

**ROLE OF YOUTHS IN CONFLICT RESOLUTION IN KENYA: CASE OF MUHORONI  
AND TINDERET SUB-COUNTIES**

**CATHERINE MINAYO CHEGERO**

**Thesis submitted in partial fulfilment of the requirements for the Master's degree in Public  
Policy and Management at Strathmore University.**

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## **DECLARATION**

### Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the dissertation contains no material previously published or written by another person except where due reference is made in the dissertation itself.

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Catherine Minayo Chegero

### Approval

The dissertation of Catherine Minayo Chegero was approved by the following:

Dr. Bernadette Wanjala

Strathmore University Business School

Dr. George Njenga

Executive Dean

Strathmore University Business School.

Dr. Bernard Shibwabo

Director, Office of Graduate Studies

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## ABSTRACT

The purpose of this study was to analyze the role of the youth in conflict resolution in the Muhoroni and Tinderet sub-counties. The study aimed to change the tendency of disproportionately placing the burdens of conflicts, war and violence on youths and instead acknowledge the important roles they play in conflict resolution and upholding peace. Specifically, the study sought to determine the role of youths in conflict resolution in Muhoroni and Tinderet sub-counties, to determine the challenges faced by the youth initiatives at the center of conflict resolution and peace-building in Muhoroni and Tinderet sub-counties, and to determine the strategies that can be adopted to promote the participation and contribution of the youth to conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. The study used an explanatory research design. The target population comprised the youth in Muhoroni and Tinderet Sub counties and various officers in charge of youth groups in the two sub-counties. The study used cluster sampling to sample the youths to participate in the study. The officers in charge of the youth groups as well as the administrative leaders were sampled using a snowball sampling method. Data collection was done using both a questionnaire and an interview guide. The questionnaire was used to collect data from the youths. An interview guide was used to collect data from officers in charge of youth affairs. The study used secondary sources such as journals and publications. Quantitative data collected using questionnaires will be analyzed using the Statistical Package of Social Sciences using descriptive and factor analysis methods. Quantitative findings were presented in form of frequency and percentage tables and figures. Data collected using interview guides were analyzed using the thematic analysis method. Based on the analysis findings, the study found out that the youths have a crucial role to play in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. However, participation in conflict resolution and peacebuilding was found to be low. The key challenges identified as hindrances to youth participation in conflict resolution and peacebuilding included poor perceptions and attitudes towards the youth that consider them as inexperienced on matters of conflict resolution, poor cultural beliefs, the poor economic situation of the youths, religious beliefs and poor education level. On the strategies that can be adopted to promote the participation of the youths in conflict resolution and peace building, the study found out that the key strategies that can be used to foster youths participating in conflict resolution and peacebuilding include youth empowerment, civic education and awareness creation, the preoccupation of the youths through such activities as sports, and creation of conflict prevention and resolution program that give the responsibilities of the youth. Based on the findings, the youths are recommended to reevaluate their understanding of their leadership capacity and acknowledge that they have a key role to play in conflict resolution. Also, they are recommended to forge, maintain and consolidate ties among themselves through the creation of effective networks for them to effectively partake in conflict resolution, peacebuilding and other matters in society. The government is recommended to make sustained commitments to rebuild the young people's trust and confidence in participative forums and leadership positions. In this regard, the government is recommended to promote the inclusion of the young in peacebuilding initiatives.

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## **DEFINITION OF KEY TERMS**

<b>Conflict resolution</b>	This is the informal or formal process that two or more parties use to find a peaceful solution to their dispute. In this study, conflict resolution is the process of establishing lasting solutions to conflicts between communities,
<b>Empowerment</b>	This is the act of supporting and promoting individuals to accomplish specific roles. In this study, empowerment involves supporting and promoting the youths to take part in conflict resolution and peacebuilding.
<b>Peacebuilding</b>	This is the development of constructive personal, group, and political relationships across ethnic, religious, class, national, and racial boundaries with an aim of fostering peace. In this study, peacebuilding is the process of putting in place structures that foster peaceful coexistence among communities.
<b>Preoccupation of the youth</b>	This involves engaging the youths in various activities such as sports, community projects among others.
<b>Youth</b>	These are young people aged between 15 and 35 years. In this study, the youths under study are young men and women aged between 20-35 years.
<b>Youth's Participation</b>	The act of taking part in a given course with specified goals and objectives. In this study, participation involves the youths playing a role in conflict resolution and peacebuilding

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

Chapter one covers the introduction of the study. It covers the backgrounds information of the study, the research problem, the research objectives and the research questions. The chapter also discusses the significance of the study, the scope of the study, and the organization.

### **1.2 Background of the Study**

Youth refers to young adults ranging in age from their late teens or early twenties to their thirties. At this stage, the youth can be key drivers and agents of change in the development of their societies (Nicholas, Eastman-Mueller, & Barbich, 2019). This may be because they demonstrate openness to change, feedback and learning; they tend to be more future-oriented, more idealistic and innovative, and more willing to take risks. This creates the need for the youth to be given roles in meaningful, democratic national projects that unleash their positive potential to contribute to their societies and the national economy (Nxumalo & Matsiliza, 2020).

#### **1.2.1 Conflict Resolution**

Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute (Thomson et al, 2018). Here conflicts can either be social, economic or political. Social conflict occurs when there is a struggle for agency or power in society. It occurs when two or more parties oppose each other in social interactions each exerts social power with reciprocity intending to achieve incompatible goals while barring the other party from achieving their goals (Sexton, 2020). Economic conflicts occur as a result of poor or lack of access to economic opportunities and deficient social services that lead to a failed social contract, environmental deprivation, and the possible enrichment that is associated with some forms of conflict. Political conflicts occur as a result of poor governance, political exclusion, impunity, lack of state authority among others (Palczewska, 2018).

Regardless of the causes and types of conflict, resolution follows a given procedure to ensure that solutions that are appealing to both conflicting parties are achieved. Conflict resolution is thus best understood as a working model with two key elements, that is conflict management and conflict negotiation (Caputo et al, 2019). Conflict Management is a communication process that

focused on changing the negative emotional states in a conflict to emotional states that allows for the creation of solutions to conflicts. This aspect of conflict resolution deals with strong negative emotions and attitudes which are usually related to the conflict situation. It involves defusing the accompanying emotional energy settling on a mutual understanding of the differences. The motive of conflict management is conflict settlement in which the goal is the reduction of destructive behavior and hostile attitudes that cause and fuel conflicts. This implies that at this stage, the focus is the reduction of conflicts to progress to establishing solutions to the conflict.

Negotiation follows the conflict management stage. This is a communication process that enables the parties involved in conflicts to achieve outcomes in regards to their differences. After the reduction of conflicts, negotiation is utilized to arrive at an outcome that is appealing to both parties and that satisfies all the parties involved in conflicts (Caputo et al, 2019). This is the stage in which conflict is resolved, the structure of the situation that caused the conflict is modified and changed struggle in the first place is changed and modified for the interest of the conflicting parties to be met.

### **1.2.2 Youth and Conflict Resolution**

Youth have a crucial role in peacebuilding and conflict resolution. It is worth noting that the youth have an essential role in building the foundations of democratic and peaceful societies. In the face of conflicts, the youths' roles include strengthening community cohesion and reconciliation, civic awareness for peaceful social relations and development programs, trust-building across various ethnoreligious groups, and partaking in livelihoods programs and community entrepreneurship (Law & Atkinson, 2021). However, in most countries, the youths are frequently othered in the discourse of conflict resolution and peace building.

In most instances, during conflicts, the youth are perceived as dangerous and as potential and active actors in the conflict. In this regard, they are usually disregarded in all the peacebuilding and conflict resolution efforts and policy-making (Oriado, Ntamushobara, & Renner, 2018). However, it is worth noting that, globally, the youth have a key role to play in conflict resolution and peace building. Globally today, over 600 million youths live in conflict-affected contexts and fragile areas. The young people, in this case, are the most affected by the different interlinked forms of conflicts and they bear enormous and long-lasting human, social and economic effects (Limo, 2017). In this regard, the youths deserve an active role in conflict

resolution and peacebuilding. The available research shows that if given active roles, the youths can contribute significantly to conflict resolution and peacebuilding at both local and national levels and help in fostering peaceful societies and catalyze more democratic and inclusive governance.

The role of youth in conflict resolution and peacebuilding has been advocated widely. According to the UN Security Council (2017), there is a need to engage young men and women in conflict resolution and shaping lasting peace. In this regard, the council urges the member states to ensure there is an increase in the inclusive representation of young people in institutions and mechanisms for prevention and conflict resolution. The United Nations Inter-Agency Network of Youth Development under the inter-agency working group on youth and peacebuilding also advocates for an active role of the youths in conflict resolution and peacebuilding (UN Inter-Agency Network on Youth Development, 2017). The initiative has a membership of over 40 organizations from the United Nations (UN), NGOs, Civil Society Organizations (CSOs) and academia.

The group advocate for paradigm shifts in supporting young people as a force for peacebuilding. In a bid to promote the establishment of improved policies and strategies on youth's contribution to conflict resolution and peacebuilding, this wide constituency of partners developed the Guiding Principles on Young People's Participation in Peacebuilding. This move was meant to inform participative, inclusive and intergenerational peacebuilding strategies and programs that systematically promote and ensure participation and contributions of young men and women in conflict resolution and peacebuilding (UN Inter-Agency Network on Youth Development, 2017).

The role of youth in conflict resolution has been researched widely across the world. In Europe, the youth are actively included in conflict prevention and resolutions processes (Shinoda, 2018). While Europe is known as one of the most peaceful and prosperous continents in the world, some parts of the continent are unstable and insecure as a result of crises within and beyond the borders of some European nations (UN, 2018). Still, some parts of the continents are marred by conflict, often protracted, others continue to bear the consequences of past hostilities. In most of these countries, the role of the youth in conflict resolution is greatly acknowledged and they actively participate in all activities in addressing root causes of conflict, prevention and mitigation of all forms of violence, and work towards healing and reconciliation. Most

commonly, young people are given opportunities to participate and lead dialogue, social, educational and advocacy activities (UN, 2018).

In the US, McEvoy-Levy (2001) identified youth as key agents in peacebuilding and conflict resolution. According to McEvoy-Levy (2001), young people are primary actors in grassroots community development and as front liners in peacebuilding. Similarly, Ardizzone (2003) identified that the youth in the US has a key role in peacebuilding and conflict resolution. In a study conducted in New York City, the findings identified that different conferences are aimed at impacting young people with conflict resolution and peacebuilding skills.

In Guatemala, the youth have been given crucial tools in peacebuilding and conflict resolution. Building their capacity as peacebuilders has been acknowledged and they have been considered as crucial actors in strengthening democratic governance and solving problems at the local and national level (UN, 2018). In Yemen, young men and women contributed greatly to peace processes through diverse partnerships with different peacebuilding actors. For instance, in the 2013 Yemeni National Dialogue Conference, the collaboration between independent youth and women representatives had a huge influence in all the decisions made particularly as a result of their large numbers in the negotiation processes (Nations Security Council, 2019).

The role of the youth in conflict resolution is also widely acknowledged in Africa. For instance, the 2016 Chatham House report on South Sudan identified the youth as key change agents in society and as agents of peacebuilding. In this regard, it identified that the best means of empowering the youth to play this role is through education promotion. Increasing education attainment among the youths was identified as a key priority for activating youth peacebuilders. In agreement with this, Kujeke (2017) identified that if the young people in Africa are positively engaged in conflict resolution, they can help in reducing conflicts and violence as well as helping to foster security and oppose violent extremism in their countries. He considered it imperative to put into consideration the needs and aspirations of the youth in matters of peace and security. In agreement, Berents and McEvoy-Levy (2015) termed the youth as a dynamic group in the society and are considered as crucial instruments transforming conflict situations and in peacebuilding. They are also considered vital agents of building the foundations of democratic and peaceful societies.

A good instance of youth participation in conflict resolution and peacebuilding is the Peace Links in Sierra Leone which is actively involved in various projects aimed at improving society. The purpose of the group is to empower young people to step forward for positive change in their communities (Altiok & Grizelj, 2019). The groups strive to ensure that the youth particularly those living in extremely difficult situations get the necessary skills and expertise needed for positive contribution to society including peacebuilding and conflict resolution. In South Sudan, the youth through alliance building have participated and played a key role in peacebuilding and conflict resolution processes. A good instance is the South Sudanese High-Level Revitalization Forum (HLRF) whereby strong communication lines between the member of the youth and women groups helped in shaping the decision making (Altiok & Grizelj, 2019).

In Somalia, the youth are considered as vital agents of peace and development as the country tries to recover from repeated series of conflicts and insecurity (youth4peace, 2015). According to youth4peace (2015), the youth in Somalia embodies the hope and future of the country and with the necessary and well-deserved support, they can be the engine the country deserves, which paves the country's path to recovery and prosperity. This is vital considering that the youth comprise the majority of the population in the country. Generally, the population in Somali is younger than that of the African continent overall. Over 70% of the population in the country is under the age of 30 and approximately two-thirds of the population is estimated to be under 24. The population statistics indicate that the, being the majority, the youth in Somali has a crucial role in conflict resolution and peacebuilding in the country (World Bank, 2018).

In the recent past, the youths in Somalia have become leaders in developing tools for social change and in organizing peacebuilding policies. Examples of peacebuilding that engage the youth include Pact's PEACE II cross-border programming which aims at encouraging the youth to partake in peacebuilding-related leadership and decision making, Peace Committees which are established based on the Wadajir National Framework for Local Governance, and Quraca Nabadda National Movement which focuses on transformation and social change (youth4peace, 2015).

In Kenya, the youth play a crucial role in peacebuilding and security. However, they are mostly portrayed as the energy behind political protests, intergroup clashes and violent extremism, which overlooks the comparatively crucial role they play in conflict resolution and peacebuilding

(Oriedo, Ntamushobara, & Renner., 2018). While the available research mostly unwittingly dichotomizes the young people as agents of skirmishes, historically, they have portrayed leadership and courage in the country's history. There was therefore a need to conduct this study in order to deconstruct the myths that paint the youths as agents of conflict and violence and show their potential in conflict resolution.

### **1.2.3 Study Locale**

This study was conducted in Muhoroni and Tinderet sub-counties. Muhoroni is one of the sub counties in Kisumu county. It is predominantly inhabited by the Luos and has a population of about 145,764 people. While the Luo forms the majority of the people, there are other communities such as Luhya and Gusii communities, Kikuyu and other minority groups. The major economic activity of the people here is agriculture (Chavulimu, 2019). However, trading is also a major source livelihood for a large section of the people. Tinderet on the other hand is one of the sub counties in Nandi county. It has an approximate estimated population of 105,044. The sub county predominantly inhabited by the Nandi community. The main economic activity is farming which includes tea, coffee, sugarcane, and maize crop planting, cattle, and poultry keeping

The two sub counties were chosen because the areas along the border of these sub counties experiences frequent conflicts between the two different pre-dominant ethnic groups living there. The conflicts between the communities in these two sub counties is caused by land issues as communities kept on encroaching each other's territory. Other factors that have fueled conflict in between the communities are political incitement, cultural differences, and weak governance systems (Chavulimu, 2019). These conflicts are characterized by massive destruction of property and it takes long for the affected people to recover. The conflicts also lead to loss of lives and injuries.

### **1.3 Statement of the Research Problems**

Hostility among ethnic groups has been a key issue for a long time. In Kenya, repeated instances of intercommunity conflicts have evolved into very devastating phenomena to both the people and their livelihood opportunities. The hostile relationship between the fighting communities has often manifested itself in intolerant attitudes and behavior and often very violent actions (Obala & Mattingly, 2014). Other than undermining the social fabric which is the bedrock of

intercommunal cooperation for growth, the hostile relationship results in devastating effects on the socio-economic livelihood of individuals and the communities along the borderline.

The conflict between communities in Muhoroni and Tinderet sub-counties is an instance of ethnic skirmishes which have had devastating effects on the people living along the border of these two sub-counties (Asunah, 2020). The two sub-counties share a borderline stretch where the predominant tribes are the Nandi and the Luo. While there are other tribes along the borderline such as the Kikuyu, Kisii and Luhya, the conflicts mostly involve the Luo and the Nandi. According to the conflict mapping exercise conducted in 2018 along the borderline, the conflicts are contextualized in about 9 villages including Kibigori, Songhor East, Songhor West, and God Abuor from Kisumu County and Chemelil, Chemase, Songhor, Soba, and Kapkitony from Nandi County (Shalom-SCCRR Conflict Mapping Report, 2018). The attacks among the communities in these sub-counties are often manifested through inter-ethnic attacks, political violence, sporadic livestock theft and encroachment into private land.

There have been efforts to quell conflicts between the communities in the sub-counties involving a group of influential opinion shapers from both sub-counties. The approach used provides for the participation of the community members in the affected communities to come up with lasting solutions incorporating the input from both sides. While there have been numerous efforts to promote peace between the communities, the role of the youths in the peacebuilding and conflict resolution efforts is not adequately documented, hence the rationale of this study. The purpose here was to determine the role the youth play in conflict resolution and peacebuilding in society. This would help to change the notion that the youth are agents of conflicts and violence and that their voice in resolution does not count. It is hoped that the study would help in peacebuilding and conflict resolution and to advocate for the inclusion of the youth in conflict resolution and peacebuilding efforts.

## **1.4 Research Objectives**

### **1.4.1 Main Objective**

The main objective of the study was to determine the role of youths in conflict resolution in Kenya.

### **1.4.2 Specific Objectives**

- i. To determine the extent to which youths are involved and conflict resolution in Muhoroni and Tinderet sub-counties.
- ii. To determine the challenges faced by the youth initiatives at the center of conflict resolution and peace-building in Muhoroni and Tinderet sub-counties.
- iii. To determine the strategies that can be adopted to promote the participation and contribution of the youth to conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties.

### **1.5 Research Questions**

- i. What role do the youths play in conflict resolution in Muhoroni and Tinderet sub-counties?
- ii. What challenges do the youths face in contributing to conflict resolution and peace-building in Muhoroni and Tinderet sub-counties?
- iii. What strategies can be adopted to promote the participation and contribution of the youth to conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties?

### **1.6 Significance of the Study**

The study would be significant in several ways. To begin with, the study helped to change the tendency of disproportionately placing the burdens of conflicts, war and violence on youths. Instead, the study helped to show that the youth occupy important institutions in the society and are understood as unique contributors, indeed, likely leaders, of successful peacebuilding efforts, and they are the primary enablers of social change.

Secondly, the study would also enlighten the youth that they hold a central role in conflict resolution and peacebuilding. Since the youths are mostly used as propagators of conflicts and as agents of violence, the study would enlighten them that instead of being used as agents of conflicts, they can play a key role in fostering peaceful coexistence and that they have a key position in promoting social-economic progress in their communities.

Thirdly, the study would help to inform policymakers and donors of key strategic and programming considerations that can be used to support the youth's efforts in peacebuilding and conflict resolutions. It is hoped that ultimately, by improving the strategic attention to and promoting greater investment in the field of youth and conflict resolution, this study would also support field-level work by NGOs, youth organizations and associations, and youth volunteers

involved in peacebuilding and conflict resolution. In addition to policymaking, the study would have contributed to the literature on the role of youths in conflict resolution and peacebuilding. The study would therefore be a key reference for scholars and other researchers with interest in the same area of study and other related areas.

### **1.7 Scope of the Study**

The purpose of the study was to determine the role of the youths in conflict resolution in Kenya. The study was restricted to the role of the youths in resolving conflicts between Muhoroni and Tinderet sub-counties, areas that have had a series of persistent inter-ethnic conflicts along the borderline. The study only focused on determining the role of the youths in resolving the conflicts, the challenges they face in their conflict resolution initiatives and the best strategies that can be adopted to enhance the contribution of the youths in conflict resolution in these two sub-counties.

### **1.8 Organization of the Study**

The study is sectioned into five chapters. Chapter one presents the introduction of the study. This covers the study background, the statement of the research problem, the research objectives and the research questions. The chapter also covers the significance of the study, the scope of the study and the expected limitations. Chapter two covers the literature review. It covers relevant theories, empirical literature review and a conceptual firework of the study. Chapter three discusses the research methodology. This includes the research design, the target population, sample size determination and sampling methods and procedures, data collection instruments and procedures and data analysis methods and procedures. Chapter four covers data analysis and presentation of the findings and chapter five covers a discussion of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of the literature on the role of youth in peacebuilding. The chapter presents a theoretical framework of the study, the empirical review, and the conceptual framework of the study.

#### **2.2 Theoretical Framework**

The study was anchored on the Deutsch's theory of cooperation and competition and theory of empowerment. The two theory focuses on the need to create a conducive atmosphere for the youth to actively partake in various processes that concern their lives. In this study, the theories highlight the need to promote the youths in order to play a crucial role in conflict resolution and peacebuilding.

##### **2.2.1 Deutsch's Theory of Cooperation and Competition**

This study was anchored on Deutsch's theory of cooperation and competition (Deutsch 1949).

The theory argues that most conflicts invoke a mix of cooperative and competitive motives. The theory postulates that, during conflicts, various factors such as the nature of the conflict and the goals of the conflicting parties are the key determinants of what a party would bring to the negotiating table in its attempt to solve the conflict. According to the theory, there are two basic orientations during conflict resolution, that is competitive and cooperative (Deutsch, 1949).

According to the model, a key element in understanding cooperation and competition is the type of goal interdependence found between the parties involved in the conflict. The goals of the parties involved may be negatively interdependent in which the one party's success correlated to the other party's failure. Such situations tend to yield competitive interdependence with a win-lose orientation. On the other hand, the goals of the parties may have positive interdependence, that is the success of one party correlates to the success of the other party (Deutsch, Coleman, & Marcus, 2011).

This study adopted the cooperative tenet which advocates for win-win orientation for the parties involved in a conflict. This is because, during conflicts, cooperative relationships display several positive characteristics which include more effective communication and coordination, open and

friendly attitudes, a sense of mutuality and a willingness to increase the other's power. This is contrary to competitive processes which tend to yield the inverse, negative effects such as obstructed communication, inability to coordinate activities, suspicion and a lack of self-confidence, desire to reduce the other's power and to dominate them (Deutsch, Coleman & Marcus, 2011). The cooperative process helps to evoke an atmosphere of trust and eventually lead to mutually beneficial options for the settlement of conflicts. On the other hand, a competitive approach leads to win-lose outcomes. This approach is inclined to intensify animosity and distrust between parties and is generally considered destructive.

Deutsch's theory of cooperation and competition was relevant and applicable in this study as it focuses on how inclusive participation in conflict resolution. The theory created an understanding of conflict, the practice of effective conflict management and resolution. In this study, it was hypothesized that a cooperative orientation on the part of all the parties involved in conflict management and conflict resolution in the Muhoroni and Tinderet sub-counties would help to facilitate constructive resolution of a conflict and find lasting solutions. The theory also advocated for social support as a key to creating and maintaining effective cooperative orientation. In this regard, the theory supported the inclusion and support of the youth in conflict resolution. Since the youths are mostly at the heart of conflicts, including them in conflict resolution and supporting their efforts is crucial for lasting conflict resolution to occur.

### **2.2.2 Theory of empowerment**

The theory of empowerment was developed by Zimmerman (1998). It accentuates the need to empower individual in the society. The theory underscores the need to empower individuals psychologically focusing on intrapersonal, interpersonal and behavioral components. The intrapersonal component focused on people perceive themselves, and includes domain perceived control, self-efficacy motivation to control, and perceived competence. Basically, this component corresponds to how people believe about themselves (Zimmerman, 1998). The interpersonal component is concerned with critical awareness and understanding of the resources required to achieve a desired goal. It also focusses on the knowledge of how to obtain those resources and skills for managing those resources, as well as decision-making, problem-solving, and leadership abilities.

Empowerment has three dimensions according to the theory of empowerment. These includes values, processes and outcomes and they vary across levels of analysis. According to the theory, the approach used to empower individuals should focus on reinforcing positive values and assist people play a crucial role in the society (Joseph, 2020). In the context of the youths, empowerment can be in form of financial support to support their projects and initiatives, and education and training for skills. Financial aid would help to fund the initiatives and the projects of the youths while skills would help to manage these initiatives effectively in order for the intended goals to be met.

The empowerment theory centers on the need to promote the various processes and mechanisms that people can utilize to gain mastery and control over various issues that affect and concern them. It also focuses on the need to create a critical awareness of the environment and the need for individuals to partake in decision making on various issues that affect their lives (Zimmerman 1998). These processes include skill learning opportunities and resources mobilization to influence the social, political environment as well as individual competencies and proactive behaviors, natural helping systems and organizational effectiveness (Zimmerman 2000). The theory argues that such processes enable individuals and groups to become self-sufficient and independent of external control. In the context of the youths, empowerment enable them attain a sense of independence which makes hard for them to be manipulated or swayed by political elites to engage in actions that are likely to disrupt peace.

Theory of empowerment is applicable and relevant in this study as it highlights the need to empower the youths and promote their participation in conflict resolution and peacebuilding. If the youths are provided with resources, they are able to establish initiatives that can promote peacebuilding and conflict resolution. Also, if the youths are equipped with skills, they are able to manage the initiatives effectively to meet the intended goals, which in this case is conflict resolution and peace building. Further, when the youths are empowered, they realize they hold a crucial role in the society and it becomes hard for them to be manipulated to partake in activities that can compromise peace.

## **2.3 Empirical Review**

### **2.3.1 Youth's Participation in Conflict Resolution and Peacebuilding**

Conventional commentary and analysis of the role of youth in particular in Africa portray them as the energy behind conflicts, violence, political protests, inter-group clashes, and violent extremism among other types of conflicts (Sommers, 2011). However, much of the existing commentary does not focus on the role of the youths in peacebuilding and conflict resolution. In the few existing studies, the youths are dichotomized unwittingly with involvement in violence, protests and other forms of conflicts. The role of the youths in peacebuilding and conflict resolution is mostly unseen, understated and undocumented. However, regardless of their role being ignored, they play a key role in peacebuilding and they are actively involved in conflict resolution (Issifu, 2016).

The role played by the youth in conflict resolution and peacebuilding has been recognized greatly as essential to positively transforming conflicts and building the foundations of peaceful and democratic societies. According to Resolution 2250 adopted by the United Nations Security Council, the youths have a key role to play in fostering peace and place the youth at the core of processes and policies for the sustainable development of peace and security (Sukarieh & Tannock, 2018). This resolution is considered unique as it marked the first time the Security Council adopted a thematic resolution that deals comprehensively with youth in matters of security and peace (Williams, 2016). It acknowledges the role of the youth and their potential and ability to foster peace, transform conflicts and prevent violence. The resolution paints the youth as agents of change and actors for positive change in their communities and deconstructs the notion that the youth are perpetrators of violence and conflicts. It recognizes the role of the youths as catalysts for peace and actors in preventing violence and contributing to conflict resolution (Williams, 2016). It advocates for the voice of the youth in peace processes, urging governments, private and public entities, and civil society organizations and institutions including the UN agencies to provide both the tools and the necessary funding to transform the role of the youths in peacebuilding and conflict resolution.

In the recent past, the role of the youth in peacebuilding has gained increased recognition in research and advocacy. In a study by Bersaglio, Enns and Kepe (2015), the findings indicated that the efforts by civil society organizations and youth experts have helped to advance

practitioners, donors and policymakers' understanding of youth peacebuilding in the field. The UN Inter-Agency Network on Youth Development (IANYD) Working Group also recognizes the role of the youth in peacebuilding and highlights promising practices in policy and youth Programs globally. Similarly, the United Network of Young Peacebuilders (UNOY) and Search for Common Ground has devised The Global Survey on Youth, Peace and Security to map out the activities of youth-led organizations working globally on peace and security. In turn, many of these initiatives have helped to feed into the Progress Study on Youth, Peace and Security, which has, in turn, helped to define a strategy for the implementation of UN Security Council Resolution 2250 (Limo, 2017).

The role of youth in conflict resolution and peacebuilding has been researched extensively. In Nepal for instance, a study by Deo (2018) observed that the youth play a crucial role in conflict resolution and peacebuilding. The study identified that it is essential to engage the youth with some kind of constructive work to foster their participation in peacebuilding, conflict resolution and other key development initiatives. However, irrespective of acknowledging the role of the youth in conflict resolution and development matters, the youths have not been given sufficient opportunities to partake in peacebuilding and development in the country. The majority of the youths are literate, skilled and future-oriented but they have not secured jobs, what have pushed the majority of them to engage in different activities that do not contribute to conflict resolution, peacebuilding, and development

In Africa, it has been shown that youth in different countries contribute to conflict resolution using various methods. For instance, in Algeria, a study by African Union (2020) identified that the youth were greatly involved in conflict resolution and peacebuilding using peaceful dialogue. Through established local youth advisory councils, the young people can interrogate the major factors responsible for the myriad challenges they are facing and explore local solutions or remedies to them as a means of averting conflicts. In South Africa, a study by Langa, Masuku & van der Merwe (2019) established the Peacebuilding efforts have greatly deployed young people as volunteering Community Peace Workers (CPW) to quell crime and other conflicts (Poudel, 2011). The youth have the willingness to work in their communities, to step in and arbitrate in conflicts. To foster their contribution, they were offered courses to make it easier for them to partake in conflict resolution and peacebuilding. In Rwanda and Sierra Leone, a study by

Aladeokin (2016) identified that the youth who were linked with armed conflict in some ways have organized themselves to run motorcycle taxi services, demonstrating their commitment to serving their communities and refusing to be politically manipulated while maintaining their peer group network. They also actively advocate for peacebuilding and conflict resolutions.

In East Africa, the youth play a crucial role in resolving conflicts and promoting peaceful coexistence. In Uganda for instance, a study by African Union (2020) identified that the Batwa Development Organization (BDO), a youth group is actively involved in peacebuilding efforts and promoting peaceful coexistence between the Bakiga and Batwa, two communities that have intermittently been involved in conflicts and violent contestations (African Union, 2020). The group also provide security agencies with early warning information on potential or existing threats of violence and insecurity, thus helping the two communities to establish peacebuilders committees at the grassroots level to resolve differences that have the potential of triggering conflicts between the two communities. In Ethiopia, a study by African Union (2020) concluded that DitniTek, a youth organization has been at the forefront of promoting peace and resolving conflicts. The group in collaboration with relevant authorities have played a crucial role in fostering peace between two factions of refugees and their respective host communities (African Union, 2020).

Locally, the youth also have a crucial role to play in conflict resolution. In the Maasai community in Kajiado North Sub-county for instance, the study by Oriedo, Ntamushobara and Renner (2018) established that the youth have a central role in conflict resolution and peacebuilding. However, the youth have not been given sufficient opportunities to partake in peacebuilding and conflict resolution. The youth who participated in the study expressed a great desire to be trained on conflict resolution and peacebuilding and to be given platforms to partake in the process. Unfortunately, such provisions were not adequate for the youths.

In another study by Imbiaka (2012) on the role of youth in peacebuilding in Kenya's North Region focusing on Burnt Forest for the period 1992-2010, the findings indicated that the youth including school-going children are actively involved in peacebuilding through their activities which are meant to, among others, building relationships and reconciliation. The different activities used included youth choirs, sports, welfare groupings, reconstruction and peace think tanks. The study also highlighted another significant element of youth involvement in

peacebuilding in the area, that is, the majority of the military who were involved in reconstruction in Burnt Forest were youths.

### **2.3.2 Challenges faced by the Youth in Conflict Resolution**

The capacity of the youths in participating in conflict resolution is curtailed by various factors. One of the factors that limit the youths is the lack of committed long term funds. This is evident in a study conducted by Kibe et al, (2015), the findings indicated that the capacity of the youths to partake in Kibera and Mathare slums was limited by a lack of sufficient funding for peacemaking initiatives such as sports. In another study by Mecha (2013) on the youth empowerment as peacebuilders in Nigeria, the findings indicated that while the civil society in the Jos region in Nigeria has generally succeeded to involve them in peace work, they face a myriad of challenges that limit their capacity. Many of them face opposition within their communities because of their peace work, others are confronted with traumatized youths and yet others lack support from the program coordinators.

Poor attitude towards peacebuilding is another challenge that limits the youth's participation in peacebuilding and conflict resolution. In a study conducted by Simiyu et al, (2012), the findings indicated that the youth do not attend peace meetings and that such meetings are mostly attended by elderly and middle-aged men. The other challenge that hinders the participation of the youths in conflict resolution is gender inequality with the youths' conflict resolution and peacebuilding groups. Such issues hinder organizations cohesion, growth and sustainability. While memberships of most groups are male-oriented, the ascension of female counterparts in youth organizations tends to be greeted with suspicion, jealousy and mistrust. In a study conducted by African Union (2020) for instance, some female members of youth groups testified that when a female officer is promoted in the organization, jealousy starts building up and accusations of sexual relationship affairs become rampant, especially from the male group members. Such internal dynamics do not augur well for the sustainability of youth organizations.

Another challenge faced by the youths in conflict resolution and peacebuilding is the lack of critical positive momentum. This manifest in what youth groups describe as the limited or outright lack of political and financial interventions by the government on issues that directly concern young people. Many youth initiatives are not only low-keyed in terms of their budget and spread but they also take place far apart because of funding constraints and limited political

buy-in from the government and other critical stakeholders. This invariably makes youth groups function below optimum level and also diminish their exposure to the kind of transformative leadership opportunities they require to contribute meaningfully to society. The absence of such opportunities is also partly responsible for how young people are less inclined to join peace and solidarity movements than they would join street gangs and engage in riots and demonstrations that threaten law and order.

Another challenge facing youth participation in peacebuilding and conflict resolution is stereotypes, which are fueling mistrust against youth and youth-led groups. This was evident in a study conducted by the African Union (2020) on the roles and contributions of youth to peace and security in Africa. The stereotypes that perceive the youth as inexperienced in peace matters occur at various levels, between youth groups and government, between youth groups and development actors, including intergovernmental organizations and between youth and national or international institutions. By the very nature of their mandate, youth groups working on human rights, accountability and democracy are particularly vulnerable to the authoritarian excesses of the state and state institutions since they tend to engage in activities that call out or put governments on the spot. This partly explains why government sometimes labels them as collaborators or traitors if they work with certain NGOs accused of working or spying for foreign governments. Either way, the dilemma is that certain youth groups have to navigate and are constrained by complex relationships with government and non-governmental development actors that are central in delivering a wide range of services such as humanitarian assistance (African Union, 2020).

Another challenge that curtails the youth's capacity to participate in conflict resolution is the lack of opportunities and recognition in matters of peacebuilding and conflict resolution. In a study conducted in Eldoret by Kandagor and Kiprono (2012), the findings indicated that the perspective of youth in peace, healing and reconciliation cannot be underestimated or ignored as they are key agents of peace and peacebuilding. Based on the youth's view, they deserve adequate opportunities and recognition in matters of development geared towards nation-building and promoting peaceful coexistence. Unfortunately, the youth expressed sentiments that their chance of inclusion in development and other matters are constricted.

In summary, the existing empirical evidence has indicated that while the youths have a crucial role to play in conflict resolution and peacebuilding, there are numerous challenges that limit and bar them from playing a role in conflict resolution. These challenges include lack of committed long term funds to finance the youths' conflict resolution and peace building initiatives, youths' poor attitude towards peacebuilding, and the lack of critical positive momentum by the youths towards peacebuilding and conflict resolution. Other challenges identified include stereotyping the youths as agents of conflicts and perceiving them as ineffective instruments of conflict resolution and peacebuilding, and lack of opportunities and recognition in matters of peacebuilding and conflict resolution

### **2.3.3. The Strategies to Promote the Participation of Youth in Conflict Resolution**

The participation of the youths in conflict resolution can be promoted in several ways. One of them is youth empowerment. In a study conducted by Prisca, Kandagor and Kiprono (2012), the findings indicated that youth empowerment centres can help to address the needs of the youths by providing appropriate services and information that would enhance their capacity to participate in conflict resolution. Such forums would enable the youths to interact, share and discuss various issues ranging from entrepreneurship, ICT, community mobilization, peer counselling, participating in games and sports, and networking to peacebuilding initiatives. In another study by Kimathi (2016), the findings indicated that participation in sports such as sports bring the youths together where they can share key ideas on participating how to foster peace.

The capacity of the youths in conflict resolution can be promoted through civic education. In a study conducted by Prisca, Kandagor and Kiprono (2012), the youth who participated in the study suggested that proper civic education needs to be done through various modes like barazas to enable the youth to acquire knowledge and understanding which would lead to long-lasting peace and harmony. This would lead to an independent and informed youth capable of making useful decisions without undue influence from irresponsible persons. According to the youth who participated in the study, the young people lacked essential civic education on conflict and conflict management matters, unity among youth, inter-community relations and respect for other people's property.

Participation of the youth in conflict resolution can be promoted by increasing preoccupation of the youth. In a study conducted by Prisca, Kandagor and Kiprono (2012) the youth expressed

their concern for the lack of proper and meaningful occupation. This rendered them idle and vulnerable to misuse by interested groups. To avoid such occurrence in future, the youth suggested that, sports, cultural celebrations, drama, Kazi Kwa Vijana and peace walks be adopted to make them active and productive in society. This in the long run enhances productivity, togetherness, and nationhood to realize a long-lasting peace in their communities.

The youth can be encouraged to participate in peacebuilding and conflict resolution by encouraging the community leaders to create conflict prevention mechanisms that are embedded in the context of a given community and provide youths with responsibilities (Mecha, 2013). Communities possess distinct capacities to prevent the escalation of a conflict, like traditional conflict management mechanisms. Civil society actors should encourage community leaders to use such mechanisms to intervene in a conflict and deescalate it at an early stage. Communication networks that include youths could enable communities to quickly gather information about potential threats and implement the needed steps to intervene. Peace programs should always try to strengthen these traditional mechanisms instead of replacing them.

The youth can also be encouraged to participate in conflict resolution by providing them with an adequate and balanced degree of ownership in peacebuilding programs. Youths possess special and unique peacebuilding skills but may lack the ability to coordinate a multidimensional peace program by themselves. In a program that includes youths, adults and elders, civil society actors need to assess which specific role youths can take in this program. Giving them too many responsibilities may overstrain their capacities and might lead to unexpected outcomes (Mecha, 2013). This could consequently lead to frustration and may discourage them to continue their peaceful activism. Responsibilities within multi-generational program designs need to be shared and agreed upon among youths, adults and elders. Each group can offer specific capabilities, which can contribute to the success of a given peace program.

In summary, the empirical evidence shows that the role of the youths in conflict resolution and peacebuilding can be promoted through various strategies. These strategies include youth empowerment, participation in sports such as sports in order to interact and share ideas, through civic education and increasing preoccupation of the youth. Other strategies that can be used include, encouraging the community leaders to create conflict prevention mechanisms that create

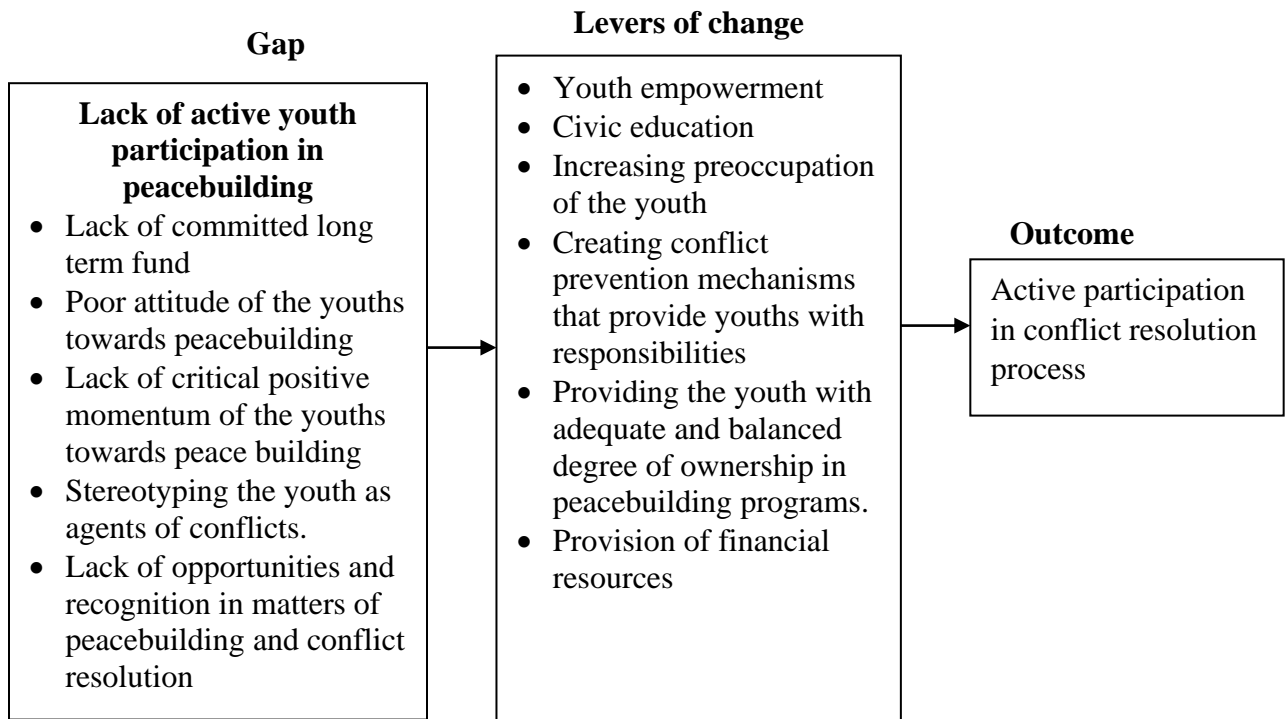
give the youths responsibilities in conflict resolution and peacebuilding, and providing the youths with an adequate and balanced degree of ownership in peacebuilding programs.

### **2.5 Summary of literature review and research gaps.**

The existing research has indicated that the youths have a crucial role to play in conflict resolution and peacebuilding. However, there exist numerous challenges that limit the extent to which the youths can partake in conflict resolution and peacebuilding. The existing research has also shown that the role of youths in conflict resolution can be promoted through various strategies such youth empowerment among others. While much has been explore, it emerges from the literature review that most of the studies have been conducted in other countries and the findings cannot be generalized in the context of Kenya. Also, while there are some studies that have been conducted in Kenya, they are few and hence the need for more studies. Also, there is no study that has been conducted focusing on Muhoroni and Tinderet sub counties despite the two sub counties having a series of intercommunity conflicts for a long time. This created the rationale of this study.

### **2.5 Conceptual Framework**

A conceptual framework presents the interaction of the study variables (Britton & McGonegal, 2007). In this study, there are gaps in youth participation in peacebuilding as indicated by lack of committed long term funds to finance the youth initiatives in peace building, poor attitude of the youths towards peace building, lack of critical positive momentum of the youths towards peace building, stereotyping the youth as agents of conflicts, and lack of opportunities and recognition in matters of peacebuilding and conflict resolution. The gaps can be filled through youth empowerment, provision of civic education to the youths, increasing preoccupation of the youth, creating conflict prevention mechanisms that provide youths with responsibilities, providing the youth with an adequate and balanced degree of ownership in peacebuilding programs, adequate funding of youth conflict resolution and peacebuilding initiatives. All this helps to foster active youth participation in conflict resolution and peace building. The conceptual framework is presented in figure 2.1 below;



**Figure 2.1: Conceptual Framework**

## 2.5 Operationalization of Variables

**Table 2.1: Operationalization of Variables**

<b>Variables</b>	<b>Measurement</b>
<b>Youth in Conflict Resolution</b> <ul style="list-style-type: none"> <li>● Actors in conflict resolution</li> <li>● Actors in violence prevention</li> <li>● Catalysts for peace</li> </ul>	5-point Likert scale 5-point Likert scale 5-point Likert scale
<b>Challenges facing the youth in conflict resolution</b> <ul style="list-style-type: none"> <li>● Lack of committed long term fund</li> <li>● Poor attitude of the youths towards peacebuilding</li> <li>● Lack of critical positive momentum of the youths towards peace building</li> <li>● Stereotypes</li> <li>● Lack of opportunities and recognition in matters of peacebuilding and conflict resolution</li> </ul>	5-point Likert scale 5-point Likert scale 5-point Likert scale 5-point Likert scale 5-point Likert scale
<b>Strategies to promote youth participation in conflict resolution.</b> <ul style="list-style-type: none"> <li>● Youth empowerment</li> <li>● Civic education</li> <li>● The increasing preoccupation of the youth</li> <li>● Creating conflict prevention mechanisms that provide youths with responsibilities</li> <li>● Providing the youth with an adequate and balanced degree of ownership in peacebuilding programs.</li> </ul>	5-point Likert scale 5-point Likert scale 5-point Likert scale 5-point Likert scale 5-point Likert scale
<b>Conflict Resolution Process</b>	5-point Likert scale

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter represents the research methodology. It covers the methods and procedures that the study used to conduct the study. The chapter covers the research design, target population, sample and sampling procedures, data collection methods and procedures validity and reliability analysis and data analysis methods and procedures.

#### **3.2 Research Design**

A research design refers to a plan that the study utilizes to conduct a research study (Durrheim, 2006). This study used an explanatory research design. This research design is suitable when the purpose of the study is to investigate a phenomenon which has not been studied before or a phenomenon that has not been explained before in a better way. In connection to this study, while the role of youths in the society has been explored, their role in conflict resolution and peacebuilding is not much clear and hence the need to utilize this design in order to understand the role the youths play in conflict resolution focusing on Muhoroni and Tinderet sub counties. This design helped to determine the role of youths in conflict resolution, the various challenges that hinder the youth's participation in conflict resolution and peace building, and the different strategies that can be used to foster youth participation in conflict resolution and peace building.

#### **3.3 Target Population**

A target population refers to a group of individuals or objects with common observable characteristics from which the researcher seeks to collect data from (Otzen & Manterola, 2017). The target population in this study comprised the youth in Muhoroni and Tinderet Sub-counties. There are 49879 youths in Tinderet and 36441 youths in Muhoroni (KNBS,2019). In addition to the youths, various key informants were interviewed to give more information on the role of youths in conflict resolution. The key informants included religious leaders, youth peace advocates, member of the district peace committee, youth leaders, boda boda association leaders, and assistant chiefs. The rationale of choosing these informants is that they are well conversant with the areas under study, they have interacted with the youths in various avenues and they understand their potential in conflict resolution and peacebuilding.

### 3.4 Sample Size and Sampling Procedures

The sample size of the respondents was calculated using the Tarro Yamane formula as follows;

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

Where n = Desired Sample Size

N= The number of youths

e= Error term (10% error in this study)

Sample of youths in Tinderet

$$n = \frac{49879}{1 + 49879(0.1)^2}$$

n = 100 youths

Sample of youths in Muhoroni

$$n = \frac{36441}{1 + 36441(0.1)^2}$$

n = 100 youths

Total sample size=200 youths

The study used cluster sampling to sample the youths to participate in the study. This is a probability sampling technique in which the population is divided into various groups for research. The rationale of using cluster sampling technique is that it allows for the creation of a smaller representation of the population being assessed with similar characteristics. In this case, cluster sampling is used to narrow down on the youths. The researcher then narrows down to a given cluster with homogenous traits. In this study, a one-stage cluster sampling method was used to select the number of youths to participate in the study. To make sampling easier, the study focused on the wards. The key informants were sampled using a snowball sampling method. This method involved reaching out to respondents through referrals. This method is suitable if the specific respondents are hard to identify and reach.

### **3.5 Data Collection Tools and Procedures**

Data collection was done using both a questionnaire and an interview guide. The questionnaire was used to collect data from the youths. In this case, the targets were young men and women aged between 20-35 years. The questionnaire was preferred as it is time-saving and economical when collecting data from a large sample. Data collected using the questionnaire is also easy to analyze and interpret. The questionnaire was sectioned into various parts in line with the research to make it easy for the respondents to fill (Phellas, Bloch & Seale, 2011). The questionnaires were administered by the researcher with the help of the research assistants. An interview guide was used to collect data from the key informants. The interview guide was preferred as it adequately supplemented the questionnaires. The interview guide helped to gain in-depth insights on the role of the youth in conflict resolution. In addition to the questionnaires and interview guides, the study used secondary sources such as journals and publications. Before commencing the data collection exercise, the researcher sought a permit from the university and a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher created a good rapport with the respondents to make them comply and give the data.

### **3.6 Validity and Reliability Analysis**

#### **3.6.1 Validity Analysis**

The validity of a research instrument refers to the ability of the instrument to measure what is intended to measure (Orodho, 2004). In this study, the validity of the research tools was determined through consultations with experts. The researcher sought expert opinion from the supervisor and peers to determine whether the instruments are valid. The feedback from the consultation was used to improve the research instruments. Both face validity and content validity were used. Content validity helped to determine whether the data to be collected using the instrument are relevant and sufficient to answer the research questions. Face validity was used to check the clarity of printing, the font size and font types and language appropriateness (Rubio et al, 2003).

### **3.6.2 Reliability of Instruments**

Reliability analysis aims to determine the degree to which a research instrument yields consistent results in a repeated trial (Yang & Huck, 2010). A pilot study was conducted 2 weeks before the actual data collection exercise. This was done by administering the research questionnaires to a group of 10 respondents who were not included in the actual data collection exercise. The data obtained in the pretest was used to compute Cronbach's alpha statistic which was used to determine the reliability of the questionnaire (Taber, 2018). A reliability coefficient of 0.649 was obtained which was considered satisfactory for the questionnaire to be considered reliable.

### **3.7 Data Analysis**

Data on the first objective, the role of youth on conflict resolution was collected using a questionnaire. Specifically, the respondents were asked to give their views on whether they have been given active roles in conflict resolution and whether they play a significant role in conflict resolution. This data was analysed using the Statistical Package for Social Sciences (SPSS). Data on the second objective, to determine the challenges faced by the youth in conflict resolution was collected using a structured questionnaire. This data was analysed using descriptive analysis. Data on the third objective, to determine the strategies that can be used to promote the participation of the youths in conflict resolution was collected using a structured questionnaire. This data was analysed using descriptive analysis. The data collected through interview guides were analysed using the thematic analysis method. This involved categorizing and interpreting themes in line with the research objectives. In addition, the content analysis method was used to analyze secondary sources such as publications and journal articles.

### **3.8 Ethical Considerations**

Ethics refers to the norms and guidelines that guide moral choices that guide moral choices about behavior and the manner people interrelate (Carrol & Buchholtz, 2000). As part of ethical considerations, the researcher obtained a research license from National Commission for Science, Technology and Innovation (NACOSTI). The research also obtained an approval letter from the university for the purpose of introduction to the respondents. During data collection exercise, the researcher administering the questionnaires, the researcher explained the purpose of the study to the respondents to make them fully aware of the study in order for them to give informed consent. To make sure that the respondents are protected, the researcher upheld utmost

confidentiality of the data that they gave. In the research process, the researcher did not engage in activities that can cause psychological or physical harm to the respondents. The data obtained would be analysed free from personal bias and the findings would be used strictly for the stipulated purposes.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF FINDINGS

#### 4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the findings. The first section presents the questionnaire return rate and the second section covers the demographic information about the respondents. The other sections cover the analysis of each objective. Data analysis has been done using both quantitative and qualitative data. Quantitative analysis has been used to analyze data collected using structured questionnaires. This too was used to collect data from the youths. Qualitative methods were used to analyze data collected using the interview method. This tool was used to collect data from youth leaders in the two sub-counties.

#### 4.2 Questionnaire Response Rates

The researcher issued 200 questionnaires to the participants of the study out of which 140 were filled. This forms a 70.1% response rate. According to Kothari (2004), a response rate that is greater than 50% is enough to give reliable findings and conclusions. Therefore, the response rate for the study was quite high and sufficient to make study conclusions and provide reliable findings.

**Table 4.1: Response and non-response rates**

<b>Response and Non response</b>	<b>Frequency</b>	<b>Percentage</b>
Response	140	70%
Non response	60	30%
Total	200	100

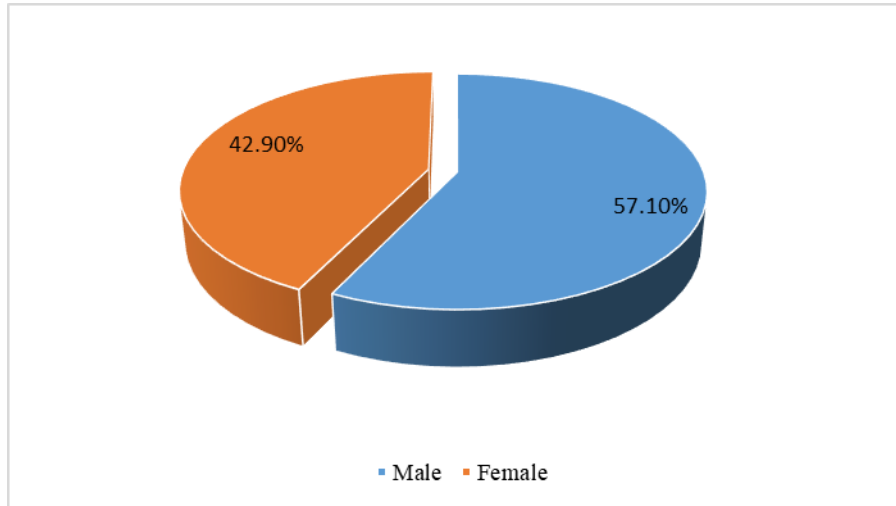
*Source: Field data (2021)*

#### 4.3 Demographic Analysis

The analysis here sought to analyze the demographic data of the youths who participated in the study. Specifically, the analysis covered the gender of the respondents, their distribution by age, their highest educational attainment, and their main economic activities.

### 4.3.1 Gender of the Respondents

The gender of the respondents was analysed to determine whether there was fair representation in terms of gender. The findings are presented in figure 4.1 below;



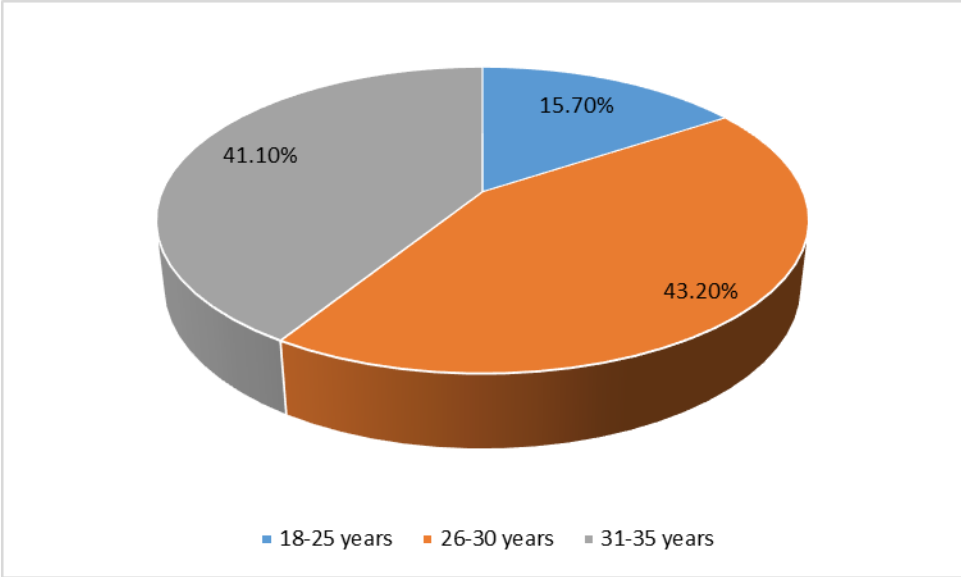
**Figure 4.1: Gender of the respondents**

*Source: Field data (2021)*

Based on the findings in figure 4.1, the majority of the youths who participated in the study were males accounting for 57.1%. The female respondents accounted for 42.9%. The findings imply that in Tinderet and Muhoroni, males have a better voice in various issues within the community and including participation in peacebuilding and conflict resolution.

### 4.3.2 Age of the Respondents

The gender of the respondents was analysed to determine whether there was a fair representation of the youths in terms of age. The findings are presented in figure 4.2;



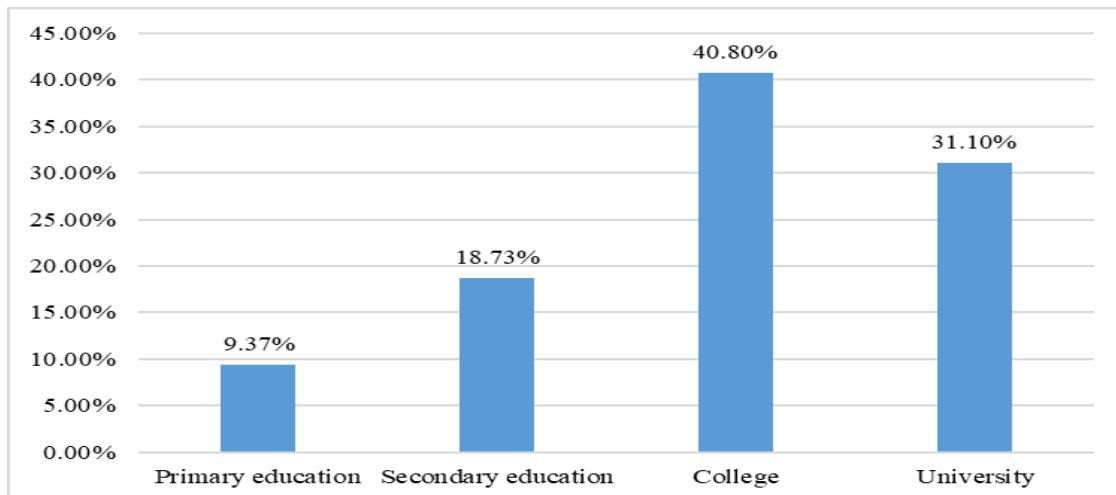
**Figure 4.2: Distribution of the respondents by age**

*Source: Field data (2021)*

Based on the findings, 43.2% were aged between 26-30 years, 41.1% were aged between 31-35 years and 15.7% were aged between 18-25 years. The findings show that the majority of the respondents were aged between 26-35 years. Individuals within this age bracket are young, energetic, and ambitious and their inclusion in conflict resolution and peacebuilding would be vital. Also, the youths within this age bracket are perceived as agents of conflicts and violence and therefore, including them in peacebuilding and conflict resolution would help to deconstruct this notion.

**4.3.3 Education Level**

The educational background of the respondents was analysed to determine their highest educational attainment. The findings are presented in figure 4.3;



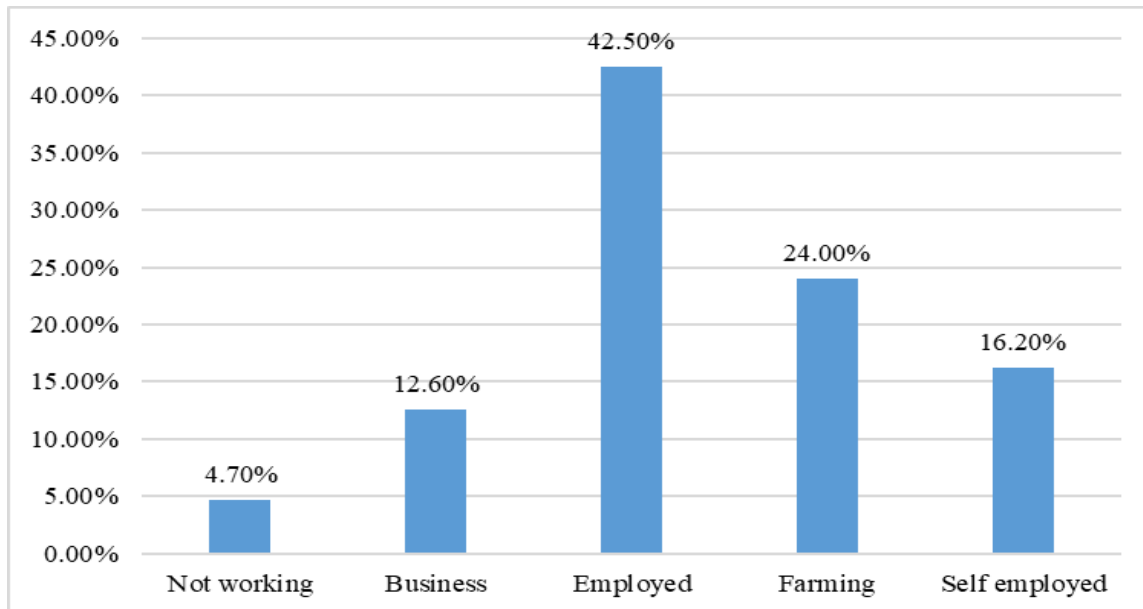
**Figure 4.3: Education level of the respondents**

*Source: Field data (2021)*

Based on the findings, 40.8% of the youths who participated in the study had a college education, 31.1% had a university education, 18.73% had secondary education and 9.37% had primary education. The findings indicated that the majority of the youths who participated in the study had college and university education. Their level of education was satisfactory which implies that they would have key insights on conflict resolution, peacebuilding and their role of the youths in conflict resolution and peacebuilding.

#### **4.3.4 Occupation of Respondent**

Analysis was done to determine the occupation of the respondents. This was crucial as it helped to determine the economic activities of the youths who participated in the study. The findings are presented in figure 4.4.



**Figure 4.4: Occupation of the respondents**

*Source: Field data (2021)*

Based on the analysis, 42.5% of the youths who participated in the study were employed, 24% were involved in farming, 16.2% were self-employed, 12.6% were involved in business, and 4.7% were not working. The findings show that the majority of the respondents are engaged in productive livelihood activities. However, there was a section of the youths who are not engaged in any income generating activity. It is crucial for this group to be empowered in order not to indulge in activities that would compromise peace within the communities.

#### **4.4 Extent of Youth Participation in Conflict Resolution**

The study sought to determine the extent to which the youths participate in conflict resolution in Muhoroni and Tinderet sub counties. To begin with, the study sought to determine whether the youths feel that they have a vital role to play in conflict resolution and peacebuilding. The youths who participated in the study overwhelmingly reported that they believe that they have a vital role to play in conflict resolution and peace building. All the youths who took part in the study were in agreement that if given the right opportunities and support, they can contribute a lot to conflict resolution and peacebuilding in their sub-counties.

Similar opinions were held by the youth leaders who participated in the interviews. According to them, the youths are key peacebuilding and conflict resolution instruments and they should be

given ample support and inclusion in all peacebuilding and conflict resolution forums. According to the key informants, undoubtedly, the youth have a vital role to play in conflict resolution and hence the need to develop a culture of free environment among the youth and accord them key roles in peacebuilding and conflict resolution. This should be the case for all the youths regardless of whether they have experienced conflict firsthand. According to the informants, the youths have a clear vision of what peace could look like in their communities and they have the aspiration and drive towards the realization of peacebuilding goals.

Further analysis was done to determine the extent to which the youths have been used as catalysts for peace, actors in violence prevention and actors in conflict resolution. The findings are presented in Table 4.2;

**Table 4.2: Descriptive Statistics on the role of the youths in conflict resolution**

<b>Role of youths in conflict resolution</b>	<b>Mean</b>	<b>Std</b>
Catalysts for peace	3.280	.32026
Actors in violence prevention	4.925	.26675
Actors in conflict resolution	2.100	.37893
<b>Overall Mean</b>	<b>3.435</b>	<b>0.32198</b>

*Source: Field data (2021)*

Based on the analysis, the youths who participated in the study generally agreed that they are involved in conflict resolution to a small extent (M=2.100) and as catalysts for peace to a moderate extent (M=3.280). The youths agreed that they are only used as actors in violence prevention to a large extent (M=4.925).

Further analysis was done of the extent to which the youths agreed or disagreed with various statements regarding their role in conflict resolution and peacebuilding in their sub-counties. The findings are presented in Table 4.3;

**Table 2.3: Descriptive statistics**

<b>Statements</b>	<b>Mean</b>	<b>Std</b>
Participation of youth in conflict resolution has been justified based on justice and equality	2.469	.19795

The youth as an essential prerequisite for conflict resolution has not been thoroughly explored.	4.850	.00000
There are community social groups that act as forums for the youth to participate in conflict resolution	4.014	.65807
The youth at community levels come up with their institutional structures on conflict resolution	4.207	.53896

*Source: Field data (2021)*

Based on the analysis, the youths who participated in the study agreed that the youth as an essential pre-requisite for conflict resolution has not been thoroughly explored (M=4.850) and that the youth at community levels come up with their institutional structures on conflict resolution (M=4.207). Also, the respondents agreed that there are community social groups that act as forums for the youth to participate in conflict resolution (M=4.014). The youths however disagreed that the participation of youth in conflict resolution has been justified based on justice and equality (M=2.46).

The views of the youths who took part in the study were in agreement with the opinions of the key informants that the youths have, not been adequately used in conflict resolution and peacebuilding efforts. This is even though the youths have tried to come up with peace and conflict resolution initiatives. According to the informants, conflict resolution and peacebuilding is done by public administrators include the chiefs with the aid of assistant chiefs and village elders. In some instances, the NGOs, district peace committees and county peace forum are also involved in conflict resolution and peacebuilding in the two sub-counties

*Our youths here put up much effort to have their voices heard in matters to do with peacebuilding and conflict resolution. The biggest problem is lack of effective structures and lack of support to the youths. You only find the chiefs and other administrative leaders involved in conflicts and dispute resolution (Youth leader and peace advocate V)*

*The youths' participation in conflict is very low. They only do so through sports. They lack enough support, most of them are poor and they have low education (a member of the district peace committee)*

The key informants had the opinion that all the peacebuilding and conflict resolution initiatives are not based on equality and justice and are premised on the notion that peacebuilding and conflict resolution cannot be left to the youths as they are inexperienced. As a result, the only opportunities the youths get that can promote peace is through sports and tournaments are held between villages, sub-locations, locations, and sub-counties. However, these initiatives are usually underscored.

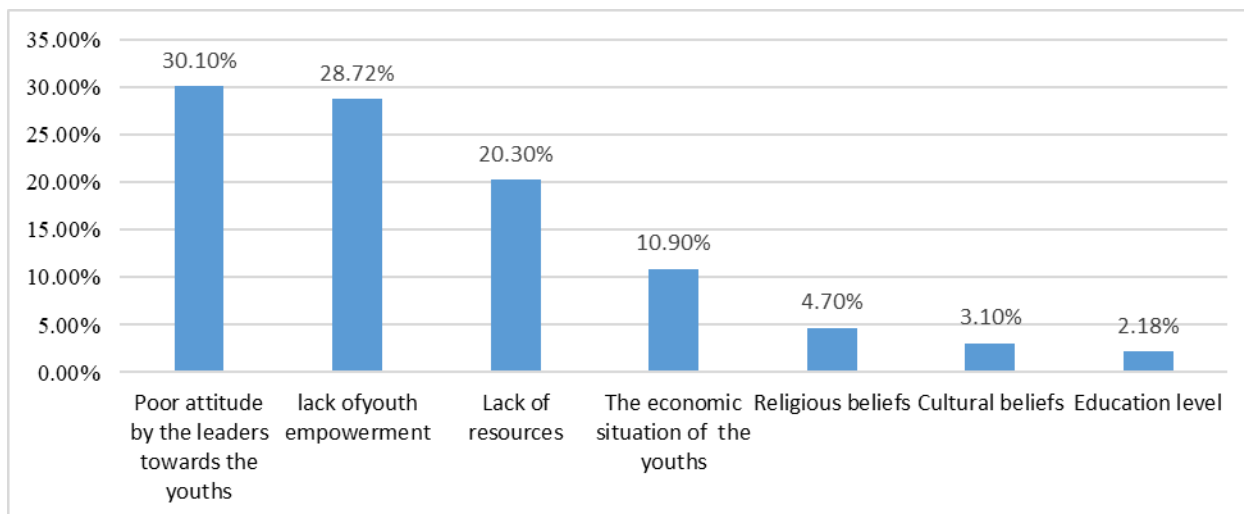
*The youth normally use youth tournaments between villages, sub-location, locations, divisions and to the sub-county and as they play together they bury their differences. The tournaments, mainly football, involve youth from different communities which help different communities to reconcile quickly. The problem we have is the lack of enough resources for the tournaments (Youth peace advocate III).*

Another key informant lamented that while the youths have the willingness to engage in sports, lack of support is always a major hindrance. Also when support is given, it mainly comes from the politicians with vested interests to use the youths.

*What I can say is that the youth here love sports especially football but lack of resources has always been a problem. They mainly get support during campaigns from politicians when they are seeking votes (Youth peace advocate II).*

#### **4.5 Challenges Facing the Youth in Conflict Resolution**

The study sought to analyze the challenges that hinder the participation of the youth in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. To begin with, the youths who participated in the study were asked to cite the various challenges faced in involving the youths in conflict resolution. The findings are presented in Figure 4.5;



**Figure 4.5: Challenges affecting youths’ participation in conflict resolution**

*Source: Field data (2021)*

Based on the findings, the majority of the youths who participated in the study reported that the biggest hindrance to their participation in conflict resolution is the poor attitude of the leaders towards the youths accounting for 30.10%. The leaders do not believe that the youth have the capacity and ability to contribute to conflict resolution and peacebuilding. This implies that in Tinderet and Muhoroni sub-counties, the capacity of the youth and their potential is still not acknowledged. Another challenge reported was lack of youth empowerment accounting for 28.72%. This implies that the youths are not provided with the necessary conflict resolution skills, are not provided with the financial resources, and are not given opportunities in conflict resolution. Other challenges included poor economic situation of the youths (31.21%), religious beliefs (4.7%), cultural beliefs (3.1%) and educational level (2.18%).

Factors analysis was done to determine the major challenges that hinder youths’ participation in conflict resolution. Out of the various challenges reported, attitudes of the leaders towards the ability of the youths to participate in conflict resolution, lack of resources, lack of youth empowerment. The findings are indicated in the table below

**Table 4.4: Factor analysis**

<b>Total Variance Explained</b>						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% Variance	of Cumulative %	Total	% Variance	of Cumulative %
1	3.342	47.749	47.749	3.342	47.749	47.749
2	1.770	25.281	73.029	1.770	25.281	73.029
3	1.023	14.617	87.646	1.023	14.617	87.646
4	.329	4.698	92.345			
5	.286	4.086	96.431			
6	.171	2.443	98.874			
7	.079	1.126	100.000			

*Source: Field data (2021)*

Based on the findings, the most common challenges that hinder youth participation in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties are poor attitudes of the leaders towards the ability of the youths to participate in conflict resolution, lack of youth empowerment, and lack of resources as indicated by components 1,2 and 3. The three components cumulatively accounted for 87,646%. This implies that three challenges should be prioritized when promoting the participation of the youths in conflict resolution. The percentage variance section of the table shows the percentage variation caused by the individual factor. In this case, the first component that is poor attitudes of the leaders towards the ability of the youths to participate in conflict resolution has the highest influence on the participation of youths in peacebuilding and conflict resolution.

The respondents were further asked to rate various statements regarding the various challenges that hinder the participation of the youths in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. The findings are presented in the table below;

**Table 4.5: Descriptive Statistics on the challenges hindering youths participation in conflict resolution and peacebuilding**

<b>Challenges hindering the youths’ participation in conflict resolution</b>	<b>Mean</b>	<b>Std</b>
Stereotyping the youths as inefficient agents of peacebuilding	4.785	.42582
Lack of opportunities and recognition in matters of peacebuilding and conflict resolution	4.732	.47893
Lack of committed long term fund	4.214	.57893
Lack of critical positive momentum of the youths towards peacebuilding	3.600	.79223
Poor attitude of the youths towards peacebuilding	3.314	.82893

*Source: Field data (2021)*

From the analysis, the respondents generally agreed that stereotyping the youths as inefficient agents of peacebuilding (M=4.785), lack of opportunities and recognition in matters of peacebuilding and conflict resolution (4.732), and lack of committed long term funds (M=4.214) are major hindrances to the participation of the youths in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. The respondents also reported that the lack of critical positive momentum of the youths towards peacebuilding (M=3.314) and poor attitude of the youths towards peacebuilding (M=3.314) to a moderate extent hinder the participation of the youth in conflict resolution and peacebuilding in Tinderet and Muhoroni sub-counties.

The views of the key informants collaborated with the findings of the youths who took part in the study. According to the interviewees, while the youths have a huge potential that would be exploited in conflict resolution and peacebuilding, they have been disregarded and are mostly perceived as agents of conflict rather than instruments of peace. According to the interviewees, the capacity of the youths to participate in conflict resolution is constrained by various factors key among them being the poor attitude about the ability of the youths to contribute to conflict resolution and peacebuilding.

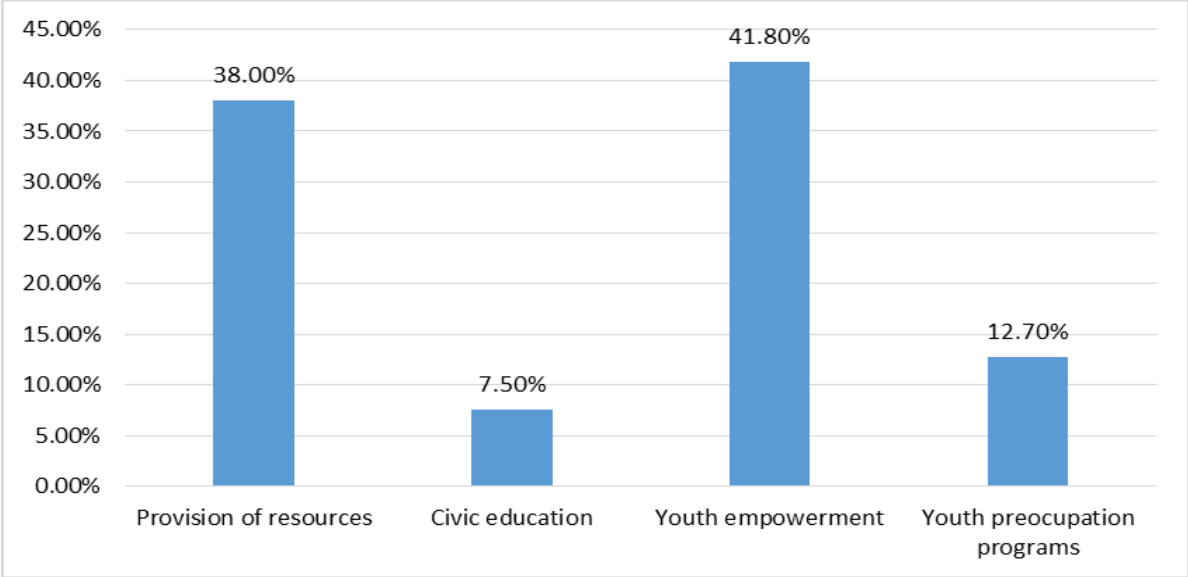
*The youths are highly branded as inefficient and inexperienced in matters concerning conflict resolution and peacebuilding. For this reason, they are rarely given a chance in conflict resolution (Youth peace advocate I).*

*Also, I would say that the youths are not adequately resourced and empowered to enable them to participate actively in peacebuilding and conflict resolution. Due to lack of empowerment and support, the youths lose interest, drive and momentum towards peacebuilding, conflict resolution and other development matters in their societies (Religious leader 1).*

Lack of youth empowerment is another major challenge reported by the key informants. Youth empowerment is considered a major factor in preventing young persons' involvement in activities that trigger or exacerbate conflict and insecurity. Several youths insisted that the absence of- or insufficient opportunities to pursue- sustainable means of livelihoods and income generation were the primary drivers for the recruitment of young people into various activities that destabilize societies including violent extremism, banditry and cultism as well as illegal migration and drug trafficking, amongst others. Consequently, youth groups in Muhoroni and Tinderet sub counties are also taking up the responsibility to encourage economic empowerment and independence of young people. In Morocco, the Youth Forum for Democracy and Citizenship (YFDC) empowers young people to be economically self-reliant by creating and incubating business ideas to address the problem of unemployment and idleness.

#### **4.6 Strategies to Promote Youth Participation in Conflict Resolution**

The study sought to determine the different strategies that promote youth participation in conflict resolution in Muhoroni and Tinderet sub-counties. To begin with, the youths who participated in the study were asked to mention different strategies that would help to promote youth participation in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. The findings are presented in figure 4.6;



**Figure 4.6: Strategies to promote youth participation in conflict resolution**

*Source: Field data (2021)*

Based on the analysis, the majority of the respondents reported that the key strategy that can be used to promote the participation of youths in conflict resolution is youth empowerment accounting for 41.8%. Other strategies reported included provision of resources (38%), youth preoccupation programs (12.7%), and civil education (7.5%).

Further, the youths who participated in the study were asked to rate the extent to which youth empowerment, civic education, and increasing preoccupation of the youths promote the participation of the youths in conflict resolution. Also, the analysis sought to determine the extent to which the creation of conflict prevention mechanisms that provide youths with responsibilities, and provision of the youth with an adequate and balanced degree of ownership in peacebuilding programs promote their participation in conflict resolution and peacebuilding. The findings are presented in table 4.6;

**Table 4.6: Strategies to promote youth participation in peacebuilding**

<b>Strategies to promote youth participation in peacebuilding</b>	<b>M</b>	<b>Std</b>
Youth empowerment	2.0538	.37553
Civic education	2.1538	.55470
Increasing preoccupation of the youth	2.2308	.59914
Creating conflict prevention mechanisms that provide youths with responsibilities	2.1650	.55470
Providing the youth with an adequate and balanced degree of ownership in peacebuilding programs	2.1940	.55470

*Source: Field data (2021)*

From the analysis, the respondents unanimously reported that youth empowerment has been used to promote youth participation in peacebuilding to a small low extent (Mean=2.0538). This implies that there is a need for an improvement in youth empowerment to ensure they play active roles in peacebuilding and conflict resolution. The respondents reported that civic education (M=2.1538), increasing preoccupation of the youth (M=2.2308), creating conflict prevention mechanisms that provide youths with responsibilities (M=2.1650), and providing the youth with an adequate and balanced degree of ownership in peacebuilding programs (M=2.1940) have been implemented to a small extent.

The information obtained from the key informants highlighted the need for youth empowerment, provision of resources and preoccupation of the youth through various activities such as sporting activities, bodaboda groups that preach peace, Sacco among other strategies. When such initiatives are well resourced and supported, they can go a long way in promoting the participation of the youths in conflict resolution and peacebuilding. One of the key respondents, an assistant chief had this to say;

*The level of youth contribution to post-conflict resolution is low as the level of support given to them is very poor since they don't involve youth during their meetings. There should be more peace meetings involving the young people to educate them on the need for promoting peace. There is a need for inter-county meetings of the officials and youth sports activities at intercountry (assistant chief).*

Similar sentiments were raised by the leader of bodaboda who emphasized the need for youth empowerment and involvement in decision making including on matters about peacebuilding.

*Meetings concerning peace youth should be done regularly and the youths should be allowed to participate. The various youths' initiatives like cross border peace meetings, tournaments and sports activities should be well supported to promote the youths (bodaboda association leader)*

## **CHAPTER FIVE**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The preceding chapter has presented data analysis, presentation of the findings, and discussion of the findings. In this chapter, the study presents a summary of the findings, conclusions, recommendations and suggestions for further studies. The summary of the findings, the conclusions and based on the research objectives.

#### **5.2 Summary of the Findings**

The purpose of the study was to determine the role of the youths in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. Specifically, the study sought to determine the roles of the youths in conflict resolution, the strategies that are used to promote youth participation in conflict resolution and the challenges that hinder youth participation in conflict resolution in Muhoroni and Tinderet sub-counties. About the role of the youth in conflict resolution, there was a general agreement among all the respondents that if given the right structures and support, the youth have a vital role in conflict resolution and peacebuilding. These views were raised by both the youths who participated in the study as well as the youth leaders. However, despite the emerging that the youths are vital instruments of peacebuilding and conflict resolution, the study identified that the youth have been involved in conflict resolution to a low extent. The study identified that the youths have been involved in conflict resolution to a low extent, and they have not been adequately used as catalysts for peace. Also, the study identified that the youths are only used to a large extent as actors in conflict prevention. The study found out that the youths as an essential prerequisite for conflict resolution has not been thoroughly explored and that the participation of youth in conflict resolution has been justified based on justice and equality.

The second objective of the study was to determine the strategies that are used to promote youth participation in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. From the analysis, the study identified that the strategies that have been put in place to promote the participation of the youths in conflict resolution are weak and ineffective. The study identified that there has been low youth empowerment, and this has been one of the major

bottlenecks to youths' participation in peacebuilding and conflict resolution. This highlights the need for youth empowerment to be promoted to make sure the young people actively partake in conflict resolution and peacebuilding. Civic education, which is the other key strategy that can foster the participation of the youths in peacebuilding and conflict resolution was found to be low and in some cases completely missing. The absence of forums such as youth barazas denied the youth platforms to air their opinions regarding conflict resolution and on other matters of development. Other strategies identified that would help to promote youth's participation in conflict resolution is the preoccupation of the youth and the creation of conflict prevention and resolution mechanisms that provide the youths with responsibilities. However, it emerged that this was low and missing in some instances which hindered and limited the capacity of the youths to partake in conflict resolution and peacebuilding efforts and initiatives.

The third objective of the study was to determine the challenges faced by the youth initiatives at the center of conflict resolution and peace-building in Muhoroni and Tinderet sub-counties. From the analysis, the study identified that the key challenges that hinder the participation of the youths in peacebuilding and conflict resolution include poor attitude by the leaders towards the youths, poor cultural beliefs that paints the youth as inexperienced and ineffective conflict resolution instruments, the poor economic situation of the youths, religious beliefs and educational level.

### **5.3 Discussion of the Findings**

The purpose of the study was to analyze the role of the youths in conflict resolution and peacebuilding in Muhoroni and Tinderet sub-counties. From the analysis, it emerged that the youths are vital instruments in peacebuilding and conflict resolution in Muhoroni and Tinderet sub-counties. The respondents undoubtedly reported that the youth have a vital role to play in conflict resolution and hence the need to develop a culture of free environment among the youth and accord them key roles in peacebuilding and conflict resolution. It is worth noting that since the youths have a clear vision of what peace entails in their communities, and have the aspirations to foster peace and coexistence, there is a need to promote a culture of peace and a conflict-free environment among them. The need to have the youths at the core of conflict resolution and peacebuilding is that a huge proportion of them live in fragile and conflict-affected contexts, in that case, they have key insights on the dynamics of conflict that can be

harnessed and utilized in peacebuilding and conflict resolution initiatives. Based on the fact that the youth makes up a considerable proportion of the population in Tinderet and Muhoroni sub-counties, it has become increasingly vital to perceive the youths as key instruments in peacebuilding, intercultural and inter-religious dialogue and advocates for social cohesion in their communities and other development matters rather than perceiving them as agents of conflict and destruction.

The findings obtained are in agreement with Issifu (2016) who acknowledged that the role of the youths in peacebuilding and conflict resolution is mostly unseen, understated and undocumented and despite this, their contribution to conflict resolution cannot be ignored. Similarly, the findings corroborate the findings of Oriedo, Ntamushobara & Renner (2018) and Imbiaka (2012) who identified the youths as key agents of peace, conflict resolution and community development and progress agents. According to them, the youths hold a central in society and their capacity and be effectively utilized to foster socio-economic regress and in promoting peaceful coexistence among the community members.

While the youths have a crucial role to play in conflict resolution and peacebuilding, they face numerous challenges that limit their capacity. These challenges include poor attitude by the leaders towards the youths, poor cultural beliefs that paints the youth as inexperienced and ineffective conflict resolution instruments, the poor economic situation of the youths, religious beliefs and poor educational background. The findings are in agreement to the findings of Kandagor and Kiprono (2012) who identified that the participation of the youths in conflict resolution and peacebuilding is mainly curtailed by denial of participatory chances in development and other matters. The study findings are also in agreement to studies by Kibe et al, (2015), Mecha (2013), and Simiyu et al, (2012) who all concluded that the youths are excluded in major decision making processes due to lack or resources, denial of opportunities and due to stereotypes that the youths are inexperienced to partake in major processes.

Regarding the strategies that promote the participation of the youths in conflict resolution and peacebuilding, the study identified that the strategies that have been put in place are ineffective and do not adequately promote the participation of the youths in conflict resolution and peacebuilding. From analysis, it emerged that youth empowerment to promote the participation of the youths in peacebuilding has been very low. This is despite youth empowerment being a

key means through which the young people can be actively involved in peacebuilding and conflict resolution among other development projects. A study conducted by Prisca, Kandagor and Kiprono (2012) argued that the youth lack empowerment which limits their ability to participate in development agenda, peacebuilding and conflict resolution. According to Prisca, Kandagor and Kiprono (2012), youth empowerment can be promoted through the establishment of empowerment centres that can help to provide young people with appropriate services and information that would enhance their capacity to participate in conflict resolution. Through such forums, the youths would get opportunities to exchange ideas on peacebuilding, conflict resolution, and entrepreneurship, among other matters about economic, social and political development. Similarly, the findings are in agreement with Kimathi (2016) who emphasized the need to promote youth empowerment as a means of fostering their participation in conflict resolution and peacebuilding among other issues in the society. According to Kimathi (2016), this could be well achieved through sporting activities through which the young people get a chance to interact and exchange ideas.

Another strategy that would help foster the participation of the youth in peacebuilding and conflict resolution is increasing civic education and creating awareness among the young people on the need to foster peace and coexistence. However, the study identified that civic education among the youths in Muhoroni and Tinderet has been very low. There were no forums like barazas held for the youths which would enable the youths to gain knowledge and understanding which would help them contribute to peacebuilding and conflict resolution efforts. The existence of such forums would lead to independent and informed youth who are capable of making useful decisions without undue influence from irresponsible persons. The findings are in line with Prisca, Kandagor and Kiprono (2012) who identified that lack of proper and intensified civic education among the young constrains their capacity to partake in peacebuilding and conflict resolution initiatives.

The preoccupation of the youth was the other strategy that emerged, that can be used to promote the participation of the youths in conflict resolution and peacebuilding. The respondents who participated in the study expressed their concern that there was a lack of meaningful and proper occupation. According to the respondents, if such preoccupation is lacking, the youth are rendered idle which makes it easier for them to be misused as agents of conflicts and violence.

The findings are in line with the findings of Prisca, Kandagor and Kiprono (2012) who acknowledged the need for the youths to be preoccupied as a means of barring them from being misused to propagate conflicts. According to the findings, there is need for the youth to be involved in different activities such as sports, cultural celebrations, drama, job initiatives and peace walks to make the young people productive and active members of their society. In the long term, this will help to promote productivity, togetherness, and nationhood to realize a long-lasting peace in their communities.

Youth participation in conflict resolution and peacebuilding can be fostered if conflict prevention mechanisms are designed in a manner that provides the youths with responsibilities. However, this was found to be missing among the youths in Muhoroni and Tinderet sub-counties. This limited the capacity and the ability of the youths to partake in conflict resolution and peacebuilding. The findings are in agreement with Mecha (2013), who identified that the youth can be encouraged to participate in peacebuilding and conflict resolution by encouraging the community leaders to create conflict prevention mechanisms that are embedded in the context of a given community and provide youths with responsibilities. According to the findings, there is a need for social actors to encourage community leaders to utilize mechanisms to intervene in a conflict and deescalate it at an early stage. If conflict resolution mechanisms incorporate the youths, it would be easy to gather information about potential threats and implement the needed steps to intervene.

The findings have validated Deutsch's theory of cooperation and competition by Deutsch (1949) and the theory of empowerment by Zimmerman (1998). The Deutsch's theory accentuates the need for social support as a key to creating and maintaining effective cooperative orientation in the face of conflicts. This study has identified that supporting the youth's initiatives in conflict resolution would help to promote conflict resolution and peacebuilding, which is advocated by the Deutsch's theory. Similarly, the theory of empowerment advocates the need for empowering the youths, providing them with resources and offering chances to actively partake in decision making on matters affecting them. In the line with the two theories, the study identified that if the youths are well equipped with necessary resources and skills, they can play a major role in various crucial decisions on different issues in the societies, among being conflict resolution and peacebuilding.

## **5.4 Conclusions**

Based on the analysis findings, the study generally concludes that the youths have not been adequately involved in peacebuilding and conflict resolution in Muhoroni and Tinderet sub-counties. This is despite the youths and the youth leaders acknowledging that the youths hold a central place in society and could play a key role in conflict resolution and peacebuilding. On the challenges that hinder the participation of the youths in conflict resolution, the study identified that poor perceptions and attitudes towards the youth that as inexperienced on matters of conflict resolution has acted as a hindrance to their participation in conflict resolution. Other challenges identified included poor cultural beliefs, the poor economic situation of the youths, religious beliefs and poor education level. The study concludes that there are various strategies that, if effectively used would help to promote the participation of the youths in conflict resolution and peacebuilding. These include youth empowerment, civic education and awareness creation, the preoccupation of the youths through such activities as sports, and the creation of conflict prevention and resolution program that give the responsibilities of the youth. However, the study concludes that these strategies are only utilized to a low extent they are missing in some instances.

## **5.5 Recommendations**

Several recommendations are made based on the study findings.

- i. The youths are recommended to reevaluate their understanding of their leadership capacity and acknowledge that they have a key role to play in conflict resolution.
- ii. The youths are recommended to forge, maintain and consolidate ties among themselves through the creation of effective networks for them to effectively partake in conflict resolution, peacebuilding and other matters in society.
- iii. The study identified that the youths are excluded from conflict resolution and peacebuilding processes and in this regard, the governments need to make sustained commitments to rebuild the young people's trust and confidence in participative forums and leadership positions. In this regard, the government is recommended to promote the inclusion of the young in peacebuilding initiatives. The inclusion of the young people in peacebuilding processes will facilitate peace in

society as the youths' energies are redirected to the implementation of constructive peace projects.

- iv. The government is recommended to enhance structures that promote the participation of youths in conflict resolution and peacebuilding processes for example domestication of resolution 2250 on Youth Peace Security and developing an action plan with clear strategies on how the youth can be involved in peace processes. This would help to contribute to youth's engagement with decisions and activities that affect their wellbeing. The government is recommended to provide adequate resources, infrastructure, systems, and other resources that would help to foster active participation of the young people in decision making on matters concerning their wellbeing and those of the society at large.
- v. The government is recommended to establish and implement robust plans that will help to promote youth participation in peacebuilding not only in Muhoroni but also at national and sub-national levels. This should also include the provision of necessary resources including financial and technical support to the youth initiatives to make it easier for them to contribute to the implementation of priority programs that promote peace and security.

### **5.6 Limitations of the Study**

Several limitations were faced in the study. To begin with, the respondents were reluctant to give data as they considered peacebuilding and conflict resolution as sensitive issues. This was mitigated by explaining the purpose of the study and assuring the respondents that their identity and the data they gave would be treated with the utmost confidentiality. The other challenge encountered was a high suspicion of the researcher by the respondents which made it hesitant in giving data. To mitigate this, the researcher used local data collectors to assist in data collection. Besides, the researcher sought help from the local administrative leaders to accompany the data collectors. The other limitation faced was the lack of sufficient resources to comprehensively cover the two sub-counties. This is a result of the expansive nature of the counties. This was mitigated by selecting small subsections of the population in the two sub-counties in a representative manner to represent the two sub-counties.

### **5.7 Suggestions for Further Research**

The studies suggest some research gaps that other researchers can focus on. To begin with, the study only focused on Muhoroni and Tinderet sub-counties which implies that the application of

the findings is limited to Muhoroni and Tinderet sub-counties. It is thus crucial for other studies to be conducted in other sub-counties and counties to determine the roles youths play in conflict resolution and peacebuilding. Secondly, the study only focused on the role of the youths in conflict resolution. It is thus crucial to undertake other studies to analyze the role of the youths in other areas such as development projects.

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## APPENDICES

### Appendix 1: Introductory Letter

Dear Sir/Madam,

#### **RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY**

I am a student at Strathmore University undertaking a Master's degree in **Public Policy and Management**. I am researching as part of the requirement in fulfilling my course degree on **The Role of Youth in Conflict Resolution in Muhoroni and Tinderet Sub-counties**. Given your unique position as a youth, you have been chosen as one of the respondents. Your role in this study will only involve completing a questionnaire. It is important that you understand that there is no correct or wrong answer. This research is aimed at allowing you to provide details about what you honestly think. In this regard, I am requesting you to dedicate some time to participate in this exercise. I will observe anonymity and I can assure you that the responses you give will not be disclosed to anyone.

Thank you.

Catherine Minayo Chegero

The Researcher

## **Appendix II: Research Questionnaire**

### **SECTION A: DEMOGRAPHIC DATA**

**1.** What is your gender?

Male [ ]

Female [ ]

**2.** What is your age?

18 to 25 years [ ]

26 to 30 years [ ]

31 to 35 years [ ]

**3.** What is the level of your education?

Never attended school [ ]

Primary education [ ]

Secondary [ ]

College [ ]

University [ ]

**4.** What is your current occupation

Not working [ ]

Business [ ]

Employed [ ]

Farming [ ]

Other.....

**SECTION B: ROLE OF YOUTHS IN CONFLICT RESOLUTION IN MUHORONI AND TINDERET SUB-COUNTIES.**

5. In your opinion, do you think the youth have a vital role to play in conflict resolution?

Yes [ ]

No [ ]

6. Rate the extent to which you have been given the following roles in conflict resolution and peace building. Use the rating criteria in which **1-Not involved at all, 2-Low, 3-Moderate, 4-High, 5-Very high**

Role	1	2	3	4	5
Catalysts for peace					
Actors in violence prevention					
Actor in conflict resolution					

7. Kindly rate the following statements based on your level of agreement. Use the rating criteria where **1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree**

Statement	1	2	3	4	5
Participation of youth in conflict resolution has been justified based on justice and equality					
The youth as an essential pre-requisite for Conflict resolution has not been thoroughly explored.					
There are community social groups that act as forums for the youth to participate in conflict resolution					
The youth at community levels come up with their					

institutional structures on conflict resolution					
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**SECTION C: STRATEGIES TO PROMOTE YOUTH PARTICIPATION IN CONFLICT RESOLUTION.**

**8. Rate the extent to which the following strategies have promoted the participation of youths in peacebuilding and conflict resolution. Use the rating criteria in which 1-Not Involved at All, 2-Low Extent, 3-Moderate Extent, 4- Large extent , 5-Very Large Extent**

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Youth empowerment					
Civic education					
Increasing preoccupation of the youth					
Creating conflict prevention mechanisms that provide youths with responsibilities					
Providing the youth with adequate and balanced degree of ownership in peacebuilding programs.					

**SECTION D: CHALLENGES FACING THE YOUTH IN CONFLICT RESOLUTION**

9. What do you consider as the challenges faced in involving the youth in conflict resolution in your sub-county?

Cultural beliefs [ ]

Education level [ ]

Religious beliefs [ ]

The economic situation of the youth [ ]

The attitude of leaders towards the youth [ ]

Other, please specify .....

10. Rate the extent to which the following challenges hinder the participation of youths in conflict resolution and peacebuilding. Use the rating criteria in which **1-Not Involved at All, 2-Low Extent, 3-Moderate Extent, 4- Large extent , 5-Very Large Extent**

Statement	1	2	3	4	5
Lack of committed long term fund					
Poor attitude of the youths towards peacebuilding					
Lack of critical positive momentum of the youths towards peace building					
Stereotyping the youths as inefficient agents of peacebuilding					
Lack of opportunities and recognition in matters of peacebuilding and conflict resolution					

### **Appendix III: Interview Guide**

1. Gender
2. What is your age?
3. What is the level of your education?
4. What is your current occupation?
5. How would you define peace and security in this area?
6. Describe the situation of conflict resolution in this community?
7. What are the institutions involved in conflict resolution in this community?
8. Do the youth have their ways of conflict resolution and what are these ways that they use?
9. What is the level of youth's contribution to Post-conflict resolution?
10. What is the level of support given to the youth by the institutions involved in conflict resolution?
11. What are some of the factors that promote/ hinder youth level of contribution to conflict resolution?