch of supply to demand when demand is high (McNeish & Loncle, 2003).

Jeffrey (2011) identified three kinds of programs which aim to tackle youth unemployment: supply side programs that try to ease the transition from school-to-work before any problems arise; supply side programs that address specific needs of youth who are facing difficulties in the labor market; and demand side programs such as minimum wage programs, which aim to raise the wages for youth, and programs which try to link certain employment opportunities with youth. Authors pointed to the German apprenticeships as the most successful among school-to-work transition programs (Jeffrey, 2011). They also stated that the Swedish second chance programs are not overly effective (Jeffrey, 2011). The effectiveness of the U.S. second chance program, Job Training Partnership Act (JTPA) is also not very conclusive (Jeffrey, 2011). The authors examined the French demand side programs and find their effectiveness to be questionable as well (Jeffrey, 2011).

Youth employment inventory (YEI) is compiled by the World Bank and includes 289 interventions that aim to improve the employment outcomes for youth from 84 countries (Betcherman et al., 2007). The analysis revealed that skill training is the most common type of intervention for youth (39 percent of all interventions) (Betcherman et al., 2007). On the other hand, 32 percent of interventions are comprehensive multiple-service interventions such as “combining vocational and on-the-job training with wage subsidies and public works, or classroom and on-the-job training with paid work experience and job search assistance” (Betcherman et al., 2007, p. 1). The majority of the interventions covered in the study are in the OECD area (42 percent): Industrialized countries are those which usually have explicit strategies in addressing youth unemployment. Latin America ranks as second with 24 percent of the share of total interventions (Betcherman et al., 2007). An interesting finding is that even after controlling for the quality of the evaluation evidence; interventions that took place in developing regions had more favorable employment outcomes for youth than those in the developed regions (Betcherman et al., 2007).

2.3.2 Skills Development and Peace Building

Skills training that can also be termed as vocational education programming promises to address what is arguably the core need of most youth: survival. What follows is a

consideration of some of the central concerns raised in the vocational training literature (Scott *et al.*, 2006). According to the authors, gender dynamics play a central factor in vocational programs because male and female youth generally play different economic and social roles. Female youth may be burdened with domestic responsibilities (including childcare), have generally lower levels of education, have limited access to work, fewer opportunities to earn much income from their work – and may be distinctly unable to regularly participate in vocational or other programming.

The literature strongly suggests that the field has yet to effectively and consistently address the vocational needs of female youth through programming (Silberman, 2006). Given its significance, it is a colossal gap in the programming for youth field. Regularly highlighted as a significant problem, effective solutions, particularly tested ones, are scarcely even mentioned. What is clear is that traditional vocational training programs do not often work for most female youth and childcare is required to even be able to include many of them in regular programming (Silberman, 2006). Not mentioned is the fact that traditional vocational courses tend to be both gender-specific (for males: trades such as carpentry and masonry; for females: hairdressing, and, only in some contexts, tailoring) and the trades for female youth generally have a much lower earning potential than those reserved for male youth (Walter, 2013).

In response, a detailed booklet containing guidelines for addressing women's needs including, by implication, female youth] in conflict-affected countries (from the International Labour Office, of the International Labour Organization) contains a number of highly useful suggestions (Warnat, 2011). According to the author, these include the need to use: gender analysis, relevant statistics disaggregated by gender, and participatory methods during program planning stages to “help to bring out the distinct impacts of conflict on women and men” integrating programs along gender lines to avoid “reinforcing assumptions of women’s vulnerability and victimization” and “creating gender conflict and competition”; and extending “knowledge of ‘female responsibilities’ to men” during training programs. The guidelines suggest that the needs of young and older women are diverse, and require substantial attention and investment (World Class Apprenticeships, 2008).

According to Reeves (2006), there is broad acceptance that traditional vocational programming approaches are insufficient for war-affected youth. Their approach includes: a

market assessment conducted with youth, business training for youth aiming to be self-employed, and connecting vocational training to apprenticeship schemes (with the warning that “agencies should ensure that young apprentices are being taught and not simply exploited.” One sees in this and other publications the need to appreciate and address the dual options for youth of self-employment (as entrepreneurs) as well as working for others (often starting as apprentices). Scott *et al.* (2006) notes in an assessment of International Labor Organization (ILO) programming in Uganda that there was a shortage of jobs for vocational program graduates, and “even youth with skills often have no place to work.

O'Connor and Trussell (2007) also stress the need to teach youth basic education and life skills. In the list of possible subjects that they supply, one begins to appreciate the wide range of needs of most war-affected youth: “reading, writing, numeracy, science, artistic expression and handicrafts, landmine awareness, HIV/AIDS awareness, gender-based violence, environmental protection, civic responsibility, human rights, resolving conflicts, personal hygiene, safety and good parenting consideration of vocational education for refugee youth signals the importance to occupy those who otherwise have very little to do (Walter, 2013). He recommends internet cafés and sports clubs. This program area may be the hardest to categorize. It concerns activities aimed at energizing and engaging youth through largely sporadic, high-profile public activities (such as sports competitions, concerts, or conferences), or, alternatively, through the engagement of existing youth groups. Sometimes programs incorporate both possibilities.

O'Connor and Trussell (2007) observe that youth sub-culture (contra culture) that is existing mainly as a reaction against the dominant culture) rejects the adult world; it is confined effectively to those between puberty and thirty; it creates its own leaders and symbols; it demands “liberation,” requires less and less adult cooperation for its sub-society to function; it frightens the adult world. In O'Connor and Trussell’s view, the obvious divergence between youth sub-culture and the adult world tends to be quite bewildering for adults. This situation, of course, signifies what is generally termed “generation gap”. Warnat (2011) finds this situation very worrying because the youth not only reject indigenous articles of clothing and other symbols of national and ethnic identity, but also manifest a wholesale rejection of cultural beliefs. Indeed, youth sub-culture, a result of sustained frustration, tends to be delinquent. In this connection, the learners rejection of the society will result in the learner’s passivity, inaction in contributing to societal development, his withdrawal behaviour from

social responsibility and service and his perception of the society as not contributing anything to his well-being, progress and social living.

Warnat (2011) observes that areas of youths rejection include values of community ownership, assistance to others as demonstrated in extended family relationships, sanctity of human life and female chastity before marriage. According to Silberman, 2006) while seeking independence from adult expectations and demands, the youth enter into what may be regarded as a form of almost compulsive conformity and loyalty to the peer group. This is often marked by intolerance of deviance to the sub culture; a situation which helps to increase the cultural gap between youths and the older generation, thus further distancing the former from involvement in mainstream societal goal. Surely, youth violence is quite often viewed by social scientists as an expression of frustration.

2.3.3 Employment Information Accessibility and Peace Building

Public employment services and administration of labour market programmes include: placement, counselling and vocational guidance; job-search courses and related forms of intensified counselling for persons with difficulties in finding employment; support of geographic mobility and similar costs in connection with job search and placement (Christiana, 2013).

An edited book which examined the European Union's youth transition policies published 10 years after Petersen and Mortimer (2014) followed similar arguments (Blasco, McNeish & Walther, 2013). Authors indicated that both supply and demand side factors should be taken into account in order to comprehend youth unemployment, but most interventions within the EU countries have attended only to the supply side by remedying the shortcomings of those unemployed (McNeish & Loncle, 2013). The European Council introduced the European Employment Strategy (EES) in 1997 with a view to promoting convergence in labor market related policies (Walther & McNeish, 2013). EES stipulates that each country makes a commitment to offer an opportunity (new start) to every youth under the age of 25 after they are unemployed for six months (Walther & McNeish, 2013). These opportunities might include orientation, education, training, work experience or employment (Walther & McNeish, 2013)

EU countries followed different trajectories in meeting this goal with varied outcomes and limited sustainability (Walther and McNeish, 2013). Walther & McNeish (2013) pointed out that most often the policies of more successful countries were promoted as best practice. Authors stated that youth transitions policies should be in tune with the socio-economic and socio-cultural changes that are taking place in societies (Walther & McNeish, 2013). They observed that in Europe “often the single policies are not connected with one another and deal with individual biographies only from compartmentalized perspectives for which they are institutionally responsible (as labor, as a human resource, as a claimant of benefits and so on.)” (Walther & McNeish, 2013).

Buzzell (2007) advocates for allowing free movement within Africa’s labor markets and into EU countries as a way to resolve what they characterize as the violent youth crisis in Africa. Others stick much closer to home. Wallerstein & Auerbach (2014) call for support for rural Liberian youth so they can more easily seek self-employment with improved access to markets, training and credit. Wallerstein & Auerbach (2014) finds that while traditional Angolan methods provide a degree of psychosocial and emotional relief in war-affected children and youth, they must be “complemented by job creation and skills training programs as well as a general alleviation of poverty”.

Silberman (2006) also indicated that accessibility to Emotional Intelligence (EI) consists of domains related to aspects of processing, understanding, and managing emotions. The author conceptually argue that increasing EI may act as an important pathway to increasing self-efficacy, reinforcing an important role that some believe EI may play in YEPs’ theory of change YEPs that involve adolescent populations especially vulnerable to situations of conflict and stressful life events may prioritize youth empowerment as a strategy to strengthen young people’s problem-solving and coping skills to navigate difficult situations.

Women’s Commission for Refugee Women and Children. (2011) also indicated that adeptness in problem-solving skills is frequently highlighted as a valued characteristic of organizational and community leaders’ roles into which YEPs invite young people. While this review does not limit itself to YEPs centered on social action activities, many YEPs do heavily incorporate community engagement and social advocacy themes into their programming. According to the commission, strengthening civic engagement among young people is a key driver for many YEPs. The United Kingdom, for example, has a considerable

history of local youth councils through which youth empowerment is often a vehicle for activating young people in neighborhoods and public action (Asche, 2011). Civic engagement can be expressed in many ways, including volunteering, membership in civil society clubs and organizations, beliefs concerning the importance of civic engagement, expectations of future community involvement, voting, and political participation.

Youth empowerment by definition approaches young people from a strengths-based perspective that translates to a primary focus on recognizing and enhancing youths' developmental assets. The focus of YEPs on young people's strengths, however, does not preclude YEPs from having an impact on antisocial behaviors of common concern to communities and policy-makers. As stated by Asche (2011), the goals of youth development programs promote positive development, even when seeking to prevent problem behaviors. Research suggests that enhancing adolescents' assets can be an effective course for reducing problem behaviors (Ahorro, 2008). By enhancing psychosocial protective factors, engaging youth in constructive activities during vulnerable out-of-school hours, and strengthening young people's stake in their environments, proponents contend that YEPs may be at least as effective as those directly and primarily aimed at curtailing antisocial behavior.

2.3.4 Challenges in Creating Youth Employment Opportunities

Analysts attribute the failures in creating youth employment opportunities in Somalia to the combination of state collapse, availability of arms, and proximity to a major commercial shipping lane, which in addition to the economic motives driving this activity have created a "perfect storm" for political instability.

It has also been noted that the state's inability to monopolize the use of violence and enforce the rule of law over its territory has enabled creating youth employment opportunities very difficult (Bueger et al.; 2011). The scholars also noted that for individuals, the low risk of sanction further lessens the opportunity cost of engaging in this criminal activity, particularly in comparison to the limited economic prospects available in the formal economy.

It has also been noted that the youth employment opportunity have failed to take place because the nation is characterized by lawlessness of central and southern Somalia. According to Povlock (2011), the government has failed to account for the weak yet

functioning state structures, from which the majority of attacks originate. Despite some weaknesses, this region only partly corresponds to the failed state categorization, as its institutions have proven capable of guaranteeing a certain level of security over its territory.

Failures of youth employment opportunity creation have been attributed to corruption. Dawdy, (2011) for example stated that corruption and unemployment are often inseparable. Motivated by low wages or cultures of graft and impunity, government officials, politicians, bureaucrats, and private sector employees have all been implicated in connection to this crime. In some cases, officials are thought to turn a blind eye to youth employment challenges in their jurisdiction in exchange for a share of the plunder.

In contrast, Edwards and Lee (2011) show that the rice prices in regional markets in Somalia have, if anything, fallen as a result of political instability. This report instead suggests that the benefits of political instability have been mostly felt in provincial capitals and other urban centres, where the sponsors of these attacks are believed to be located, as opposed to the coastal communities complicit in these activities. Using satellite imagery to track the developmental growth of different communities, Dawdy (2011) suggests that political instability-related investment in urban centres “is on a completely different scale from that in the coastal areas”. Despite these contrasting views, a greater understanding of the relationship between political instability gangs and communities is essential in considering land-based solutions to political instability.

2.4 Related Studies

Government should also support Youth and Economic Participation as a way of enhancing their participation in democratic practices as well as peace building process of their countries. According to Rifkin (2013) this can best be done by organizing public hearings on Youth and unemployment. Such aspects can open up ways and techniques to curb an unacceptably high number of youth participation in violence.

According to Ngware and Kironde (2010), the main way of encouraging youth participation in peace building and democratic process of their countries by governments is through encouraging political tolerance and participatory democracy. He stated that he is of the view that it is not possible for people to participate in a society and its affairs in the absence of a degree of tolerance. In other words, toleration is a precondition, a necessity, in order to make

peace building process and participation possible. Thus, the author believes that without a degree of tolerance, youth participation in peace building is not possible.

Ngware and Kironde (2010) further said that youth participation in peace building cannot happen if those who have power influence and are dominant, and who have access to the means to perpetrate violence, cannot accept, contend with or argue against views different to those of their own. The authors explained that “a culture of tolerance involves debate and dynamic exchanges of opinions and arguments, whereby people can learn from others, get closer to the truth, and benefit from a vital public life. Developing a culture of tolerance is a long term undertaking that removes the roots of intolerance and is necessary for the democratic process.”

Peter and Mvungi (2006) described political tolerance as a “core value that not only keeps the social structure together but also enables it to function smoothly. They believe that it is the catalyst that makes it possible for enlightened self-interest to subsume harmoniously within the larger collective interest of which it is as much a cause as a consequence.” They further indicated that “every political contestation or even conflict over political ideas, political values, policy trajectories or ideology which we expect, but rather by incivility and violence. Let’s face it,” he says, “Some political intolerance in Africa has been driven not by the principled opposition to ideas and views, and intolerance of some political ‘views,’ but rather by an ‘intolerance’ of and to people, rules, laws, institutions and organizations who get in the way of simply doing ‘what I want to do and whatever I feel like doing, how I want to do it, and where and when I want to do it.’

The militia activities in the Niger Delta of Nigeria speak volumes on the level of frustration of Nigerian youths in that region (UNICEF, 2012b). The report indicated that there is a rising wave of maladaptive behaviour among youths today, which has posed a big challenge to everybody. UNICEF (2012b) succinctly asserts that most youths who are not gainfully employed become agents of social destabilization and disunity, economic sabotage and thuggery. The economic implication of this unhealthy climate could be dire. However, youths are children of present households of this nation and have learnt much of their current loose habits in their environment. There are not enough motivating examples for the youths to copy, such as make for juvenile discipline and natural law-abiding propensity, these days in Nigeria. The fact that many if not most youth either need a means to generate an income or

a pathway towards employment is a persistent theme. This is partly a product of how war forces many youth to assume adult responsibilities at an early age, including having to provide for themselves and others. Work is also connected to personal empowerment and self-esteem.

In 2009 Secretary-General's Report on Peace building in the Immediate Aftermath of Conflict places the provision of social services, including education, among the five recurring priorities for peace building. According to this report, these priorities are: 1) support to basic safety and security, including mine action, protection of civilians, disarmament, demobilization and reintegration, strengthening the rule of law and initiation of security sector reform; 2) support to political processes, including electoral processes, promoting inclusive dialogue and reconciliation, and developing conflict-management capacity at national and sub-national levels; 3) support to the provision of basic services, such as water and sanitation, health and primary education, and support to the safe and sustainable return and reintegration of internally displaced persons and refugees; 4) support to restoring core government functions, in particular basic public administration and public finance, at the national and sub-national levels; and 5) support to economic revitalization, including employment generation and livelihoods (in agriculture and public works), particularly for youth and demobilized former combatants, as well as rehabilitation of basic infrastructure (United Nations Children's Fund, 2009).

2.5 Research gaps

In conclusion, most of the studies being reviewed in this study point out that youth employment is vital to peace building. However, the literature reviewed does not point out the scenario of youth employment and peace building in case of Somalia. Furthermore, the extent to which the two variables are related has not been clearly outlined in this study. Thus, this gap was bridged in this study which focused on the relationship between the two variables in particular reference to Galkayo district Somalia.

In reference to review of previous scholars and researchers work, little has also been mentioned in the recent dynamics of peace building in ever changing political, social, economic and technological changes. Thus, skills' competencies in regard to peace building need always to be upheld in order to meet the inevitable ever changing demands that come in along with waves of globalization concerns. Competencies in peace building need to be flexible both in content and context if different stakeholders are to build reconciliation and

transitional justice accordingly. Thus, this study attempted to understand the dynamics of youth employment and peace building in relation to ever changing world.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focus on how this study was conducted especially relating to data collection, processing and analysis. These included the study design, the study population, sample framework, data collection instruments and methods, validity and reliability of instruments, data processing and analysis procedures, ethical considerations and limitations.

3.1 Research Design

The study employed a descriptive correlation design. It was based on the variables of study which were quantified into numerical data to explain, predict and control phenomena of study. Through this design, the study related independent variable (youth employment) and dependent variable (peace building) in selected communities in Galkayo District in Somalia.

3.2 Research Population

According to May 2015 Somalia census, the total population of Galkayo District was 160,676. Out of this, about 60 % of the population was below the age of 18. Thus, the accessible population for this study was 64,270 (40 %) of the population). However, using convenience technique, the study population was reduced to 399 and these involved officials from the district, politicians, NGO officials, and community leaders selected from all the counties of the district. The convenience in selecting 399 was based on the knowledge on the research variables.

3.3 Sample Size

Slovene's formula was used to compute the sample size. This formula was employed so as to sample fairly a large size as representation of the total population such that the research findings obtained can be trusted and believed. The details on the determination of sample size using are shown below;

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

Where

n= Sample size

N=Total population size

I²= 0.05 level of significance

$$n = \frac{399}{1 + 399(0.05^2)} = 200$$

Following this formula, the established sample size was 200 respondents from population of 399 and this makes fairly a large proportion of the target population involved for effective data collection on the topic under study. The distribution of population size and sample size is shown in Table 3.1.

Table 3.1: Population and Sample size

| Category of respondents | Population Size(N) | Sample Size(n) |
|-------------------------|--------------------|----------------|
| District officials | 102 | 51 |
| NGO officials | 97 | 49 |
| Community leaders | 117 | 59 |
| Politicians | 83 | 41 |
| Total | 399 | 200 |

3.4 Sampling Procedure

The sampling technique that was used in this study was systematic random sampling. This sampling technique was employed because it is simple and avoids cases of biasness in sampling. Using systematic random sampling, a list of names of different categories of people was obtained from the relevant authorities in the selected institutions. A total number of 200 respondents were then sampled from them. This was done by computing a systematic random number which was two, such that when two members in each institution are selected, the third and the fourth were left out and then the fifth and sixth was chosen until a sample size of 200 was reached. Thereafter, self administered questionnaires (SAQs) and interviews were administered to those respondents with the help of some research assistants and after filling in, the researcher collected them to prepare data for interpretation and analysis.

3.5 Sources of Data

This study employed both primary and secondary data.

3.5.1 Primary Source of Data

Primary data was collected through interviews and questionnaires from respondents.

A questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used. Respondents also need to be made aware of the purpose of the research wherever possible, and should be told how and when they will receive feedback on the findings (Amin, 2005).

An interview is an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Face-to-face interviews are suitable when your target population can communicate through face-to-face conversations better than they can communicate through writing or phone conversations (Amin, 2005).

3.5.1.1 Questionnaires

questionnaires that were used in this study included the face sheet for the profile of respondents; and the other parts asked questions to determine: the role of government; education and international communities in peace building in the area of study. The questionnaires were self-administered and closed ended so as to save time and enable respondents to give relevant choice since different options were given. This method of data collection was preferred for this study because it gives freedom to respondents to give their truthful opinions since there was no one to challenge their answers as it is in the case of interviews. This gave a complete confidence to respondents to effectively answer questions asked without feeling shy or being scared. The scoring system of this instrument was based on the four scales or Likert type scale of rating involving: strongly agree (4); agree (3); disagree (2); strongly disagree (1).

3.5.1.2 Interview Guide

This method was used mainly with top officials at the district, politicians and NGO officials since they had evidence-based information regarding peace building and the contribution of different stakeholders towards peace in the area of study. The interviews were face to face and this helped the researcher in getting detailed and evidenced based information on the contribution of different stakeholders towards peace building in Somalia in particular reference to Galkayo District. The information obtained through interview method helped to compliment the one that was obtained through questionnaire. Since questions in interview could be repeated and clarity on some questions were sought so as to have richness in the information collected, the researcher then compared and contrasted the interview guide findings with that of questionnaire so as to draw reliable conclusions regarding the contribution of youth employment opportunities in peace building in Somalia in particular reference to Galkayo District.

3.5.2 Secondary Source Data

This study employed secondary data to verify data collected from primary data. Secondary source of data was gathered from the top district and NGO officials as they had a wide range of data related to youth employment and peace building efforts in the district. The advantage of this type of data is that it was cheaper and more quickly obtainable than the primary data and also is available when inadequate primary data is obtained. It is economical, it saves efforts and expenses. Secondary data helped to make primary data collection more specific since with the help of secondary data, one is able to make out gaps and deficiencies and what additional information needs to be collected.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

To ensure the validity of the questionnaire and interview guide; some two experts in research were involved. In this regard, after constructing the questionnaires and interview guide, they were submitted to two experts to ensure their validity through their duties' basis. This was based on Alpha Coefficient value of 0.7 and more. Thus, after the experts' judgment, the compilation of the responses from raters was computed to determine the content validity index (CVI). If the coefficient computed is from 0.7 and above, the instruments would be considered to be valid but if it was less, the instruments would be considered to be invalid so

new ones shall be made. The following formula was used to determine CVI. The findings from the two experts were used to establish content validity index as shown below.

$$CVI = \frac{\text{Items rated relevant (or valid)}}{\text{Total items in the questionnaire}}$$

Table 3.2: Determination of Validity of Instrument

| | Relevant items | Not relevant items | Total |
|--------------|----------------|--------------------|-----------|
| Rater 1 | 31 | 5 | 36 |
| Rater 2 | 32 | 4 | 36 |
| Total | 63 | 9 | 72 |

Source: Primary data

$$CVI = \frac{63}{72} = 0.88$$

The CVI was 0.88 and this was greater than 0.70 (the estimated alpha coefficient) thus, the instrument was considered valid.

3.6.2 Reliability of Instruments

To achieve accuracy or reliability, pre-testing of the instruments was done. This was done in the neighboring district. In this, some questionnaires were distributed to the similar categories of people sampled for this study as pilot test. The results from this pre-testing helped in rephrasing and adjustment of questions that were unclear so as to bring about clarity and reliability. The findings from the test-retest were coded in the SPSS, a computer package to test for reliability at the Cronbach's alpha coefficient of 0.7 so as to assess the internal consistency as presented in Table 3.3.

Table 3.3: Results of Reliability Test

| Variable | Anchor | Cronbach Alpha Value |
|--|---------|----------------------|
| Youth Employment Creation | 4-Point | .7013 |
| Youth Skills training | 4-Point | .9134 |
| Youth Employment information Accessibility | 4-Point | .8724 |
| Reconciliation | 4-Point | .7612 |

| | | |
|------------------------------|---------|--------------|
| Transitional Justice | 4-Point | .7010 |
| Disarmament | 4-Point | .7410 |
| Overall reliability | | .7817 |
| Source: Pilot Research, 2016 | | |

3.7 Data Gathering Procedures

Before to Data Collection

Before data collection, an introductory letter was obtained from the Kampala International University. This letter introduced the researcher and research intention to the authorities at Galkayo District. List of people from various institutions considered for this study was then sought such that sampling process can begin. All the categories of people targeted were met physically such that the researcher and research assistants could introduce themselves and create rapport with them and brief them about the intention of the study.

During Data Gathering

Data collection involved distribution of self-administered questionnaires to respondents and interviewing others. The researcher together with the research assistants were all involved in this process such that data collection can be done faster. Respondents were kindly requested to fill in the questionnaires within one 14 days. The researcher visited the selected institutions every day to ensure that respondents quicken the process of filling in the questionnaires. Questionnaire that were filled in were immediately collected to avoid them being misplaced by respondents. While collecting research instruments, verification on whether respondents finished answering all the questions or not was done there and then. This ensured that respondents answered all the questions.

After Data Gathering

After data collection, data processing began immediately. The researcher started tallying responses, code them using Pearson's Product Moment Correlation and Multiple Regression Analysis. Tables were used to present the data and data analysis together with its discussion was done. The final work was presented to the supervisor so that errors being made could be rectified. The fair copy at the end of it all was presented for approval and defended before the viva voce.

3.8 Data Analysis

After data collection, tallying started and the researcher proceeded with the coding of responses collected. Coding and the data analysis was done using SPSS (Statistical Package for Social Sciences) version 16. This package helped in establishment of findings through means, frequencies and percentages. In all levels of analysis, tests were based on the 0.05 level of significance. To determine the demographic characteristics of the respondents, frequencies and percentage distributions were used while the level of employment creation, skills training, employment information accessibility were determined using mean values and standard deviations. The relationship between the variables was also determined using Correlation Pearson Product Moment and tested with regression model to test the research hypothesis. The data on both the independent variable and the dependent variable was interpreted using the following mean ranges:

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

To establish the relationship between the research variables, r. values, beta values and significant values were used. However, the qualitative data was analyzed by developing different themes generated from research objectives. Direct quotations were also used to reflect some of the key notable evidence based information from key informants.

3.9 Ethical Considerations

The following strategies were adapted to ensure the moral justification of the investigation.

Authorization: This involved getting clearance from the ethical body/ethics committee and consent of the respondent.

Informed consent: The researcher sought for authorization from potential respondents. The *researcher* ensured free will consent from participants.

Anonymity and Confidentiality: The names or identifications of the respondents was anonymous and information collected from them treated with utmost confidentiality. Also

Integrity: There was need to act honestly, fairly and respectful of all other stakeholders that were involved in this study.

Ascriptions of authorships: The researcher accurately attributed the sources of information in an effort to celebrate the works of past scholar or researchers. This was ensure that no plagiarism occurs.

3.10 Limitations of the Study

Intervening or confounding variables which are likely to be beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher will request respondents to be as honest as possible and to be impartial/ unbiased when answering the questionnaires.

The research environments are likely to be classified as uncontrolled settings where **extraneous variables** might influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of the respondents while on the process of answering the questionnaires. The researcher will create rapport with respondents such that these conditions can be minimized.

Instrumentation is also likely to be another limitation of this study. The research tools used in this study are researcher-made. However, validity and reliability test will be done to arrive at a reasonable measuring tool.

Attrition is also likely to be another limitation in this study. A representative sample might not be reached as computed due to circumstances within the respondents and beyond the control of the researcher. Exceeding beyond the minimum sample size will be done by the researcher to avoid this situation

CHAPTER FOUR

RESULTS, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents, analyses and interprets data generated. It begins with demographic characteristic of respondents, results youth employment creation; youth skills development; youth employment information accessibility; and lastly, the relationships between different constructs under youth employment opportunities and peace building in Galkayo district, Somalia are established. It should be noted that the original sample size of this study was 200. However, the quantitative information presented in this study focuses on those administered through questionnaires while the views of those interviewed were reflected qualitatively.

4.2 Demographic Characteristics of Respondents

The socio-demographic characteristics of respondents determined the profile of respondents as regards to their gender, age group, education level and marital status of respondents. The findings regarding these are presented in the Table 4.1.

Table 4.1: Socio-Demographic Characteristics of Respondents

| Gender of Respondents | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| Male | 112 | 58.6 |
| Female | 79 | 41.4 |
| Total | 191 | 100.0 |
| Age Group | | |
| 20-29 | 35 | 18.3 |
| 30-39 | 73 | 38.2 |
| 40-49 | 47 | 24.6 |
| 50-59 | 28 | 14.7 |
| 60 and above | 8 | 4.2 |
| Total | 191 | 100.0 |
| Education Level of Respondents | | |
| Secondary | 21 | 11.0 |
| Certificate | 24 | 12.6 |
| Diploma | 30 | 15.7 |
| Bachelors | 73 | 38.2 |
| Masters and above | 43 | 22.5 |
| Total | 191 | 100.0 |

| Marital Status of Respondents | | |
|--------------------------------------|------------|--------------|
| Single | 42 | 22.0 |
| Married | 115 | 60.2 |
| Divorced | 21 | 11.0 |
| Widowed | 13 | 6.8 |
| Total | 191 | 100.0 |

Source: Primary Data, 2015

Results in Table 4.1 indicate that 58.6 % of the respondents were males while 41.4 % of them were females. Although males were the majority participants in this study, the gender gap between males and females was somewhat small. The research findings were not affected by the gender imbalance since the aspects under investigation were not gender biased. Selecting respondents from both genders helped in information complementation as what could not be mentioned by one gender was mentioned by the other.

Regarding respondents' age, the results in Table 4.2 indicate that most of the respondents (56.5 %) were from the youthful age that is to say from 20-39 years; 39.3% of them were those in adulthood (40-59 years); and the least participants were those from 60 years and above as they were 4.2%. Nevertheless, information obtained from respondents from different age groups was very important in that it helped in collection of diversified information about the study variables as people from different age groups have different views regarding the youth unemployment opportunities and peace building in Galkayo district, Somalia.

Regarding the education level of respondents, Table 4.1 indicates that majority (38.2%) of the respondents who participated in this study had bachelor degrees; they were followed by those who had either master degrees or PhD (22.5 %); 15.7 % of the respondents were diploma holders; 12.6 % of the respondents had certificates; and the least participants in the study were those who stopped at secondary education level as they formed (11 %). This suggests the majority of the respondents were those who could read and analyze issues regarding the youth employment opportunities and peace building before responding to them effectively. In this regard, the information provide in this study can be relied upon since majority of the respondents (89 % of them) had attained tertiary education.

Results in Table 4.1 also indicates that 60.2% of the respondents were either married or cohabiting; 22% of them were still single; they were followed by those who had divorced or

separated (11 %); and finally, 6.8 % of the participants in this study were widows. As people of different marital status have different perception about issues, it can also be said that the information on the youth employment opportunities and peace building in Galkayo district, Somalia presented in this study is generally fair and balanced as they offered different views based on their marital status.

4.2 Objective 1: Youth Employment Creation and Peace Building in Galkayo district Somalia

To answer research question one that seeks to establish the relationship between youth employment creation and peace building, Pearson correlation at significant value of 0.05 was established. This was done by correlating the overall mean average under employment creation with the overall mean average under peace building. The answer regarding this is presented in Table 4.2 below.

Table 4.2: Correlation between Youth Employment Creation and Peace Building in Galkayo District

| Correlations | | | |
|---------------------|---------------------|---------------------|----------------|
| | | Employment Creation | Peace Building |
| Employment Creation | Pearson Correlation | 1 | .966** |
| | Sig. (2-tailed) | | .000 |
| | N | 191 | 191 |
| Peace Building | Pearson Correlation | .966** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 191 | 191 |

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2016

According to the findings presented in Table 4.2, it can be noted that there is a positive, strong and significant relationship between increased level of employment creation and peace building in Galkayo district. This finding is indicated in the r. value of .966** and significant value of 0.000 at standardized significant value of 0.05. This finding implies that keeping other factors constant, the probability for peace building to succeed in Galkayo is 96.6% if different stakeholders can work together to create more employment opportunities in the district.

Apart from the above findings based on questionnaires, oral interviews were also used by the researcher in order to seek for further clarification to the respondents' views on how they would respond to the question on the youth employment creation in Galkayo district, Somalia. The researcher discovered that the views of the key informants in this regard were similar to those that were revealed through questionnaires as over 80 % of the key informants interviewed admitted that youth employment opportunities or programs have generally been low in the district. One of the key informants was quoted saying:

Employment opportunities have been very minimal to our youth. However, the government has started putting in place a number of employment opportunities in Galkayo District and these opportunities are favoring the youth in the district. These among others include establishment of skill development centers such as carpentry, mechanic, tailoring, beauty salon, welding, masonry and boat repairing/fishing among others.

The above statement indicates that there have been low employment opportunities for the youth but plans are underway to boost youth employment opportunities in the area. Thus, there is hope for the youth in Galkoyo district. In similar way, another key informant was quoted saying:

Though things have been very difficult for our district for over decades, both local and international companies and NGOs have been trying to engage themselves in connecting graduates for job replacement. The local authority is willing to put in place several offices to provide useful information and advice to youth on how and where to get jobs.

This statement also shows that the government and stakeholders are just waking up to address issues related to youth employment programs.

4.3 Objective 2: Youth Skills Development and Peace Building in Galkayo district Somalia

The second research question seeks to establish the relationship between youth skills development and peace building in Galkayo District. This finding was also established by Pearson correlation. Thus, this study included only the variables that were found significant at the 5 percent level of significance in the correlation model. Table 4.3 presents the findings

regarding the correlation between the finding regarding this youth skills development and peace building in Galkayo District.

Table 4.3: Correlation between Youth Skills Development and Peace Building Galkayo District

| Correlations | | | |
|---------------------|---------------------|--------------------|----------------|
| | | Skills Development | Peace Building |
| Skills Development | Pearson Correlation | 1 | .978** |
| | Sig. (2-tailed) | | .000 |
| | N | 191 | 191 |
| Peace Building | Pearson Correlation | .978** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 191 | 191 |

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2016

The findings regarding the influence of youth skills development and peace building in Galkayo district suggests that improvement in the effectiveness in youth skills development in the district can lead to increased chances for peace building. This finding is indicated in the r. value of .978** and significant value of 0.000 at standardized significant value of 0.05. This finding implies that keeping other factors constant, the probability for peace building to succeed in Galkayo is 97.8 % if many youth in the district acquire relevant skills that can enhance them to establish entrepreneurship in the in the district.

In addition to the information obtained from respondents through questionnaires on the level of accessibility to skills training among youth in Galkayo district, oral interviews were also used by the researcher in order to seek for further clarification to the respondents' views on how they would respond to level of accessibility to skills training among youth in district. In this regard, over 80 % of them revealed that the level of accessibility to TVT skills among the youth is still low. One of the key informants was quoted saying:

Over sixty percent of our population is composed of the youth yet there are very few public technical and vocational training institution and private ones. These institutions offer limited skills to youth and cannot manage to accommodate 10 % of the youth in the district. This means that majority of the youth in the district lack technical and vocational training skills.

Another key informant blamed the low accessibility to skills training among the youth on the wrong perception and attitudes of the youth towards vocational and technical training institutions. He was quoted saying:

Many of our parents have negative attitudes to sending children to technical and vocational institutions yet these programs are geared to entrepreneurship. Many of them believe that technical and vocational schools are typically for those who are failures in education. In this regard, many of the parents would rather send their children to secondary schools than technical and vocational training institutions. This is something that should be changed by different stakeholders through community meetings and sensitisation.

Many similar statements portraying low level of accessibility to skills training were mentioned by many other key informants interviewed although many of them also acknowledged that importance of TVT skills. One of the attendants of TVTS was quoted saying:

Most of the youth in our area go to secondary schools and end up searching for white colour jobs. For me, I call myself lucky because I went to technical and vocational training institution and end up employing myself. Every day, I make some money and not frustrated. I have managed to construct a better house for my family and all my children go schools just because of what I am doing. I hope many youth can learn from our experience and join technical and vocational institutions rather than joining armed forces.

4.4 Objective 3: Youth Employment Information Accessibility and Peace Building in Galkayo district Somalia

The last objective was set to find out the influence of youth employment information accessibility and peace building in Galkayo District. Pearson correlation was also used to establish whether there was any significant relationship between youth employment information accessibility and peace building in Galkayo District. In determining the relationship between the study variables, this study included only the variables that were found significant at the 5 percent level of significance in the correlation model and the findings regarding these are presented in Table 4.4.

Table 4.4: Correlation between Youth Employment Information Accessibility and Peace Building Galkayo District

| Correlations | | | |
|--------------------------------------|---------------------|--------------------|----------------|
| | | Skills Development | Peace Building |
| Employment Information Accessibility | Pearson Correlation | 1 | .975** |
| | Sig. (2-tailed) | | .000 |
| | N | 191 | 191 |
| Peace Building | Pearson Correlation | .975** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 191 | 191 |

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data, 2016

Results presented in Table 4.4 also indicate that there is a positive, strong and significant relationship between increased youth employment information accessibility and peace building in Galkayo District. This finding is indicated in the r. value of .975** and significant value of 0.000 at standardized significant value of 0.05. This finding implies that keeping other factors constant, the probability for peace building to succeed in Galkayo is 97.5% if youth in the district are well informed about available opportunities that can enable them to get the existing and available jobs in labour market.

Apart from the information obtained from respondents through questionnaires on the accessibility to employment information among youth in Galkayo District, oral interviews were also used by the researcher in order to seek for further clarification to the respondents' views on how they would respond to the level of accessibility to youth employment information among youth in the district. In this regard, over 70 % of them revealed that the level of accessibility to youth employment information among the youth is still low and this in one way or another has rendered many youth unemployed thus, militia groups. One of the key youth leaders was quoted saying:

There are low information centres and agencies that can transmit information regarding youth employment. However, most of the information being transmitted focuses on peace building and encourage political participation in the area. The information does not look into strategies to achieve the awaited peace and stability in the district. Many agents and information centres as well as those responsible should focus more on disseminating information regarding entrepreneurship, leadership advocacy, managerial skills and

business decision-making. The failure of this has made it very difficult for peace building since it is very difficult to convince a hopeless youth to positively contribute in peace building and politics. The result is that many of the youth in the area are still engaged in gambling, robbery and militia activities that can help them to provide them with their daily bread.

Another key informant interviewed also confirmed that youths' accessibility to youth employment information in the district remains minimal. According to him, the fact that many youth in the area are engaged in illegal activities justifies that many youth are not guided towards the existing opportunities in labour market. He was quoted saying:

In my opinion, our officials and those in youth leadership have not done much to help youth acquire organizational capacity building skills and youth employment information for business development and life skills. The leaders do not seem to have clear agenda for youth entrepreneurship development skills. The leaders seem not to have clear youth agenda in regards to leadership development skills and employment information accessibility. This is something that needs to be streamlined because the socio-economic development and peace building opportunities of this district relies on the ability of the youth to have entrepreneurship and organizational capacity building skills as well as information leading to them.

Such similar statements were mentioned by those interviewed and they signify that the level of accessibility to youth employment information among youth in the district is still low. Thus, efforts should be made to ensure that the youth in the area frequently get access to youth employment information so that the area can achieve its peace and stability.

To test the answers obtained through Pearson correlation model, multiple regression analysis: through the model summary and the regression coefficients were employed and the findings regarding these are presented in Table 4.5 and 4.6.

Table 4.5: Model Summary

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .984 ^a | .968 | .967 | .12269 |

a. Predictors: (Constant), Youth Employment Creation; Youth Skills Training; and Employment Information Accessibility

Source: Primary Data, 2016

The model summary shows the R. Square and this tells us that 96.8 percent of the observed variability in the peace building at Galkayo district is explained by the independent variable which is youth employment opportunities. R. value of 0.984 is the correlation coefficient between the observed value of independent variable and the predicted value based on the regression model. A value close to zero tells that the independent variable is not linearly related to the dependent variable. Since the observed R. Value is quiet large at 0.984, this indicates that the linear regression model fits well. The adjusted R. Square (0.967) which is a coefficient of determination implies that 96.7 of the success in peace building is explained by the factors such as youth employment creation; youth skills training; and employment information accessibility. According to the study, 3.3 % of the success in peace building in Galkayo district is explained by other factors not investigated in this study.

Table 4.7: Regression Coefficient between Youth Employment Opportunities and Peace Buildings in Galkayo District

| Coefficients ^a | | | | | | |
|---------------------------|--------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .242 | .031 | | 7.869 | .000 |
| | Youth Employment Creation | .187 | .051 | .214 | 3.688 | .000 |
| | Youth Skills Training | .380 | .059 | .399 | 6.433 | .000 |
| | Employment Information Accessibility | .344 | .069 | .380 | 4.981 | .000 |

a. Dependent Variable: Peace Building

Source: Primary Data, 2016

The research findings in Table 4.7 clearly indicate that individually, improvement in employment creation, youth skills training and employment information accessibility have positive and significant relationship with increased level of success in peace building and this

finding is shown in the β value of 0.214 at significant value of 0.000 for youth employment creation; β value of 0.399 at significant value of 0.000 for Youth Skills Training; and β value of 0.380 at significant value of 0.000 for Employment Information Accessibility. In this regard, the item under youth employment opportunity with the highest influence on peace building at Galkayo district is youth skill training as it has the highest Beta value; this is followed by youth employment information accessibility and the last one is youth employment creation.

This research finding established through multiple regression coefficients reveals that increase in youth skill training is the most important aspect under youth employment opportunity as regards to its role in improvement in success in peace building in Galkayo district. This finding is contrary to the common belief and perception that employment creation does more in improvement in success in peace building at Galkayo district.

The research findings on the relationship between different constructs under youth employment opportunities and peace building in Galkayo has led to the rejection of the null hypotheses that stated that there is no significant relationship between increase in youth employment creation, youth development skills, youth employment information accessibility at Galkayo district since this study found out that there is positive and significant relationship between the study variables. The summary on the hypotheses is presented in Table 4.8.

Table 4.8: Summary on the Decisions Taken on Research Hypothesis

| | Statements | Beta Values | Sig. Values | Decision Taken |
|----------------|--|--------------------|--------------------|-----------------------|
| H ₀ | There is no significant relationship youth employment creation and peace building in Galkayo district Somalia. | 0.214 | .000 | Rejected |
| H ₀ | Youth skills training do not have any significant influence on peace building in Galkayo district Somalia. | 0.399 | .000 | Rejected |
| H ₀ | Youth employment information accessibility do not have any significant influence on peace building in Galkayo District Somali. | 0.380 | .000 | Rejected |

Besides the findings on the relationship between youth employment opportunities and peace building in Galkayo, Somalia based on the quantitative analysis, oral interviews were also used by the researcher in order to seek for further clarification to the respondents' views on

how they would respond to the question on the relationship between the two variables. The researcher discovered that the views of the key informants in this regard were similar to those that were revealed through questionnaires as over 80 % of the key informants interviewed admitted that improvement in employment opportunities would significantly divert the attention of militia youth from participating in war for economic reasons. One of the key informants was quoted saying:

Yes I agree that the two variables are youth employment opportunities would significantly act as a gateway towards peace building and reconciliation in Galkayo district. As many of the youth in the district are poor and there are no job opportunities for them, they end up taking part in terrorist activities, becoming gangs, kidnapers, and clan fighters among others. From these activities, many of the involved youth are capable of getting something that can at least cater for their daily bread.

Another key informant was also quoted saying:

Majority of the youth involved in war are poor and ignorant. They can easily believe what their masters tell them. Their immediate thinking is related to what they are to eat in a particular day. Their involvement in skills training programs and provisions of jobs related to their abilities can significantly help to change their mind setup as they will be able to earn to feed themselves. In my view, there is a strong relationship between youth employment and peace building. I mean the more youths get job and become busy, the more they will stop taking up guns and go to war.

These statements clearly indicate that youth employment opportunities can significantly help to build grounds for peace building. Thus, the government of Somalia together with other stakeholders should consider putting in place employment opportunities to the youth such that their participation in wars and terrorism activities diminishes.

4.8: Challenges facing Youth employment Opportunity Creation in Galkayo District

Lastly, challenges facing youth employment opportunity creation in Galkayo were investigated in this study. Mean values and standard deviations were also used to identify key challenges and the results regarding these are presented in Table 9.

Table 4.9: Challenges facing Youth employment opportunity Creation in Galkayo

| | N | Min | Max | Mean | Std. Dev | Interpretation |
|---|-----|-----|-----|-------------|-------------|----------------|
| Unending political instability is also responsible for failures to youth employment opportunities creation | 191 | 1 | 5 | 4.11 | .817 | High |
| Unlawfulness in Somalia has led to failures of youth employment opportunities | 191 | 1 | 5 | 4.02 | .843 | High |
| State collapse is also one of the reasons for failure of youth employment opportunities creation | 191 | 1 | 5 | 3.93 | .817 | High |
| Availability of arms is responsible for youth employment opportunities creation | 191 | 1 | 5 | 3.77 | .876 | High |
| Corruption among government officials is also another challenge towards creation of employment opportunities in Somalia | 191 | 1 | 5 | 3.64 | .956 | High |
| Mean Average | | | | 3.89 | .862 | High |

Source: Primary Data, 2016

Results in Table 4.9 indicate that respondents generally rated the influence of various challenges towards youth employment creation in Galkayo highly and this finding is justified by the overall mean average of 3.89 at standard deviation of .862 that refers to high in the rating scale. Considering the influence of various challenges towards youth employment creation, the highest challenge rated by respondents was on unending political instability (mean of 4.11; SD=.817); this was followed by the unlawfulness in Somalia (mean of 4.02; SD=.843); then state collapse in Somalia (mean of 3.93; SD=.817); this is then followed by the availability of arms (mean of 3.77; SD=.876); and finally, it was corruption among government officials (mean of 3.64; SD=.956).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to find the relationship between youth employment and peace building, To meet this end data was generated in the previous chapters. The key findings of these result are summarized below before discussing them. The summery is presented according to the research objective , this chapter discusses the key findings, draws conclusions, makes recommendations and suggested areas that need further research following the study objectives.

5.2 Discussions of the Findings

5.2.1 Relationship between youth employment creation and peace building in Galkayo district Somalia

On the relationship between youth employment creation and peace building in Galkayo district in Somalia, this study found out that the two variables positively and significantly related to each other. This finding is justified by the β value .214 at significant value of 0.000. Several scholars believe that the notion of youth employment creation begins with youth policy work.

Comparing the study findings on youth employment creation and peace building in Galkayo district in Somalia with the ones in other authors whose studies have been reviewed in the literature, it can be noted that the study findings in case of Galkayo is in agreement with the one by Mcneish & Loncl (2013) as they noted that countries approach peace building differently and majority of them do it by defining the problem of youth unemployment and the ways to tackle it.

The study finding on youth employment creation and peace building in Galkayo district in Somalia is also in agreement with the one by Jeffrey (2011) as he youth employment creation as programs which aim to tackle political instability. The scholar argues that governments should try to enhance supply side programs that try to ease the transition from school-to-work before any problems arise; supply side programs that address specific needs of youth who are

facing difficulties in the labor market can significantly help to address issues that would destabilize their societies.

It is just unfortunate to the government of Somalia and the administration of Galkayo district to have minimal youth employment creation opportunities as it has been viewed as the gateway towards peace building and reconciliation. Thus, multi-sectoral approach and collaboration involving different stakeholders should be put in place to ensure that different policies and approaches to youth employment creation opportunities should be enhanced.

5.2.2 Relationship between youth skills training and peace building in Galkayo district Somalia

Concerning the relationship between youth skills training and peace building in Galkayo, this study found out that improvement in youth skills training in the district will positively and significantly lead to high success in peace building and this finding was confirmed by the β value of 0.399 at significant value of 0.000.

Relating the study finding on the relationship between youth skills training and peace building in Galkayo with the ones by other authors whose studies have been reviewed in this study, it can be said that the study finding in case of Galkayo is in agreement with the one by Rifkin (2013) as he stated that government should also support Youth and Economic Participation as a way of enhancing their participation in democratic practices as well as peace building process of their countries. According to Rifkin (2013) this can best be done by organizing public hearings on Youth and unemployment. Such aspects can open up ways and techniques to curb an unacceptably high number of youth participation in violence.

The study findings on the relationship between youth skills training and peace building in Galkayo in Somalia is in agreement with the one by Warnat (2011) as he shows that he indicates that youth skills training can help to address women's needs including, by implication, female youth in conflict-affected countries as it contains a number of highly useful suggestions. According to the author, these include the need to use: gender analysis, relevant statistics disaggregated by gender, and participatory methods during program planning stages to "help to bring out the distinct impacts of conflict on women and men" integrating programs along gender lines to avoid "reinforcing assumptions of women's

vulnerability and victimization” and “creating gender conflict and competition”; and extending “knowledge of ‘female responsibilities’ to men” during training programs.

Unlike the study findings on the youth skills training and peace building in Galkayo district which proved a close association between the variables, this study by Reeves (2006) shows that there is broad acceptance that traditional vocational programming approaches are insufficient for war-affected youth. The author however suggested that to divert the minds of youth from engaging themselves from war, skills training should focus on a market assessment conducted with youth, business training for youth aiming to be self-employed, and connecting vocational training to apprenticeship schemes (with the warning that “agencies should ensure that young apprentices are being taught and not simply exploited.”

As it is in the case of the relationship between youth skills training and peace building in Galkayo , studies by O'Connor and Trussell (2007) also stress the need to teach youth basic education and life skills to divert their minds from taking up arms and engaging in destructive actions or destabilising community order. According to hi training in such skills can significantly sort out the needs of most war-affected youth: “reading, writing, numeracy, science, artistic expression and handicrafts, landmine awareness, HIV/AIDS awareness, gender-based violence, environmental protection, civic responsibility, human rights, resolving conflicts, personal hygiene, safety and good parenting consideration of vocational education for refugee youth signals the importance to occupy those who otherwise have very little to do.

Lastly, studies by Silberman (2006) indicate that consequences of while seeking independence from adult expectations and demands, the youth enter into what may be regarded as a form of almost compulsive conformity and loyalty to the peer group. This is often marked by intolerance of deviance to the sub culture; a situation which helps to increase the cultural gap between youths and the older generation, thus further distancing the former from involvement in mainstream societal goal. Surely, youth violence is quite often viewed by social scientists as an expression of frustration.

As a matter of fact, youth skills training remain the most vital way towards the hope for peace building and reconciliation in Galkayo district. However, the skills training should be in line with the existing job market or the skills acquired can enable the youth to acquire jobs immediately such that they do not think of joining warring parties.

5.2.3 Youth employment information accessibility and peace building in Galkayo District Somali

Regarding the relationship between youth employment information accessibility and peace building in Galkayo district, this study found out that any variation in the youth employment information accessibility with significantly and positively influence peace building in Galkayo district and this finding is justified by the β value of 0.380 at significant value of 0.000.

Relating the study findings on the relationship between youth employment information accessibility and peace building in Galkayo district with the one by author authors whose works have been reviewed in the literature, it can be noted that the study case of Galkayo is in agreement with the one by Christiana (2013) who showed that many youth with relevant skills are frustrated if public employment services and administration of labour market programmes are not availed to them. According to him employment services and administration of labour market programmes that should be availed to the youth include placement, counselling and vocational guidance; job-search courses and related forms of intensified counselling for persons with difficulties in finding employment; support of geographic mobility and similar costs in connection with job search and placement.

Study finding on the relationship between employment information accessibility and peace building in Galkayo, Somalia is also in agreement with the one by Blasco, McNeish & Walther (2013) as the scholars noted that to avoid chaos among communities EU countries have decided to attend to the supply side by remedying the shortcomings of those unemployed. Thus, the European Council introduced the European Employment Strategy (EES) in 1997 with a view to promoting convergence in labor market related policies. EES stipulates that each country makes a commitment to offer an opportunity (new start) to every youth under the age of 25 after they are unemployed for six months (Walther and McNeish, 2013). These opportunities might include orientation, education, training, work experience or employment and this program have made it possible for the youth in those countries to accept and respect democratic values and principles thus, lessening cases of violence.

In line with the study findings in Galkayo district, Buzzell (2007) had advocated for opportunities that can allow free movement of youth within Africa's labor markets and into EU countries as a way to resolve what they characterize as the violent youth crisis in Africa. To reduce involvement of youth in hostility, Wallerstein and Auerbach (2014) call for support for rural Liberian youth so they can more easily seek self-employment with improved access to markets, training and credit. Wallerstein and Auerbach (2014) finds that while traditional Angolan methods provide a degree of psychosocial and emotional relief in war-affected children and youth, they must be "complemented by job creation and skills training programs as well as a general alleviation of poverty" and this is in line with the study findings in case of Galkayo district.

Further still, study finding on the relationship between employment information accessibility and peace building in Galkayo, Somalia is in agreement with the one by Asche (2011) who stated that the goals of youth development programs promote positive development, even when seeking to prevent problem behaviors. Thus, by enhancing psychosocial protective factors, engaging youth in constructive activities during vulnerable out-of-school hours, and strengthening young people's stake in their environments, proponents contend that YEPs may be at least as effective as those directly and primarily aimed at curtailing antisocial behavior.

In this regard, it can be said that the government should also try to connect skilful youth to organizations and companies for job opportunities. This approach could significantly increase the number of working youth and introduce other programs that can keep youth relatively busy in income generating activities rather than engaging themselves in actions that can destabilize communities.

5.2.3 Challenges Facing Youth employment Opportunity Creation in Galkayo District Somali

On challenges facing youth employment creation in Galkayo, this study found out that challenges facing youth employment creation in the district are many and many of them are politically motivated.

These findings are in agreement with the ones by (Bueger et al.; 2011) who believed that the state's inability to monopolize the use of violence and enforce the rule of law over its

territory has enabled creating youth employment opportunities very difficult. The scholars also noted that for individuals, the low risk of sanction further lessens the opportunity cost of engaging in this criminal activity, particularly in comparison to the limited economic prospects available in the formal economy.

The study findings on the challenges facing youth employment creation opportunities in Galgoyo is also in agreement with the one by Povlock (2011) as he noted that the government has failed to account for the weak yet functioning state structures, from which the majority of attacks originate. Despite some weaknesses, this region only partly corresponds to the failed state categorization, as its institutions have proven capable of guaranteeing a certain level of security over its territory and this affects youth socio-economic empowerment programs.

As it is in case of this study, Dawdy (2011) had also cited that failures of youth employment opportunity creation are related to corruption. Dawdy, (ibid) noted that corruption and unemployment are often inseparable. Motivated by low wages or cultures of graft and impunity, government officials, politicians, bureaucrats, and private sector employees have all been implicated in connection to this crime. In some cases, officials are thought to turn a blind eye to youth employment challenges in their jurisdiction in exchange for a share of the plunder.

In this regard, it can be noted that youth employment opportunities are greatly affected by the geo-political failures. Thus, to enhance opportunities for more youth employment opportunities, strengthening the powers and authority of the government of Somalia would be very important.

5.3 Conclusions

On the youth employment creation in Galkayo district, this study concludes that the level of youth employment creation in Galkayo district is still low. It also concludes that youth employment creation is positively and significantly related to peace building in Galkayo district in Somalia.

Regarding the level of youth skills training in Galkayo district, this study concludes that the level of youth skills training in the district is still low. It also concludes that improvement in

youth skills training in the district will positively and significantly lead to high success in peace building.

It was also concluded that the level of youth employment information accessibility in Galkayo district is generally low. Regarding the relationship between youth employment information accessibility and peace building in Galkayo district, this study concludes that any variation in the youth employment information accessibility will significantly and positively influence peace building in Galkayo.

Finally, it was concluded that a number of geo-political factors such as lawlessness, small arms proliferation, corruption among government officials, unending armed conflicts and failing state are among the core challenges affecting youth employment creation opportunities in Galkayo district.

5.4 Recommendations

This study found out that there is a close association between youth employment opportunities and peace building in Galkayo district. In this regard, the following recommendations have been forward:

5.4.1 Relationship between youth employment creation and peace building in Galkayo district Somalia

- (i) To create more employment for the youth, the political environment in the country should be proved so that different investors can be attracted. This can be done through encouraging effective and appealing disarmament package by the government of Somalia in collaboration with other interested organizations in peace making. In this regard, any person who brings up their guns should be handsomely paid out. This can encourage different youth to accept to surrender their guns.
- (ii) The government of Somalia should review the existing policies geared towards employment creation. This approach can enable policy makers to come with better policies related to foreign direct investment.

5.4.2 Relationship between youth skills training and peace building in Galkayo district Somalia

- (iii) Market oriented vocational and technical training skills should be freely established for youth who had dropped out of school such that they get alternatives to earn their living other than engaging themselves in armed conflict.
- (iv) Free education should be offered to youth to discourage school going age from children from dropping out of school. Enabling youth stay in school for long will discourage them from joining the fighting parties in Galkayo.

5.4.3 Youth employment information accessibility and peace building in Galkayo District Somali

- (i) The government and NGOs operation in the district should look for ways of connecting skilful youth to organizations and companies for job opportunities. This approach could significantly increase the number of working youth and introduce other programs that can keep youth relatively busy in income generating activities rather than engaging themselves in actions that can destabilize communities.

5.5.4 Challenges Facing Youth employment Opportunity Creation in Galkayo District Somali

- (ii) Joint youth council at the entire district should be formed in Galkayo to try to forge some unity among different clan members. Through this council, different issues affecting youth can be streamlined and the leaders selected from different tribes should be educated to become apostles of peace in the district so that youth employment creation can take place.
- (iii) Government should mobilize clan leaders to appoint a committee and establish a platform for discussing peace building approaches and reconciliation procedures. Through this approach, a trusted committee can be established and different clan members can listen to them.

5.4 Areas for Further Research

- (i) Foreign intervention and peace building in Galkayo district, Somalia.
- (ii) The role of local communities in peace building in Galkayo district, Somalia.
- (iii) Small arms proliferation and peace building in Galkayo district, Somalia.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR RESPONDENTS

Dear Sir / Madam,

I am a student of Kampala International University undertaking a research study entitled “Youth Employment and Peace Building in Galkayo district Somalia” in partial fulfillment for award of Master In Conflict Resolution And Peace Building of Kampala International University. I kindly request you to respond to my Questionnaire and all the information will be treated in confidence.

Yours Sincerely

.....

Said Abdullahi Jama

PROFILE OF RESPONDENTS

Please tick any which applies:

Gender:

- Male
 Female

Age:

- 20- 29
 30- 39
 40- 49
 50- 59
 60 and above

Education level:

- Secondary
 Certificate
 Diploma
 Bachelors
 Masters and above

Marital Status

- Single
 Married
 Divorced
 Widowed

Part 2: Questionnaire to determine Research Objectives

Direction: Please write your preferred option on the space provided before each item. Kindly use the rating guide below:

| Response Made | Rating | Description |
|-------------------|--------|------------------------------------|
| Strongly Agree | 4 | You agree with no doubt at all. |
| Agree | 3 | You agree with some doubt |
| Disagree | 2 | You disagree with some doubt |
| Strongly Disagree | 1 | You disagree with no doubt at all. |

| YOUTH EMPLOYMENT OPPORTUNITIES | | SD | D | A | SA |
|--------------------------------|--|----|---|---|----|
| Youth Employment Creation | | | | | |
| 1 | The economic policy in Somalia favours youth employment creation | 1 | 2 | 3 | 4 |

| | | | | | |
|----|--|---|---|---|---|
| 2 | The educational policy in Somalia is also geared towards youth employment | 1 | 2 | 3 | 4 |
| 3 | The government has strategic initiatives to improve human capital through youth development | 1 | 2 | 3 | 4 |
| 4 | The government offers better ground for foreign direct investment | 1 | 2 | 3 | 4 |
| 5 | Youth entrepreneurship loan schemes have been established by different stakeholders | 1 | 2 | 3 | 4 |
| | Youth Skills Training | | | | |
| 6 | Majority of the youth in Galkayo district have access to technical and vocational training (TVT) | 1 | 2 | 3 | 4 |
| 7 | TVT skills provided to youth in Galkayo district are in line with business skills | 1 | 2 | 3 | 4 |
| 8 | The youth in the district are sensitized about the importance of technical and vocational and training skills | 1 | 2 | 3 | 4 |
| 9 | Youth in different parts of the district benefit from the TVT skills provided to them | 1 | 2 | 3 | 4 |
| 10 | The district has enough skills training equipments for youth | 1 | 2 | 3 | 4 |
| 11 | Youth who have never had chance to study in schools (the illiterate) are also given chance to acquire TVT skills | 1 | 2 | 3 | 4 |
| | Youth Employment Service | | | | |
| 12 | There are supply side programs that try to ease the transition from school-to-work before any problems arise | 1 | 2 | 3 | 4 |
| 13 | There are also supply side programs that address specific needs of youth who are facing difficulties in the labor market | 1 | 2 | 3 | 4 |
| 14 | There are demand side programs such as minimum wage programs, which aim to raise the wages for youth | 1 | 2 | 3 | 4 |
| 15 | There are also programs which try to link certain employment opportunities with youth | 1 | 2 | 3 | 4 |
| 16 | The youth in the county also access psychosocial and counseling skills that can help them to run business | 1 | 2 | 3 | 4 |
| 17 | The youth in Galkayo have also acquired leadership advocacy skills necessary for business | 1 | 2 | 3 | 4 |
| | PEACE BUILDING IN GALKAYO DISTRICT | | | | |
| | Reconciliation | | | | |
| 1 | Cross conflict dialogues have been organized for peace building in Galkayo district | 1 | 2 | 3 | 4 |
| 2 | Forgiveness and compensation programs have been undertaken in Galkayo District | 1 | 2 | 3 | 4 |
| 3 | Different stakeholders have participated in reconciliation programs in Galkayo | 1 | 2 | 3 | 4 |
| 4 | What has been agreed upon during reconciliation process has been adhered to different parties | 1 | 2 | 3 | 4 |
| 5 | Different conflicting parties now participate in development programs | 1 | 2 | 3 | 4 |

| | | | | | |
|----|---|----|---|---|----|
| | Disarmament | | | | |
| 6 | Some disarmament programs have also started in Galkayo District | 1 | 2 | 3 | 4 |
| 7 | Militia groups have been corporative in disarmament programs in the district | 1 | 2 | 3 | 4 |
| 8 | Several arms have been recovered in disbarment programs | 1 | 2 | 3 | 4 |
| 9 | Disarmament has been characterised by trust and honesty | 1 | 2 | 3 | 4 |
| 10 | Some militias have been incorporated in the national army | 1 | 2 | 3 | 4 |
| | Transitional Justice | | | | |
| 11 | Structures to encourage transitional justice have been established | 1 | 2 | 3 | 4 |
| 12 | The structures have been built by different conflicting parties | 1 | 2 | 3 | 4 |
| 13 | Culprits from all conflicting sides have been equally dealt with | 1 | 2 | 3 | 4 |
| 14 | The structure that has been built to establish transitional justice is trusted | 1 | 2 | 3 | 4 |
| | Challenges Facing Youth Employment Creation | SD | D | A | SA |
| 15 | Unlawfulness in Somalia has led to failures of youth employment opportunities | 1 | 2 | 3 | 4 |
| 16 | Corruption among government officials is also another challenge towards creation of employment opportunities in Somalia | 1 | 2 | 3 | 4 |
| 17 | Unending political instability is also responsible for failures to youth employment opportunities creation | 1 | 2 | 3 | 4 |
| 18 | State collapse is also one of the reasons for failure of youth employment opportunities creation | 1 | 2 | 3 | 4 |
| 19 | Availability of arms is responsible for youth employment opportunities creation | 1 | 2 | 3 | 4 |

Thank you for sacrificing your time to respond to these questions!

APPENDIX II: INTERVIEW GUIDE

1. What youth employment opportunities have been put in place in Galkayo as regards to youth employment creation, skills training and employment services?

2. What is the level of peace building in Galkayo as regards to reconciliation, disarmament and transitional justice in Galkayo District?

3. What stakeholders have been participating in youth employment and peace building in Somalia?

4. What is community perception about the groups engaged in youth employment and peace building in Galkayo ?

5. Some scholars believe that there is relationship between youth employment and peace building, do you agree with them?
If yes, why -----
If not, why -----

6. According to your answer to question 5, explain how the two variables are related or not related.

7. What are some of the barriers to peace building in Galkayo ?

8. In what ways can youth employment opportunities be boosted and peace building enhance in Galkayo district?

9. What advice would you like to give the following so as to increase youth employment as a way of improving peace in Galkayo ?

(a) Government of Somalia-----

(b) Local government officials-----

(c) Civil Society organization-----

(d) International communities and NGOs -----

(e) local community members. -----

10. What other thing would you like to say about youth employment and peace building?

APPENDIX VI: WORK PLAN

| <i>Activity</i> | Time in, month | | | | | | | | | | |
|--|----------------|-----|----|-----|-----|-----|-----|------|-----|-----|-----|
| | Nov | Dec | JA | Feb | Mar | Apr | May | June | Jul | Aug | Sep |
| Identification of the Topic | | | | | | | | | | | |
| Writing of the Proposal | | | | | | | | | | | |
| Submission of the Proposal | | | | | | | | | | | |
| Hearing of the Proposal by the Thesis Panel & allocation of Supervisor | | | | | | | | | | | |
| Correcting the Proposal after hearing and data collection | | | | | | | | | | | |
| Data Processing and analysis and Writing the Final Thesis report | | | | | | | | | | | |
| Defense | | | | | | | | | | | |

