



**AN INVESTIGATION INTO YOUTH CIVIC ENGAGEMENT
IN ZAMBIA: A MECHANISM TOWARDS PEACEFUL
RESOLUTION OF CONFLICT IN THE COMMUNITY. A
STUDY OF SELECTED AREAS IN LUSAKA DISTRICT.**

BY:

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APPROVAL

This dissertation by **Namulele Samuel** is approved as partial fulfilment of the requirements for the award of the degree of Master in Peace Leadership and Conflict Resolution of the University of Zambia in collaboration with Zimbabwe Open University.

Examiners' Signature

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DEDICATION

This study is dedicated to my wife Lorita and my children Limpo, Thabo and Choolwe with my gratitude for their support, patience and inspiration throughout my study. It is also my wish that it serves as a motivation to them in furthering their academic pursuits.

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ACRONYMS AND ABBREVIATIONS

ACORD	-	Agency for Cooperation and Research in Development
AIHRW	-	Amnesty International and Human Rights Watch
AIYD	-	Agency for International Youth Development
CE	-	Civic Engagements
CSOs	-	Civil Society Organisations
FGD	-	Focus Group Discussions
HNT	-	Human Needs Theory
IANYD	-	Inter-Agency Network of Youth Development
ILO	-	International labour Organisation
IOs	-	International Organisations
LTTE	-	Liberation Tigers of Tamil Eelam
MINDS	-	Mandela Institute for Development studies
MoGE	-	Ministry of General Education
NGO	-	Non-Governmental Organisation
NIPA	-	National Institute for Public Administration
OECD	-	Organisation for Economic Cooperation and Development
OYV	-	Operation Young Vote
PBSO	-	Peace Building Support Office
PBA	-	Peace Building Architecture
PBC	-	Peace Building Commission
PYD	-	Positive Youth Development
SFCG	-	Search for Common Ground
SDGs	-	Sustainable Development Goals
SPD	-	Socio-Economic Development
SPSS	-	Statistical Package for Social Sciences
UNILUS	-	University of Lusaka
UNICEF	-	United Nations International Children's Emergency Funds
UNESCO	-	United Nations Education and Scientific and Cultural Organisation
UNOY	-	United Network of Young Peace Builders
UN	-	United Nations
UNSCR	-	United Nations Security Council Resolution
UNDP	-	United Nations Development programme
YCE	-	Youth Civic Engagement
YDCP	-	Youth development Competency Programme
YLD	-	Youth Leadership Development
WASH	-	Water Sanitation and Hygiene

ABSTRACT

This study sought to investigate youth civic engagement in Zambia as a mechanism towards peaceful resolution of conflict in the community in selected areas of Lusaka district. The objectives of the study were to determine the effectiveness of youth civic engagement as a mechanism towards peaceful resolution of conflicts in the community, to establish factors that can influence effective youth civic engagement in Zambian communities and to determine methods that can enhance youths' effective involvement in peaceful resolution of conflicts in the community. The study sample comprised of 50 NIPA students, 2 NIPA lecturers, 1 officer from operation Young Vote (OYV) and 12 youths from Kalingalinga compound.

This study was a descriptive survey design which sought to gather information regarding the respondents' opinions and experiences of respondents on the topic of study. Combinations of qualitative and quantitative methods were used to collect data through guided interviews, focus group discussions and structured questionnaires. The study established that youth civic engagement is an effective mechanism for conflict resolution in the community. Further findings revealed that education, opportunities for employment both in formal and informal sectors as well as freedom of expression are key factors in youth civic engagement as they provide a mechanism through which the youth can contribute effectively to their communities.

Based on these findings the study concludes that youth civic engagement is key in the development process because the majority of Zambians are youths. Therefore, if the youth are fully engaged through entrepreneurship and formal employment activities, they can contribute significantly to the economic growth and development of the country. Additionally, the youth are full of enthusiasm and innovation as well as energy, all of which can benefit the economy if the youth are engaged positively. In view of the above findings and conclusions, the study makes the following recommendations: that all agents of socialisation, for example, schools, colleges, universities and churches must promote youth civic engagement. The government must work with all the youth regardless of their political affiliations. The youth must join political parties, community organisations and school unions as platforms to express their grievances rather than resorting to violence.

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents an overview of the study which includes background of the study, statement of the problem, purpose of the study, research objectives and research questions, significance of the study and definitions of key terms.

1.2 Background Information

Many societies today are affected by conflicts whether at micro or macro levels. These conflicts vary in their nature, characteristics and effects. If not carefully managed these end up in the scourge of war that can have devastating effects as evidenced in many African countries like the DRC Congo, Sierra Leone and Rwanda. Therefore, it is important that all measures aimed at peaceful resolution of conflicts are examined in order to find means towards peaceful resolution of conflicts. One such mechanism is the youth civic engagement. This is so because the youth are the majority in most of our communities. Therefore, incorporation of the youth through civic engagement would significantly contribute towards peaceful resolution of conflicts in community (Mahler, 2007).

According to Colleen (2014:47) over the past decades, the involvement of some young people particularly young men, but also increasingly young women in violence and extremist groups has led some to paint youth generally as a threat to global security and stability. But studies suggest that the youth who participate actively in violence are a minority, the majorities are not violent but are mostly recruited by force as child soldiers or enticed through economic incentives. Moreover, there is growing evidence to suggest that young women and men can play an active role as agents of positive and constructive change (International Alert, 2005). Youth-led social and political movements, peace building and conflict-prevention interventions, taking place at the local and national level, help build more peaceful societies and catalyse more democratic, inclusive governance.

To this end, the absence of the youth in civic duties will breed discontentment and a sense of isolation. The youth will feel left out in the decision making process and therefore, may not have

a sense of patriotism and responsibility towards national affairs. This is exhibited in the reckless violence we witness during elections in Zambia. Electoral violence is demonstrated in many ways, for instance, intimidation of candidates and voters, physical harassment, assault on journalists, confrontations with security forces and attacks on local party secretariats. This type of violence is mostly triggered by the interaction of many principal agents, key among them are, political parties, elite groups, and mostly youth groups or party youth wings (Mahler, 2007). Since the youth are the most vulnerable group in undertaking these violent activities, there is need for cultural remodelling to promote norms and values that support positive youth engagement in the community. Integration of the youth through civic engagement therefore would help in building awareness and creating a sense of responsibility and ownership among the youth thereby leading to peaceful resolution of conflicts in the community. Against this background, this study sought to investigate youth civic engagement in Zambia as a mechanism towards peaceful resolution of conflict in the community. The focus of the study was in Lusaka district.

1.3 Problem Statement

Youth civic engagement is linked to a variety of beneficial outcomes at both the individual and community levels. These outcomes include higher self-esteem, a greater sense of community ethos, greater community pride and lower crime rates (Brown and Evans, 2002). It is also expected that the active participation of young people in the community would foster a sense of patriotism and responsibility among the youth thereby promoting lasting peace and sustained development. However, despite many demographic profiles suggesting a steady growth in youth populations, there is growing evidence to suggest that the youth are left out in the development process (Collen, 2014:49). There are no structures and platforms that promote the voices of the youth. In many instances, when youth are engaged, it is normally for wrong reasons, for example, as tools of political violence. Young people constitute a substantial percentage of those recruited as forced soldiers during war times, and political parties and other social movements have used young people as militias to intimidate rivals, destabilise opponents and promote their political interests (Collen, 2014:49). Therefore, there exists a gap in policy regarding the role of the youth in peaceful conflict resolution and fostering a peaceful and conducive environment that

supports the development process in our community. Therefore, to what extent is youth civic engagement a mechanism for peaceful resolution of conflict in the selected community?

1.4 General Objective

The general objective is to investigate youth civic engagement in Zambia as a mechanism towards peaceful resolution of conflict in the community.

1.4.1 Specific Objectives

- a. To determine the effectiveness of youth civic engagement as a mechanism towards peaceful resolution of conflicts in the community;
- b. To establish factors that influence effective youth civic engagement in Zambian communities;
- c. To determine methods that can enhance youths' effective involvement in peaceful resolution of conflicts in the community.

1.5 Main Research Question

How can youth civic engagement in Zambia be used as a mechanism towards peaceful resolutions of conflicts in the community?

1.5.1 Sub-Research Questions

- a. How effective is youth civic engagement as mechanism towards peaceful resolution of conflicts in the community?
- b. What factors influence youths' effective civic engagement in Zambian communities?
- c. What methods can be used to ensure youth are effectively involved in peaceful resolution of conflicts in the community?

1.6 Significance of the study

This study may contribute to the body of knowledge needed to provide understanding about the effect of youth civic engagement as a means towards peaceful conflict resolution mechanism in Zambia. It might be deemed significant to many stakeholders; the government, quasi-government organisations and civil society organisations, the church, the media in agenda setting and policy formulation and development of policies and developmental strategies that might help in mitigation of electoral violence and fill the gap on youth engagement and participation in civic

matters as well as political parties in coming up with sustainable programmes that incorporates the youth in mainstream governance.

1.7 Definition of Key Terms

(a) *Civic engagement* – refers mainly to the participation of individuals in civic life of their society and community grouping.

(b) *Youth Civic Engagement* – describes the way young people participate in the life of community in order to improve their conditions of living.

(c) *Electoral violence* - electoral violence is election-related disturbances or infractions occurring during the pre or post-election periods.

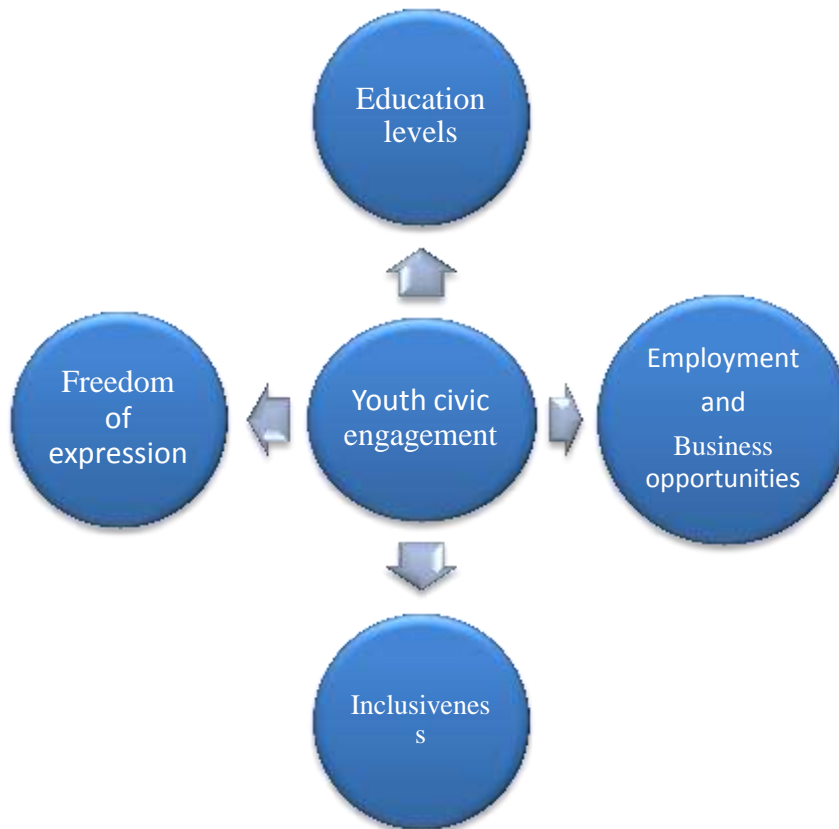
(d) *Civic activities*: These are generally activities undertaken to improve one's local community or society in general.

(e) *Electoral activities*: These include activities such as voting, persuading others to vote, or volunteering for a political campaign.

(f) *Political Voice*: These are things people do to express their political or social concerns and opinions in a non-violent and constructive manner.

1.8 Conceptual Framework

Figure 1: Flow Chart of the Conceptual Framework



Source: (Researcher's Construct, 2018)

1.8.1 Description of the Conceptual Framework

Youth Civic Engagement

In this study, youth civic engagement is used as a dependent variable that depends on other variables. Changes taking place in independent variables affect and change the status of this variable.

- a) **Education Levels** – when the youth are educated, they are empowered with knowledge and skills to participate in the civic life of society.

- b) **Employment and Business Opportunities**– provide the youth with social security and stability, they also become independent and start their families. Further, this helps the youth to transition into adulthood with responsibility.
- c) **Freedom of expression** – this hinges on the human rights needs for the youth and allows the youth to participate in political activities and other civic responsibilities.
- d) **Inclusiveness** – this is an aspect of involving the youth in the socio-economic activities of society. This empowers the youths to prepare for leadership in adulthood

1.9 Theoretical framework

This study uses a Human Needs Theory to analyse how conflicts arise out of human needs. The theory will provide evidence on how different needs of people can be a source of conflict.

1.9.1. Maslow's hierarchy of Needs

Maslow's hierarchy of needs is a theory in psychology developed by Abraham Maslow in 1943. This theory is a description of the needs that motivate human behaviour. He aimed to create an understanding of human behaviour in relation to human needs. According to Abraham Maslow, human needs are powerful sources of explanation of human behaviour and social interaction. All human beings have needs that they strive to satisfy, either by using the system, acting on the fringes or acting as a reformist or revolutionary. Given this condition, social systems must be responsive of individual needs, or be subject to instability and forced change possibly through violence or conflict (Maslow, 1943).

Abraham Maslow proposed five different kinds of human needs, beginning with the most basic, survival, psychological needs, such as food and shelter, which are followed by needs related to safety. Next there are needs of love and belonging. Fourth, humans have needs of esteem, such as the need for being respected. The final need in the hierarchy is the need for self-actualisation (fulfilling one's potential). The hierarchy suggests that basic needs must be met prior to less basic needs. For example, a starving person will seek food before self actualisation. This theory is supported by the writings of Seville (1986), where a meeting of scientist concluded that violence is not human nature but a learnt behaviour. Therefore, if violence is learnt behaviour, why do we behaviour violently? And how can such violent behaviour be deterred or prevented? Human Needs Theory is one theory that tries to explain the existence of this phenomenon. In

order to live and attain well-being, human beings need certain essentials. These are called human needs or basic needs. Human needs theorists argue that conflicts and violent conflicts are caused by unmet human needs. Violence occurs when certain individuals or groups do not see any other way to meet their need, or when they need understanding, respect and consideration for their needs. This implies that all actions undertaken by human beings are attempts to satisfy their needs. If we are able to connect with our needs and those of others, we will therefore be able to look at other ways of meeting such needs, avoiding violence and destruction (Seville, 1986).

This theory is applied to this study from the perspective that the youth are human beings with needs. In the hierarchy of needs as explained by Maslow, the most immediate basic needs (survival needs) is what most of the youth are lacking. For example, youths who are not in employment need food and shelter. As they achieve survival needs, they then move to needs related to safety and consequently keep climbing the hierarchy. The problem arises if their immediate needs are not met. According to Maslow, violence occurs when certain individuals or groups do not see any other way to meet their needs or when they need understanding, respect and consideration for their needs. The direct translation to this is that the youth then might turn to violence in order to have their needs addressed. This therefore compromises peaceful resolution of conflict which this study postulates (Maslow, 1943).

However, much can be said about the usefulness of Human Needs Theory in working with peace and conflict. Firstly, it has wide applicability. While some see it merely as a tool to be applied in prevention or post-conflict peace building. Peace practitioners also use Human Needs Theory in mediation and in violent conflicts. It can also be applied at all levels of society, for intra-and interpersonal conflict, inter-group conflict and in an international setting. Secondly, it focuses on the source of conflict, looking at how best the parties can have their needs met, and those of others, finding strategies to meet underlying needs. Thirdly, Human Needs Theory emphasizes common humanity. In a world context where differences are accentuated, it attempts to unify human beings from different regions and cultures, creating a common understanding of who we are and how others need and feel the same way we do. Lastly, Human Needs Theory is, in sum, widely applicable, may provide sustainable solutions as it focuses on the source of conflict, it promotes understanding from a base of our common humanity and it highlights the distinction between negotiable and non-negotiable issues in conflict (Burton, 1978:46).

1.10 Summary

This chapter has discussed the background, the problem statement, general objectives and specific objectives as well as research questions. In addition, it has also looked at the significance of the study, the scope of the study, theoretical and conceptual frameworks, the definition of key terms and ends with the conclusion. The next chapter provides the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter reviews the significant literature related to the research problem and focuses on the literature surrounding youth civic engagement and participation as they relate to peaceful resolution of conflicts in society.

2.2 Related Literature

In 2016, Mandela Institute for Development Studies (MINDS) undertook research for the purposes of exploring youth civic engagement and participation in eight different African countries. The countries selected for inclusion were Tunisia, Egypt, Kenya, Burkina Faso, Nigeria, Zambia and Malawi. Key findings from the study revealed that youth represented a formidable and powerful force in bringing about political change. Across a diversity of countries, young people shared common concerns about economic opportunities and access to basic necessities, and unemployment was on the top priority for the youth. Further findings revealed that youth were distrustful of politics, politicians and political parties, with politicians often perceived to be self-interested, corrupt and tied to past undemocratic regimes. In most countries, youth felt they were courted for their votes during election times, but excluded from the work of government once campaigns were over, and this deepened their aversion to political participation. In addition to buying votes, in some countries candidates and parties incited youth to instigate disruption and violence, and this included stealing ballot boxes, disrupting polling stations and even attacking political opponents. Finally, despite being a large demographic, youth felt largely marginalised from decision-making processes within their countries. Research findings also suggest that youth did not feel they had the ability to demand better representation or to hold leaders accountable for fulfilling campaign promises (MINDS, 2016).

Tessler, et al (2012), conducted a study to analyse ‘key drivers’ of youth civic engagement in Middle East and North Africa (MENA). Key findings established that socio-economic status is major factor that predicts levels of civic participation among Arab youth. Young men and women with less education, unemployed, and from rural areas are less likely to be civically

engaged (Mercy Corps, 2012: 31). Civic participation was however, highest among Arab youth who take an active interest in politics, regularly follow the news, and who use the internet. There was strong evidence to support the hypothesis that if young people gain greater media literacy and access to internet communication technologies (ICTs), they will use it to obtain information and express their views on political debates. The internet appears to be a particularly promising vehicle, with a large untapped potential for increasing the scope and impact of civic participation among youth in the region, including women and those in rural areas (Tessler, 2012). Also discovered in the research were Arab youth who are involved in civic activities in their communities who were more likely to be actively engaged in political life. The evidence points to young people's participation in local civic groups as an effective "seedbed" for greater electoral and political participation. In addition, civic engagement among Arab youth does not appear to contribute to greater social capital, in the forms of political trust, tolerance of others, respect for pluralism and diversity, or a sense of shared identity. Rather, youth frustration with government institutions, especially their performance around employment creation, was found to be key driver of unconventional forms of participation, such as petitioning and protesting. Research also revealed that youth who were members of civic groups or recently involved in civic activities were more likely to be employed than their non-civically engaged peers. However, since the casual direction of this relationship remains unclear, it is not possible to conclude that simply getting Arab youth to participate in civic groups or actions is likely to improve their chances of securing a job (Tessler, et al, 2012).

Flanagan and Levine (2011) conducted a research on the promotion of youth civic engagement in America and established the following causes for engagement and disengagement of the youth in civic activities. Research established that the civic engagement habits and motivation of young adults result from opportunities for engagement during childhood and adolescence. Children and teens that have opportunities for involvement in extracurricular activities and community institutions are more likely to vote and participate in other forms of civic engagement as young adults. Research reviewed that education has a significant impact on youth civic engagement. It suggests that both the educational experiences of youth themselves and educational experiences of their parents have an impact on whether or not young adults vote. Dropping out of high school decreases young adult voter turnout by 19 percent for white adults, 11 percent for black adults and 10 percent for Hispanic adults. In 2008 the voter turnout for young people without college

experience was 36 percent, compared with 62 percent for their peers with college experience. Additionally, parental education has been found to be a more powerful predictor of young adult voting.

Research further revealed that the relationship between social class and political participation has been referred to as the ‘best documented finding in American political behaviour research.’ Social and class disparities in civic participation often begin during a person’s teenage years and are intensified by the lack of opportunity to practice civic participation in their communities and schools. For instance, schools in less privileged neighbourhoods have fewer opportunities for learning about and engaging in civic activities and service learning. It was also discovered that participating in civic engagement opportunities as a teen reduces risky behaviour. Unfortunately, when teens engage in risky behaviour and are arrested, it dramatically impacts the likelihood that they will be civically engaged as young adults. One of the two specific events during youth that are associated with reduced rates of civic engagement is being arrested (the other is dropping out of school). Additionally, felony convictions serve as a major barrier for civic engagement, mostly affecting poor people and people of colour. Currently, 35 states prohibit persons on parole from voting and 30 of these states exclude person on probation as well. Four states deny the right to vote to all persons with felony convictions, even after they have completed their sentences. Forty-seven states ban felony convicts from serving on juries, and forty states ban former felons from serving in public office (Flanagan and Levine, 2011).

Zambia Governance Foundation (2012) presented the state of the nation report on young people in Zambia. The report was born out of the research conducted with Restless Development (a youth led development agency) working with UNICEF and other organisations. The report aims to investigate the civic participation by Zambian youth. Key findings from the research revealed that the majority of young people 91 percent had not engaged with their local leaders and decision makers in the community when it came to addressing their needs in terms of health services provision, in particular, but also on any other issue. Only 9 percent indicated that they had raised a complaint to their leaders. These complaints had been addressed to the headman (31 percent), chairman (26 percent), health workers (23 percent) and police (20 percent). Most of the young people interviewed under the baseline survey had never been involved in any community development initiative or work.

Further evidence from information collected revealed that low civic literacy levels among the young people contributed to their low involvement in decision making. Young people are not able to take up the challenge of involving themselves in taking up any role in the communities, especially speaking out on what is not right, because they lack knowledge and skills to effectively get involved. This shows that many young people do not understand what role they can play in resolving community development issues. As such decision making in communities sampled is a preserve of the elderly, especially in rural settings. Young people are not consulted and are not taking part in planning for their communities, as indicated, for example, in an interview at one of the councils, in which the person in charge of public relations excluded youths from the discussion of such critical issues as legislation, personal issues which he said could only be discussed by elderly people. When it comes to voting, young people participated significantly in voting as can be evidenced during the 2011 tripartite elections where young people turned up in numbers. 47 percent of the registered voters were aged between 18 and 24 years (Zambia Governance Foundation, 2012).

2.3 Conceptualization of Civic Engagement

The concept of civic engagement has been used primarily in the context of younger people. Few definitions separate youth and adult civic engagement especially when they incorporate both the political sphere, particularly when working with youth over 18 years of age, and the community sphere (Adler and Goggin 2005). Generally, youth civic engagement can be understood as the process of youth being actively involved and contributing to the positive development of their own lives, families, communities, and nation (AIYD and Inter-Action 2013). Furthermore, when considering youth civic engagement, importance is given to creating opportunities for young people to develop a sense of competence, purpose and empowerment, referred to as asset-based approach. Often, social norms prevent or prohibit youth viewpoints from being taken as seriously as those of adults. Particularly for youth under the age of 18, who are still legally considered children, structures may not exist wherein they can express and advocate for their needs or improve their communities (Adler and Goggin 2005).

The term civic engagement does not have a standard definition. Definitions of civic engagement vary over discipline, organisation, country context, and person to person. In addition, the concepts associated with it are related to the interest of the definer, and the discipline he/she is grounded in (Adler and Goggin, 2005:230); civic engagement exists in a space that brings together diverse social science disciplines such as sociology, political science and economics. Concepts related to CE include change, community involvement, political involvement and community service. While the concepts vary across organisations and disciplines, two main aspects of definitions are used here thus; political and community services. Civic engagement can include volunteering in community service projects, social learning, being involved in an organisation working to address a social issue, voting, and joining with others to raise concerns.

A general definition that might encompass different aspects of the concept is: “Civic engagement describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community’s future” (Adler and Goggin, 2005: 238). For example, civic engagement could be a single individual advocating for youth friendly reproductive services at their local health clinic, or a group of youth at the University of Zambia advocating for better health sanitation or living conditions to the Board of Education in their region, or youth councils who interact with adults in government, or participate in trainings to act as peer mentors on the topic. This wide range of ways to engage, and the degree to which it is possible in various contexts, shows that civic engagement can encompass both traditional political engagement, such as voting or participating in politics, and social or community methods, such as volunteering. Other definitions of civic engagement, such as the ones quoted below from (Adler and Goggin2005: 238-9), are more appropriate to this study.

Civic engagement as a community service means, an “individual’s duty to embrace the responsibilities of citizenship with the obligation to actively participate, alone or in concert with others, in volunteer service activities that strengthen the local community” (Diller, 2005). Civic engagement as political involvement: “civic engagement differs from an individual ethic of service in that it directs individual efforts towards collective action in solving problems through our political process” (Diller, 2005). Civic engagement as collective action, are means by which an individual, through collective action, influences the larger civil society” (Van Benschotenquoted in Adler and Goggin 2005, 239).

2.4 Youth Civic Engagement Perspectives

Over the past 20 years many commentators across the globe have argued that the voice of the youth is diminishing. This is because youth who are eligible to vote in national elections tend to do so less frequently than their older generation. This is an indication of the laxity or lack of enthusiasm or patriotism among the youth. If the youth are the future generation, they then should play an active role in determining the future of their nations. These trends have been used in advancing arguments that the future of democracy is in jeopardy, because political engagement in later life is rooted in the habits developed in youth, and the youth of today will eventually become adults of tomorrow (Kassimir 2010:65).

A further feature of youth political and civic engagement today concerns the specific topics on which youth activism tends to be focused. Because of their sense of frustration and cynicism about politicians and conventional political processes, many youth instead choose to focus their energies on single issues or causes about which they have strong feelings. Issues that commonly attract their attention including global warming, pollution, global poverty, the use of low wage labour in the developing world, the greed of multinational corporations, and human rights (at the global level), as well as graffiti, unsafe streets, transport and recycling facilities, and youth amenities (at the local level) (Martyn and Pachi, 2016).

These twin focus on global and local issues emerged out of research done in Europe funded by Commission-funded large-scale research project called Processes influencing Democratic Ownership and Participation (PIDOP). Data was collected from 16 to 26-year-olds drawn from 27 national and ethnic groups living across Europe. Research found that these young people often choose not to engage with conventional politics because they felt they had no voice, were ignored by politicians, and did not have the resources or the competencies needed to engage politically. They also tended to think that conventional political engagement was ineffective in bringing about the genuine change. At the same time, these young people's interest in and enthusiasm for global issues were often very pronounced. These issues were usually experienced as having considerable personal meaning and relevance for their own lives. For this reason, it can be disputed that there is a crisis in young people's civic and political engagement owing to their apathy and alienation. Instead, youth today are more likely to focus on specific issues that are of

personal concern, using alternative models of action that differ from those that were used by their parents' and grandparents' generations (Martyn and Pachi, 2016).

That said, it is important not to make overly simplistic generalisations based on studies that have been conducted in the western democracies, which is where the bulk of the research in this field has taken place. The lives, concerns and range of political and civic activities that young people undertake are often very different from one country to another. They also vary considerably within countries. Differences between countries stem from the specific historical, economic and cultural characteristics with which young people are living, and also from the design of political institutions within those countries. For example, the importance which youth attribute to conventional political participation tends to be lower in countries in which there are long-standing democratic traditions, and higher in countries in which conventional democratic institutions and forms of participation have been strengthened over the last 30 years. Political knowledge and engagement of young also tend to be higher in countries which are more economically developed. In addition, political institutional structures can be designed in such a way that either provides plentiful and diverse opportunities for youth to participate and contribute, or they can be designed to inhibit, restrict or even prevent such possibilities. Finally, all countries have their own specific internal cultural and political concerns and preoccupations, which also influence patterns of youth engagement (UNESCO, 2016).

Comino and Zeldin (2002), observes that young people's political and civic engagement also varies considerably within countries. For example, those individuals who are of a higher socioeconomic status usually display higher levels of participation. Males are more likely to vote and to engage in illegal actions, such as spraying political graffiti, whereas females are more likely to be interested in social and environmental issues, while ethnic minority and majority individual participate in different kinds of volunteer activities, with the former participating much more in activities relating to their own ethnic communities. Variations within countries are also linked to social factors. Parental behaviour is extremely important. For example, parents who engage in protests are more likely to have offspring who also engage in protests, and adolescents whose parents are interested in political and social issues also have higher levels of such interest. Other relevant social factors include peer group relationships since young people are more likely to commit to civic and political goals and values when they feel a sense of

solidarity with their peers at school. Membership in youth organisations and involvement in organisations that provide a context for activities such as public speaking, debate and community service, are also linked to political participation for years to come.

The education that young people receive at school is also critical. If schools enable students to raise ethical, social, civic and political issues in the classroom, allow them to discuss controversial topics, encourage them to express their opinions and listen to one another in order to explore a variety of different perspectives, students will tend to acquire higher levels of political interest, trust and knowledge, which in turn will boost the likelihood of them voting in the future. It is also beneficial for students' engagement if schools themselves operate on democratic principles and provides opportunities for students to contribute to formal decision-making, for example, through class representatives, student councils and student representation in working groups. Educational effects are further amplified if schools adopt a competence-based curriculum in which the competences required for civic and political engagements are targeted. Such a curriculum aims to enhance not only students' knowledge but also skills so that they are empowered to act as autonomous agents capable of pursuing civic and political action effectively. The competencies that need to be targeted in order to achieve this outcome include, among others, knowledge and understanding of politics, analytical and critical thinking, civic-mindedness, responsibility, empathy, communication and cooperation skills, and valuing of democracy. A large range of pedagogical methods, such as cooperative, project-based and service learning can be used for promoting precisely these sorts of competences (UNESCO, 2016).

These same competencies are also required if young people are to take effective action on the global issues such as global warming, pollution, global poverty and human rights that are of concern to them. However, in this case, civic-mindedness, that is, concern for other people within one's community and a sense of civic duty needs to take the form of global-mindedness such as concern for the whole of humanity and the planet. A very positive feature of many young people's civic and political engagement today is precisely their concern for the global community, and not just for their own local community. Research into global citizenship is still in its infancy. However, studies have revealed that young people who have a high level of global-mindedness are more likely to; engage in intercultural contact, cooperation, interaction

and dialogue, tolerant of cultural differences and appreciative of cultural diversity, supportive of global human rights and humanitarian needs, and willing to contribute to international humanitarian relief and concerned for the environment and engaged in pro-environmental activities.

2.5 Activities and Benefits Constituting Civic Engagement

Civic engagement encompasses a wide range of activities cutting across the social, political, economic, cultural and religious spheres. Despite the different forms and modalities civic engagement activities may take, their ultimate goal is to improve the collective wellbeing of members of a community, region or nation, and not to promote a particular religious ideology or political party. Some forms of civic engagement may aim to create political change or to generate economic benefits with the overarching goal of improving the community, rather than for personal gain. In other words, civic engagement does not primarily aim at benefiting the individual who is civically engaged, although the individual and his/her family may benefit directly or indirectly from the interventions through the development of life and livelihood skills, or through community development (Meinzen-Dick and McCarthy 2004).

While many activities, such as participation in sports, arts, clubs and other interest groups, may generate similar gains for the participants, from improved life skills to greater social capital, civic engagement's emphasis on improving the collective well-being makes it unique. While civic engagement can include political and governance-related activities, this study focuses largely on the social forms of youth civic engagement. This is because the study postulates that civic engagement can bring social justice and enhance construction of peaceful future societies. However, the benefits generated by civic engagement are both collective and individual. Collective benefits may be material or physical, for example, improved infrastructure, socio-economic; improved health and education systems or reduced ethnic tensions and violence, or governance-related; decreased levels of corruption or greater efficiency in the delivery of public services due to increased citizen participation. Individual benefits are those gained by the person participating in the activity and include increased life and livelihood skills (Corps, 2005).

Life skills, which are defined above, are applicable to almost every aspect of daily life, including employment (the so-called "soft skills" valued by many employers), among other areas.

Increased life skills also allow individuals to participate more fully and effectively in future civic engagement activities, creating a virtuous cycle. Livelihood skills refer specifically to the skills necessary for gaining and maintaining employment or achieving long-term financial self-sufficiency. Examples of livelihood skills generated by civic engagement include technical skills (learning how to conduct environmental impact assessments or to deliver vaccinations) as well as learning how to access resources and support networks. Access to resources (including information) and support is often facilitated by social capital. Social capital can be defined as “features of social organisation such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.” There are three types of social capital: bonding, bridging and linking. Bonding social capital refers to social capital that is generated between relatives and neighbours. It tends to stay “locked” within that group or community. Bridging social capital, on the other hand, transcends community boundaries. It is generated among people with more distant or weaker connections, such as colleagues or friends of friends from different backgrounds. Linking social capital refers to “vertical” social capital that is generated among people with unequal levels of power within a hierarchy (Meinzen-Dick and McCarthy 2004).

Linking social capital is helpful for accessing support from formal institutions. Different types of civic engagement generate different kinds of social capital. For example, mutual aid may foster bonding social capital; a national service program that mixes participants of different socio-economic and ethnic backgrounds may generate bridging social capital; and youth participation in governance may create linking social capital. Because the benefits of bonding social capital are limited to members of a particular group or community and in some cases may lead to exclusion, civic engagement programs that promote bridging and linking social capital should be prioritised (Velsor, 2011).

2.6 Youth Definition

A persistent challenge confronting work with youth is defining who they are. In the West, and among international agencies, there is a strong tendency to use an age range to determine the youth category. There are at least four problems with this common approach. Firstly, the age ranges continue to differ. A common range is 15-24, which is advocated by UNICEF and others. There tend to be slight variations among international agencies, such as Save the Children’s age

range of 13 to 25 (Sommers 2001: 3). At the same time, an age range reportedly developed by African personnel for a Lutheran World Federation youth program in Kenya's Kakuma Refugee Camps was 7 and 40. Secondly, youth definitions straddle the much more common age-based definitions of child and adult. A widely-accepted separation point in the West, and in United Nations definitions of childhood, is a person's 18th birthday, when one is thought to move directly from the status of child or "minor" (ages 0-17) directly to adult (ages 18 and above) or young adult. Third, concepts of youth, adolescence, and even what constitutes young people vary. An adolescent is generally thought to be a subset of the youth category. A World Health Organization official described the overlapping complications with the following description: "Adolescents are 10-19 years old; youth are 15-24; and young people are 10-24 years old" (Lowicki and Pillsbury 2000: 10).

Fourth, definitions of youth are further confused by the fact that in many parts of the world youth may not be determined by age. "Youth hood" is frequently considered a time of passage between childhood and adulthood, or as a "biological marker, in which youth is the period between puberty and parenthood" (Office of Conflict Management and Mitigation, 2005: 3). In some cultures, male and female initiation rites mark the passage. But in others, females are only considered "youth" before marriage, an event that in some cultures can occur at an early age, since they may marry and have children soon after reaching puberty, thus becoming categorised very early in life as young adults and no longer youth or even children (Newman 2005: 11, Sommers, 2001; 3-4). In places such as Darfur, the concept of youth or adolescence as a stage of development is unknown. "Females are considered girls until they menstruate, at which point they become women" (Heninger and McKenna 2005: 1). Motherhood tends to change the social status of female youth far more than fatherhood alters male youth lives. For the purposes of this study different institutions are used to define the youth. According to United Nations the youth are defined as "the period of transition between childhood, or being dependent, and adult (independence), and the awareness of interdependence as members of the community," rather than a fixed age group (UNESCO). The African charter on the other hand defines youth as any individual between the ages of 15 to 35 years of age. This resolves longstanding debates about defining youth within the African context and based on Africa's development realities (AUC's Strategic Plan, 2004-2007).

Zambia Youth Policy provides a definition of youth as a male or female person aged between 18 and 35 years. For the purpose of the policy, however, a youth is defined in line with the African charter as a person between the ages of 15 to 35 years. UNICEF defines youth in relation to education and employment as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment. Other organisations understand youth as a stage of life marked by a number of critical transitions including physiological, psychological, social and economic changes (AIYD and Inter-Action 2013). Although the age range for this transition period can vary, for statistical purposes and to facilitate country comparisons, the United Nations uses 15 to 24 years of age to define youth.

Nonetheless for activities at the national and local levels, youth is defined by the government or organisations, so that the youth life stage can extend beyond 24 and start at a different age. An example is the African charter that refers to youth as any person between the ages of 15 to 35 (UNESCO). In the Zambian National Youth Policy a youth is defined in line with African charter as a male or female person aged between 15 and 35 years whilst the commonwealth Youth Programme defines a youth as male or female person aged between 18 and 35 years. The lower limit of youth definition addresses the programming challenges that exist for adolescents in the bracket (15-17) and the upper limit ensures that the aspirations of the youth are taken into account.

2.7 Youth Civic Engagement and Leadership

The connection between youth civic engagement and youth leadership indicates that the two are intertwined, and that civic engagement must include a public leadership component (Hastings 2011). Specific theories, such as Youth Leadership Development (YLD) connect both civic engagement and leadership. Programs based upon YLD aim to provide young people with the ability to lead by improving leadership skills as well as supporting young people to work constructively in teams with peers, and boost youth participation and contribution in their communities. Many such programs develop these skills within projects that enable youth to enact civic service projects for the good of their community (Center for Creative Leadership 2011: Velsor, 2011).

There is often no one specific factor that could be pinpointed as to why young people are or are not civically engaged or assume leadership roles; rather, engagement (or disengagement) among young people is usually the result of several factors that interact to either facilitate the involvement of youth in the community and in civic life or to impede it. While their specific characteristics and their level of importance or relevance might vary from one situation or context to the other, there are some factors which have been identified to be especially significant in either driving or restraining youth civic engagement and leadership.

2.8 Motivation for Youth Participation

How youth are civically engaged can affect whether or not they are involved in their communities. Being involved in activities or structures that do not encourage youth ownership of the initiatives in which they participate can demotivate young people and restrict their effective and sustained engagement. Such hierarchical structures that attempt to control young people's engagement can also prevent youth from gaining valuable skills and knowledge (O'Donoghue and Kirschner, 2003). Ownership can take many forms depending on the context, but its key characteristic is ensuring that young people play leading roles and that their contributions are valued and acknowledged. Despite its importance, promoting youth ownership can be a challenge, which can involve overcoming legal barriers that might restrict the ability of young people to assume leadership and decision-making roles. For example, in some states in the United States of America, young people under the age of 18 are prevented from formally serving on the board of directors for non-profit organisations (Camino and Zeldin 2002), which limits the opportunity to engage them as equal partners in the planning and decision-making processes.

In many cases, the most effective programs for promoting youth development have been ones in which young people take the lead in creating their own solutions and where they are involved in planning and implementing programs, all of which nurture the skills, values and experiences that can be crucial for their future growth and development. Programs that actively engage youth in meaningful roles and ensure that their opinions are valued and taken into consideration are able to sustain young people's interest, motivation and commitment to be civically engaged (Flanagan and Watts 2007). For example, in Nepal, Mercy Corps gave ownership to young people, who designed community projects and took responsibility for all aspects, including fundraising, building, and maintenance (Mercy Corps, 2007). Also, the "Ending Child Marriage in Malawi"

project adopted a community-based advocacy approach which specifically focused on engaging girls to define the challenges they face related to child marriage and determine their own solutions and activities for addressing them and was successful in decreasing the incidents of child marriage in Malawi and improving the well-being of girls (Girls Empowerment Network & Let Girls Lead). Also, in an evaluation of the Youth Development Competencies Program (YDCP) in Russia, it was determined that the focus on youth empowerment, especially by adopting the youth-driven model which emphasizes youth-led civic engagement and involvement as partners, contributed significantly to the development of the YDCP participants, who displayed on average improved personal and professional competencies and skills over the Comparison Group participants of somewhere between 14% and 23%” (Social Impact 2011).

2.9 Youth and Violent Conflicts

In many developing countries, young people are coming of age in societies that lack stable government, economic growth, or basic material and physical security. In such circumstances, youth often turn away from the authority and ideology of older generations and seek to mobilise their own generation in search of solutions. This can be extremely positive in many places young people have been a powerful force for constructive change. In Serbia, young people played a key role in toppling Milosevic, and were instrumental in producing democratic revolution in Slovakia, Georgia, and Ukraine. However, this same power can also serve destructive purposes if, for example, youth are exploited by proponents of violent ideologies or seek to improve their situation by dominating others (Fuller and Pitts 1990).

Although a large pool of young people is not inherently destabilising, there is a strong correlation between large youth cohorts and political violence. When young people, particularly young men are uprooted, jobless, and intolerant, alienated, and have few opportunities for positive engagement, they represent a ready pool of recruits for groups seeking to mobilise. Whether or not they participate directly in armed combat, youth are victimised by widespread violence. The attention of the international community has tended to focus on child soldiers. However, adolescents are far more likely than young children to be recruited into militias and to suffer the attendant problems of trauma, sexual abuse, and a loss of educational and economic opportunities. To create stable societies, we need to counter the traumatising and destructive experiences that war-affected youth have undergone. More broadly, we need to create conditions

for positive and constructive roles for youth in developing countries, so they will not turn to violence in attempt to satisfy their needs. An important way to avoid future conflict is to draw on the energy and capacities of youth as the leaders of tomorrow's societies (Fuller and Pitts 1990).

The population of Zambia is now estimated at over 15 million people. Of this population, the youth accounts for about 74 percent under the age of 30 years (CSO, 2010). However, there is evidence to indicate that the number of youth will increase with the increasing population. Several studies found that disproportionately large youth cohort relative to the rest of the population a trend that leads to a 'bulge' in a country's demography structure is linked to the potential for violence (Goldstone 1991). There are several reasons for the existence of this situation: First, there is strength in numbers, an exceptionally large youth cohort is often conscious of itself as a larger force than its elders. Second, a large, youthful population may place heavy strain on schools, health care, housing, and other public services strains that can overwhelm fragile institutions and erode support for government authorities. Third, youth cohorts who are not given the opportunity to integrate into community and social structures are less able to acquire the skills they need for peaceful and constructive adult lives.

A deprived, frustrated, or traumatised youth cohort, if left without help, can continue to foment violent conflict for decades. However, the presence of a demographic youth bulge is neither a necessary nor sufficient condition for violence. Youth bulges have only been statistically linked to conflict and state failure when they coincide with poor governance, a declining economy, or states with a high degree of ethnic or religious polarity. Indeed, a large number of young people can be a tremendous asset to developing societies. However, if young people find that opportunities for employment are absent or blocked, the families cannot offer support, that authorities cannot protect them or offer justice, and that hard work and education offer few benefits, some may turn to extremist groups or rebel leaders who promise a brighter future or immediate rewards (Goldstone 1991).

2.9.1 Youth and Political Violence

In many parts of the world, political parties and other social movements use young people to intimidate rivals, destabilise opponents, and fill campaign coffers. This is often the only form of political participation open to young people, particularly those with little education or few

personal connections. The recent debate on youth participation in violence has tended to centre on economic motivations. These are important, but it is critical to recognise that young people are drawn to militant movements for very complex set of reasons. Young people often recognise that they are a powerful force for political change. Yet most young people in the developing world are shut off from constructive political participation. Political parties are often dominated by powerful personalities, and are vehicles for the political and economic ambitions of party leaders and their close associates. Party leaders therefore have little incentives to open political structures to new entrants. In the absence of legitimate avenues for participation, young people may either opt out of political participation completely, or be drawn to movements that operate outside of it by forced circumstances, and often seek to overthrow, traditional political structures(Jarausch,1974).

While some young people are forced into violence, others choose to participate in conflict. Economic incentives can be a strong motivator for participating in violence. Young people often join militant groups because violence offer opportunities for economic gain through looting or banditry, because conflict promises to open up longer-term options, or quite simply because they are paid to do so. From Sierra Leone to Sudan (Darfur) and Liberia, young people often join militant groups because they are given incentives or promised future financial gain, such as small mining concessions. In exclusive instances, when insecurity increases and there is fear for survival, young people can seek security by participating or joining a militant group.

Few opportunities for constructive political engagement are open to young people in the developing world, particularly for those who lack personal connections. All too often, political parties and other social movements have used young people to intimidate rivals, destabilise opponents, and collect money for political campaigns. In Haiti, a broad range of political parties has relied on violent young gangs to protect political turf and intimidate opponents. Inadequate public services, especially education, also play a role. Many groups espousing violent ideologies have reached out to young people by providing access to education and other key services. More important, they have provided young people with a sense of community and purpose in a setting where these are scarce commodities. In places as diverse as Nigeria and Pakistan, failing school systems have allowed radical groups to reach poor, marginalised young people (Jarausch, 1974).

2.9.2 Effects of Violence on the Youth

According to Rosandic (2007), in conflict and violence-affected contexts, young people are commonly perceived as either perpetrators or victims of violence with young men usually assumed to be the primary perpetrators and young women the primary victims, especially of sexual and gender-based violence. Yet the lived realities of young people in these contexts are much more complex than these stereotypes suggest. Some young people may be both direct victims and perpetrators of violence; others may be neither, but instead have to use their skills and resources to survive and support themselves and their families. Most mainstream approaches to youth and conflict over the last two decades have been preponderantly informed by “youth bulge” theories. These theories have been propagated in popular literature and the media with warnings that “surging” male youth population combined with unemployment and urbanisation is leading to increased violence and insecurity (Rosandic et al., 2007).

The world’s youth population has certainly been on the rise. There are currently 1.2 billion youth (aged 15-24) in the world, the largest number of youth ever to have existed (18 per cent of the world’s population) and there will be 72 million more youth by 2025 (Papagianni, 2014). Many countries in Sub-Saharan Africa, South Asia and the Middle East and North Africa have very high youth populations relative to their total populations. Yet, while research has demonstrated an association between a high relative youth population and a higher statistical risk of armed conflict, findings are not a straightforward predictor of violence (Smith and Ellison, 2012). Instead, they indicate which countries are likely to be at higher risk of violent conflict. For example, many countries with youth bulges have not recently suffered violence and are relatively stable (e.g., Malawi, Zambia, Botswana, Burkina Faso, Benin, and Nicaragua). Demography is not the only risk factor and other variables (e.g., economic stress and associated levels of unemployment and under-employment; lack of access to quality education; poor governance; high levels of inequality particularly between ethnic groups; resource scarcity) are all associated with the onset of violence (Papagianni, 2014). Furthermore, while most combatants are young men, women make up 10-30 per cent of armed forces and groups.

In fact, although young people make up the bulk of combatants and perpetrators of violence in most contexts, the majority of young people do not get involved in violence. Yet, there is limited collected and recorded information about the daily lives of young people who do not engage

directly in violence, how they survive, what they do and why in the lead up to, during and after violent conflict. It is known that violence has a negative and long-lasting impact on young men and women. Children and young people tend to be over represented among the direct and indirect victims of violence whether of criminality, terrorism or armed conflict in both conflict-affected and “non-conflict” contexts (Lenzi et al. (2012). For example, for youth living in low-income settings, there is a 1 in 50 chance that they will be killed before they reach their 31st birthday. The types and targets of violence suffered by young people are also highly gendered. Young men aged 15 to 29 are most at risk of homicide and are four to five times more likely to be killed than young women (Watson et al., 2012). Young women are most at risk of physical abuse and domestic and sexual violence, but contrary to popular perceptions, whilst some of this abuse involves the deliberate targeting by armed militia of young women for rape, the most common perpetrators even in conflict-affected contexts are intimate partners.

2.9.3 Youth and Extremism

When youth are shielded from social and economic stresses, and can participate in decisions that affect their lives, they are more likely to pursue peaceful change. Terrorists originate from a wide range of economic, educational, and religious backgrounds. Most studies since the 1980s suggest that the vast majority of new recruits into terrorist and other extremist organisations are young people between the ages of 15-29; and are generally of a low-to-middle economic background. However, the upper ranks of extremist or terrorist organisations are often filled by older, better-educated youth, who serve as international operatives and managers. In Indonesia, Laksar jihad recruits young university students, while the so called “Taliban” movement in northern Nigeria was spearheaded by unemployed university students. Conversely, poorly-educated youth tend to become followers of extremist groups. Moroccan suicide bombers in Casablanca all came from the same slum neighbourhoods, shared a similar lower-middle class background, and had limited access to the outside world. Lastly, it is important to recognise that not all extremists are men: secular organisations like the Liberation Tigers of Tamil Eelam (LTTE) in Sri Lanka and the Al-Aqsa Martyrs Brigade are known to recruit women for suicide attacks (Balsano, 2005).

Youth civic engagement has received increasing attention in recent decades from researchers and practitioners interested in understanding and facilitating an active and engaged citizenry.

Stakeholders ranging from the President of the United States (The White House) to private foundations (e.g., The Spencer Foundation) and community-based organisations (e.g., 4-H) have highlighted the importance of promoting youth civic engagement (Sherrod, 2007). In addition to the theoretical importance of an engaged citizenry for democracy, research has demonstrated that benefits accrue to both individuals and society through civic engagement. A recent review of youth civic engagement research across five disciplines of sociology, political science, education, psychology, and interdisciplinary research identified key similarities and differences across disciplines in terminology, research questions, and research methods (Karakos, 2013). This review articulated four broad orientations toward research on youth civic engagement: behavioral (e.g., political participation, community service), activist (e.g., community organising, civic activism), socialising (e.g., civic education, political socialisation), and identity (e.g., civic identity, citizenship). This review provided a useful schema for understanding interdisciplinary research on youth civic engagement as evident in the extant literature, thus addressing the issue of diverse terminology used to describe youth civic engagement.

2.10 Youth Education and Unemployment

The great European revolutions of the 17th, 18th and 19th centuries were all preceded by a vast expansion in secondary and higher education that far exceeded employment opportunities (Goldstone 1991). More recently, unemployed university graduates, often educated abroad, have been at the forefront of armed or extremist movements, from anti-colonial struggles in Africa, to anti-authoritarian movements in the former Soviet Union, to radical ethnic and religious movements in Asia. These examples demonstrate an important point: education per se is not always a force for stability. In many countries, the failure of the government to provide adequate education has led students to turn to ethnic or religious alternatives, alternatives that often strengthen factionalism and intolerance and rarely provide the skills necessary to find jobs. Further education can fill time, but unless it leads to employment, the results can be frustration and alienation. Even effective education may breed discontent and violence if students are being prepared for jobs that do not exist. Typically, youth unemployment is over three times as high as adult unemployment in developing countries and, in countries with stagnant economies, that proportion can be higher (ILO, 2002). For example, it is five times higher in Sri Lanka and seven in Egypt.

2.11 Research gap

Much of the studies reviewed in literature show the significance of youth civic engagement as it relates to peaceful resolution of conflict in the community. The literature puts emphasis on the importance of civic engagement through educational opportunities, access to methods of engagements such as freedom of expressions, empowerment through entrepreneurial skills and political inclusiveness. The assumption is that low literacy levels will lead to low levels of participation. Young people are not able to take up challenges of involving themselves in taking up roles in the communities especially speaking out on what is not right because they lack knowledge and skills to effectively get involved.

However, there is little focus on how the youth can set narratives for peaceful resolution of conflicts at all levels in the community. Engagement or disengagements of the youth in civic responsibilities comes with the understanding and the value the youth attach to civic duties. Therefore, as pointed out in the literature, one youth may decide to engage in school activities, for example, voting for student union leaders, yet deliberately avoid participation in national election. This means one environment for engagement may provide a motivation for the youth than the other. This depicts lack of understanding in the role civic engagement plays in fostering peace and conflict resolution. There is, therefore, need for more education on the value of civic engagement as is on the emphasis on the role it plays in society.

2.12 Summary

This chapter has reviewed literature related to the study by particularly looking at youth civic engagement form other countries and from different perspectives. It has also discussed the conceptualisation of youth civic engagement as well as the definition of youth. The next chapter will discuss the methodology of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter describes the research methods that was employed in the collection and analysis of data in this study as follows; research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

3.2 Research Design

Kombo and Tromp (2013) describe a research design as the structure of the research. It is the glue that holds all the elements of the research project together. The methodology that was used in this study was the combination of quantitative and qualitative techniques. The research design used in this study was descriptive survey design. Descriptive survey design, according to Orodho (2003), is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The aim of the study was to collect information in order to confirm the effect of youth civic engagement as a mechanism towards peaceful resolution of conflict in the community.

Observations, interviews and focus group discussions were used to collect primary data for the qualitative part while the structured questionnaire was used for the quantitative part. Secondary data was collected from books, journals, library, newspapers and the internet.

Questionnaires had both open and closed ended questions. From open-ended questions, the researcher wanted respondents to express their opinions more freely without restriction. According to Cohen (1994) open-ended questioning is ideal in generating data which is authentic, rich and more realistic. He further argues that authenticity, richness, depth and honesty are some of the hallmarks of qualitative data.

To strengthen the design of the study, the researcher also used structured interviews to lecturers. It was important to allow the researcher more leverage to probe for the details that may have not been captured in the questionnaire. Further, focus group discussions were undertaken with youths from Kalingalinga compound. This provided respondents with free environment and

platform to air their concerns. It also accorded the researcher an opportunity to probe for further details that could enrich the research findings.

3.3 Study Site

This study was conducted in Lusaka district firstly at National Institute of Public Administration (NIPA) covering 50 law students. These were picked because it was presumed that given the nature of their studies, they understood governance and civic studies. In addition to the students, the researcher interviewed two law lecturers and an official at OYV to reinforce findings from lecturers. Lastly, the researcher interviewed 12 youth in Kalingalinga compound.

3.4 Study Population

Kombo and Tromp (2006) define population as “a group of individuals, objects or items from which samples are taken for measurement. This study comprised students and lecturers from NIPA, an official from OYV and youths from Kalingalinga compound.

3.5 Sample Size

Murathe (2005) defines a sample size as a sub population to be studied in order to make an inference to reference population. Identifying the right sample size is key in research in order to extrapolate findings accurately. In this study, 50 participants (students) and two lecturers were drawn from NIPA. Twelve youths were drawn from Kalingalinga compound and one official from Operation Young Vote (OYV).

3.6 Sampling Procedure

This study used both probability and non-probability sampling procedure in order to give equal chance of selection to all the study population. Purposive sampling was used to select lecturers and an official from OYV given their vast knowledge and experiences in the area of study, homogenous sampling was used to select youths in Kalingalinga compound. On the other hand, systematic random sampling was used to select 50 students where every 3rd student was picked from law classes.

3.7 Data Collection Instruments

The instruments used in the study were semi-structured interviews and focus group discussions for qualitative analysis while questionnaires were used to collect data for quantitative analysis. Questionnaires were particularly preferred in this study due to their low cost of administration and collection. They also have an advantage of giving enough time to the respondent to respond to questions. (Gray 2004). However, questionnaires have a limitation in the sense that they do not give leverage to the researcher to probe for clarifications. Both open and closed ended questions were used to solicit for detailed opinions from respondents on how civic engagement could be used as a mechanism for conflict resolution.

3.8 Procedure for Data Collection

An introductory letter was obtained from Institute of distance Education (IDE) from the University of Zambia. The letter was presented to National Institute of Public Administration (NIPA) Dean school of law to seek permission to interview students of law and lecturers. The same letter was presented to Operation Young Vote (OYV), a Non-Governmental Organization, in order to seek authority to interview their staff. Further, using the same letter, the researcher was able to conduct focus group discussions with the youths from Kalingalinga compound.

In addition, this study used multiple techniques to collect the data. Questionnaires, structured interviews, focus group discussions, document reviews were used to authenticate the findings. The sources of data were classified into two; primary and secondary data. Primary data comprised questionnaires, structured interviews, focus group discussions and document reviews. Secondary data was obtained mainly from written documents such as books, journals, newspapers and the internet.

3.9 Primary data

This study used the following instruments in order to come up with first-hand information from sample learners:

3.9.1 Questionnaires

Both open-ended and closed-ended questions were systematically designed in line with research objectives in order for respondents to provide answers relevant to the subject under study. In addition the bio-data of respondents was captured in order to understand the demography of respondents.

3.9.2 Interviews

Some open-ended questions were designed to guide the pattern of discussions. However, the questioning pattern was not uniform considering that respondents came from different orientations and therefore different experiences. This was necessary in order for reliability of responses. Open-ended questions allowed for respondents to express their opinions more freely, while closed ended questions helped the researcher to obtain specific information.

3.9.3 Focus Group Discussions

The study used this method to enrich the research findings as it is an important instrument in research. The study gets an opportunity not only to receive many submissions but also to benefit from non-verbal gestures where findings can be inferred. Additionally, it creates a free environment for respondents to air their views.

3.10 Data Analysis

This is one of the most important parts of the research where collected information is made meaningful. Data analysis was the techniques that enabled the researcher to obtain and summarise descriptive information. Statistical Package for Social Sciences (SPSS) and excel were used to analyse quantitative data. Thematic analysis was used to analyse qualitative data. The epistemological value of using qualitative data analysis was that it allowed the researcher to grasp the point of view from respondents and subjectively attach the intended meaning to their behaviour. The combination of both objectivism and subjectivism resulted in a more comprehensive and complete set of data.

3.11 Confidentiality

In order to ensure participants' confidentiality, no names or personal identifiers were included in the interview guide and Focus group discussions (FGD). Identification of an informant was only done through numerical codes. Furthermore, study participants were informed that they were not to receive any direct physical, social or financial benefits from the study. Letters expressing purpose, benefits and risks were given to all eligible participants and authorities at Operation Young Vote and NIPA. The participants in this study were assured of confidentiality to the extent permitted by law.

3.12 Summary

This chapter outlined the methodology used in the study. It covered the research design, study site, study population, sample size and sampling procedures. Also discussed are the data collection instruments and procedures followed in the collection of data. The instruments used in primary data collection comprised of questionnaires, interviews, focus group discussions and documents reviews. The next chapter presents research findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study on youth civic engagements as mechanisms for peaceful resolution of conflict in the community. The presentation is guided by the three research objectives as follows;

1. To determine the effectiveness of youth civic engagement as a mechanism towards peaceful resolution of conflicts in the community;
2. To establish factors that can influence effective youth civic engagement in Zambian communities;
3. To determine methods that can enhance youths' effective involvement in peaceful resolution of conflicts in the community.

4.2 QUANTITATIVE ANALYSIS

The study obtained information by means of a questionnaire and the following are the summary of findings;

4.3 Demographic Characteristics of the Participants

4.3.1 Gender of Respondents

Table 1 below shows the gender of respondents.

Table 1: Showing Gender of Respondents

Variable	Frequency	Percent
Male	28	56%
Female	22	44%
Total	50	100%

Source: (Field Data 2018)

As can be observed in table 1 above, 56 percent of respondents were males while 44 percent were females.

4.3.2 Ages of Respondents

Table 2 below shows the age category of respondents.

Table 2: Showing Ages of Respondents

	Variable	Frequency	Percentage
Age	21 – 30yrs	25	50%
	Below 21yrs	17	34%
	Above 30yrs	8	16%
	Total	50	100%

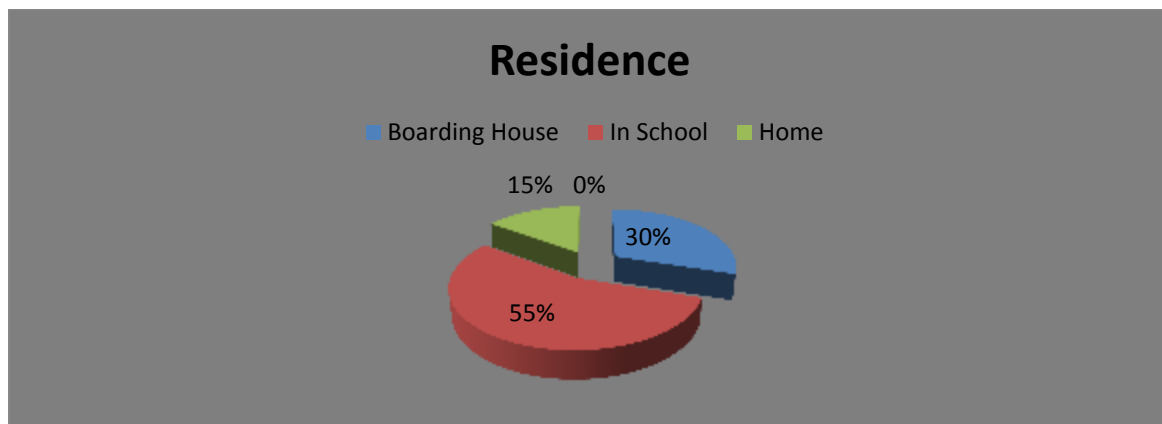
Source: (Field data 2018)

As can be observed in table 2 above, 50 percent of respondents were between the ages of 21-30 years. This was followed by 34 percent below 21 years while 16 percent were above 30 years.

4.3.3 Area of Residence

Figure 2 below shows respondents' residences.

Figure 2: Showing Residences of Respondents



Source: (Field Data 2018)

As can be observed in figure 2 above, 55 percent of respondents resided in school, 30 were in boarding houses and 15 percent resided in homes.

4.4 RESEARCH FINDINGS

The findings are presented in line with research objectives. Prominent themes that emerged in the process were used to direct the presentation.

4.5 Objective One: Effectiveness of Youth Civic Engagement as a Mechanism towards Peaceful Resolution of Conflict in the Community.

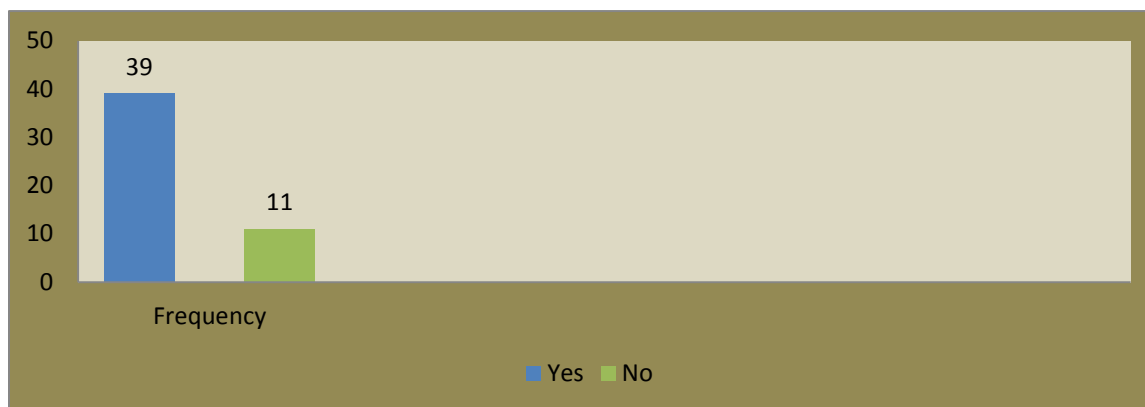
Under this objective, four themes emerged that account for the effectiveness of youth civic engagement as presented below:

- (a) High levels of involvement in civic duties
- (b) Type of effective activities constituting civic duties
- (c) Participation in school based activities, and
- (d) Civic engagement in community

4.5.1 Levels of Involvement in Civic Duties

In figure 3 below, respondents were asked if they had engaged in any form of civic activities.

Figure 3: Showing levels of Involvement in Civic Duties



Source: (Field Data 2018)

As can be observed in figure 3 above, 39 percent of respondents were the highest level of involvement while 11 percent was the lowest.

4.5.2 Types of Activities Constituting Civic Duties

In table 3 below, respondents were asked to rate how the following activities would effectively constitute peaceful resolution of conflict in the community.

Table 3: Showing Types of Activities Constituting Civic Duties

Statement	Mean
Staying informed on political issues that impact one's community	3.71
Voting	3.66
Joining others in raising social concerns through protests or picketing	2.77
Obeying the law and paying tax	3.24

Source: (Field survey 2018)

As can be observed in table 3 above, the mean 3.71 shows activities on political issues that impact one's community, 3.66 is on voting and 2.77 on joining others in raising social concerns through protests or picketing while 3.24 is on obeying the law and paying tax.

4.5.3. Participation in School-Based Civic Activities

In table 4 below respondents were asked to rate their participation in school based activities as it related to effectiveness in conflict resolution.

Table 4: Showing Participation in School-Based Civic Activities

Activity	Mean
Voting for a students' union	3.92
Taking part in decision-making	3.77
Taking part in sports activities	2.25
Becoming a candidate for students union	2.10

Source: (Field Data 2018)

In table 4 above, the mean 3.92 shows voting for a student's union. Mean 3.77 is on taking part in decision making and 2.25 is on taking part in school activities while 2.10 was on becoming a candidate for students

4.5.4 Activities on Civic Engagement in the Community

In table 5 below, respondents were asked to rank the effectiveness of youth civic engagement in the community based on one's participation as shown below.

Table 5: Showing Activities on Civic Engagement in Community

Community Activities	Mean
Joining a youth organisation affiliated with a political party or union	3.23
Joining a voluntary group involved in helping the community	3.11
Joining a human rights organisation	2.89
Joining a group of young people campaigning for an issue	2.28
Joining an organization collecting money for a social cause	2.25
Joining a cultural organization based on ethnicity	2.19
Joining an environmental organization	2.00

Source: (Field Data 2018)

In table 5 above, mean 3.23 shows activities in joining a youth organisation affiliated with a political party or union. 3.11 shows joining a voluntary group involved in helping the community and 2.89 is on joining a human rights organisation. Mean 2.28 is joining a group of young people campaigning for an issue, 2.25 is joining an organisation collecting money for social cause and 2.19 is joining a cultural organisation based on ethnicity while 2.00 is joining an environmental organisation.

4.6 Objective Two: Factors that Influence Effective Youth Civic Engagement in Community.

Under this objective, four themes emerged that account for factors that influence civic engagement as presented below:

- (a) Education levels
- (b) Freedom of expression
- (c) Employment opportunities and,
- (d) Inclusiveness

4.6.1 Factors that Influence Youths' Effective Civic Engagement

In table 6 below, respondents were asked to rank factors that influence youths' effective civic engagement.

Table 6: Showing Factors that Influence Youths' Effective Civic Engagement

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
	%	%	%	%	%	
Inclusiveness in decision making		12	26	28	48	3.38
Education level			17	70	38	3.75
Employment and Business Opportunities			11	67	22	3.71
Freedom of Expression		3	13	29	13	3.65

Source: (Field Data 2018)

Table 6 above gives the mean 3.38 to depict inclusiveness in decision making, 3.75 to show education level and 3.71 to indicate employment and business opportunities while 3.65 represents freedom of expression.

4.7 Objective Three: Methods that Enhance Youths' Effective Involvement in Peaceful Resolution of Conflicts in the Community.

Under this objective, two themes emerged that account for methods that enhance youths' effective involvement in peaceful resolution of conflicts as presented below:

- (a) Involvement through decision making in the community
- (b) Students' expected future participation in political activities

4.7.1 Involvement through Decision Making in the Community

In table 7 below, respondents were asked to state their level of involvement in decision making in the community as a method that enhances peaceful resolution of conflict.

Table 7: Showing Involvement through Decision Making in the Community

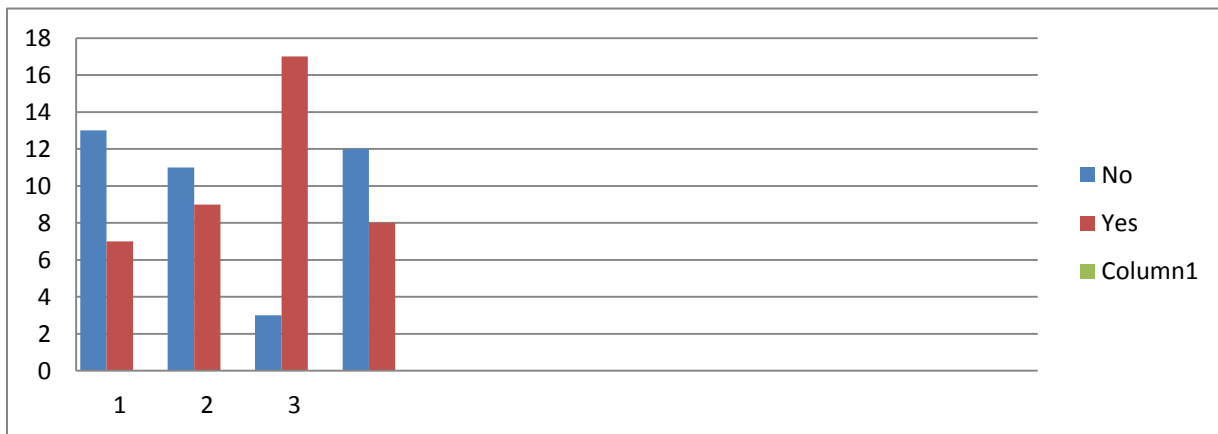
Variable		Frequency	Percentage
Valid	Not involved	28	56 %
	Fairly involved	15	30 %
	Involved	7	14%
	Total	50	100 %

Source: (Field Data 2018 Table 7 above shows that 56 percent of respondents were not involved in decision making, 30 percent were fairly involved while only 14 percent were involved in decision making.

4.7.2 Students’ expected future participation in political activities

In figure 4 below, respondents were asked to indicate whether they thought they would participate in the following four activities in future:

Figure 4: Showing Students’ Expected Future Participation in Political Activities



Category 1	Category 2	Category 3	Category 4
Help a party during an election campaign	Join a political party	Join a trade union	Stand as a candidate in a local election

As can be observed in figure 4 above, the highest number of respondents in category 3 was agreeable to join a trade union. This was followed by category 2 who would join a political

party. Category 4 would stand as candidate in local election and lastly category 1 would help a party during an election campaign.

4.8 QUALITATIVE ANALYSIS

4.8.1 Kalingalinga Focus Group Discussions

The Focus Group comprised twelve youths who are community members in Kalingalinga compound.

4.8.2 *Objective One: Effectiveness of Youth Civic Engagement as a Mechanism towards Peaceful Resolution of Conflicts in the Community;*

Under this objective, two key themes emerged that account for the effectiveness of youth civic engagement as a mechanism towards peaceful resolution of conflict as follows:

- (a) It gives a voice to the youth, and
- (b) It promotes participation

4.8.2.1 Giving a Voice to the Youth

The first respondent said that:

“The absence of civic engagement brings disengagement. This is demonstrated in high levels of crime and drug abuse because the youth are isolated and left out as such they get frustrated. In isolated cases, some youth gang up to terrorise innocent members in the community. The respondent made reference to the group gangs like ‘Fluffies’. On the other hand, if youths are involved, it gives them a voice to air their concerns and learn to solve matters through dialogue”.

The second respondent said:

“Effective youth engagement brings a louder voice thereby making those that are in leadership become aware of the challenges faced by the youth. Additionally youth civic engagement helps to resolve conflicts peacefully as no section of society is left behind.”

4.8.2.2 It Promotes Participation

One of the respondents said:

“Youth civic engagement would be a challenge if there is political polarisation. Currently the status quo is one need to belong to the party in power if they are to participate in the governance process. Economic opportunities are a preserve of the youths affiliated to the party in power. For example, presidential empowerment funds can only be accessed by PF cadres. The same is with the loans at Citizens’ Economic Empowerment Commission. (CEEC). Market places are allocated to PF cadres and bus stations are run by PF cadres. This makes those doing genuine business feel intimidated. These cadres impose illegal levies in market and trading places with impunity. Therefore, civic engagement across party lines would promote unity and allow all the youth to participate fairly and equally.”

4.8.3 Objective Two: Factors that Influence Effective Youth Civic Engagement in Zambian Communities.

Under this objective, three themes emerged that account for factors that influence youth civic engagement in Zambia as follows:

- (a) Education Levels
- (b) Jobs and Entrepreneurial Opportunities
- (c) Freedom of Expression

4.8.3.1 Education Levels

The first respondent said:

“First and foremost, education is key in ensuring that the youth participate fairly. This is because education will give the youth access to jobs and positions of influence in work places. Therefore the youth can have a voice in decision making and influence policies that promotes youth civic involvement. Secondly, education will help the youth to make informed decisions and choices in their lives which supports economic progression”.

4.8.3.2 Jobs and Entrepreneurial Opportunities

The other respondent said:

“Some of us are not educated to enter into formal employment but that does not mean we can’t work in informal sectors. Therefore, the government can come up with deliberate policies to create opportunities for the youth without tertiary education. For example, the youths along Alick Nkhata road who are doing carpentry work and metal fabrication are working hard but they lack financial capital. The banks need collateral for them to access loans. This means they cannot pay tax which is an important civic duty in the economy.”

She however, bemoaned lack of employment for the youth with tertiary education saying there are many graduates in the streets without employment.

4.8.3.3 Freedom of Assembly and Expression

Under this theme one of the respondent said:

“It has become very difficult in Zambia for the youth to assemble and express their views. There is too much political intolerance by political leaders and the police are denying people permits to hold demonstrations and if they go ahead without a permit, they are arrested.”

He said this is unfortunate and promotes anarchy because if people are not allowed to voice out, they resort to violence. He cited examples of UNZA students who are ever in conflict with the police and the incidents of civil society members who were arrested by police for holding a demonstration at parliament.

4.8.4 Objective *Three*: Methods that enhance youths’ effective involvement in peaceful resolution of conflicts in the community

Under this objective, two key themes emerged that account for methods that enhance youth effective involvement in peaceful resolution of conflict as follows:

- (a) Joining Community Organizations
- (b) Joining Political Parties

4.8.4.1 Joining Community Organisations

The first respondent under this theme observed that:

“There was too much crime in Kalingalinga compound in the wake of new group gangs who are terrorizing people’s homes at night”. The police may not be everywhere to combat crime. Therefore, the other method that can be used is for community members to join neighbourhood watch and collaborate efforts with the police. In this regard, the youth can play a key role in curbing crime”.

The other respondent said:

“Community groups can help in promoting the voice of the youth and working in isolation can bear no effect. If the youth can form community organisations, they can use them to approach political leaders such as the area Member of Parliament and the councillor. In the same vein, these groups can be used to mobilise resources needed in the community”.

4.8.4.2 Joining Political Parties

Another respondent observed that:

“Youth should be encouraged to join politics and belong to political parties of their choice without intimidations. Political parties must also accommodate the youth and give them platforms to express themselves. There is inadequate representation of youth in political parties and most representatives of youth in political parties are not youths but adults who do not represent the interest of the youth”.

4.9 Interview at NIPA and Operation Young Vote (OYV)

An interview was conducted with lecturers at NIPA and a governance expert at Operation Young Vote to solicit for an expert opinion on youth civic engagement in Zambia as a mechanism towards peaceful resolution of conflict in the community.

4.9.1 Objective One: Effectiveness of Youth Civic Engagement as a Mechanism towards Peaceful Resolution of Conflicts in the Community.

Under this objective, two key themes emerged that account for effectiveness of youth civic engagement as follows:

- (a) Inclusiveness
- (b) Political will

4.9.1.1 Inclusiveness

The respondent from NIPA submitted that;

“First and foremost the majority age groups of the Zambian population are the youth. But despite this fact many of the youths today are not active in civic activities. This has led to many of the conflicts obtaining in most Zambian communities.” This then simply translates to ineffective youth civic engagement,” he added.

“Most youths are disconnected and not involved in community and national activities such as decision making. In many government structures the youth are absent. If they have a representation, then probably they are represented by an older person. This person may not serve their interest because s/he is not a youth. This is mostly prevalent in political parties where youth chairmen are above 40 years of age”.

The respondent used Independence Day which falls on 24th October of every year as an example to stress his point.

“How many Zambian youths feel part and parcel of the independence celebrations? From the list of speeches read out on Independence Day, there is nothing that depicts the contributions of young people. There should be a way of honouring young people and recognizing them for sustaining the political independence in Zambia to make them feel part and parcel of the celebrations”.

4.9.1.2 Political will

On the other hand, the OYV official said:

“Majority of youths are only remembered during election time where they are used for wrong reasons such as tools of intimidation against those holding descending views. There are numerous activities that the Zambian youth can engage in. These include activities such as those related to the environment; human rights projects; activities related to underprivileged people or groups; political and civic awareness activities within the local community; campaigns to raise people’s awareness on health issues and activities related to improving facilities for the local community such as unblocking drainages or clearing uncollected garbage. Much can be achieved if political leaders take advantage of the enthusiasm and innovations of the youth and harness it to achieve development agendas and not to achieve their selfish political agendas. There is need for political will to include the youth in national affairs”.

4.9.2 Objective Two: Factors that Influence Effective Youth Civic Engagement in Zambian Communities.

Under this objective, two themes emerged that account for factors that can influence effective youth civic engagement as follows:

- (a) Employment and Entrepreneurial Opportunities
- (b) Inclusiveness

4.9.2.1 Employment and Entrepreneurial Opportunities

The NIPA lecturer submitted that:

“Opportunities both in formal and informal sectors should be made available to the youth. This is because the youth are the majority and therefore their contributions can be immense. For example, they can contribute more to national treasury through taxes. Currently, there are so many graduates on the street with potential, if employed or provided with business opportunities, they can mitigate some of the challenges that communities face thereby bringing peace among many dissidents”.

4.9.2.2 Inclusiveness

The OYV official submitted that:

“There should be inclusiveness in governance issues. As soon as election time is over the government and other stakeholders must create an enabling environment where the voice of the youth can be heard. Not every youth can be in leadership but should have a say in the governance process. The other factor is low education levels among the youth especially in the rural areas: Low education levels negate the capacity to engage in civic issues. The bible in Hosea 4:6 says “Where there is lack of knowledge people perish.” This challenge leads to less freedom of expression, which is a very critical factor to youth civic engagement”.

4.9.3 Objective Three: Methods that enhances youth’s effective involvement in peaceful resolution of conflicts in the community.

Under this objective, one prominent theme emerged that account for methods that enhance youths’ effective involvement in peaceful resolution of conflict in community as follows:

(a) Education

4.9.3.1 Education

The respondent from NIPA said:

“The key method for youth civic engagement is education. Therefore, the youth must avail themselves to what education offers them. The government and other stakeholders should educate the masses on civic issues such as governance by integrating civic education at all levels in school systems like they have done at primary and secondary levels”.

4.10 Summary

In this chapter, the findings were presented according to the study objectives. Presentation was done in two categories thus; data obtained through quantitative methods, followed by data obtained through qualitative methods. The following chapter will discuss the findings presented in details.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Overview

The previous chapter presented the research findings according to the research objectives. In this chapter, the research findings are discussed in details.

5.2 Objective One: Effectiveness of youth civic engagement as a mechanism towards peaceful resolution of conflicts in the community.

The findings presented under this objective revealed that there were high levels of youth involvement in civic activities with a frequency of 39 percent against 11 percent for those not involved. The types of activities constituting civic duties comprised; staying informed on political issues that impact on one's community, with the highest mean followed by voting, then joining others in raising social concerns through protests or picketing and lastly obeying the law as well as paying taxes. In relation to the participation in school-based civic activities, respondents indicated that voting for students' union representatives was the most preferred form of participation followed by taking part in decision making, then taking part in sports activities and lastly becoming a candidate for students' union with the lowest mean. From the results presented it can be observed that overall respondents were engaged in one form of civic engagement or the other. These findings defy the notion that respondents' core mandate in an institution is purely academic. It can therefore be observed that at each stage in the life of the youth, they can participate in one form of civic engagement or the other based on their interests. It may also be true to bet that the respondent's particular interest may be pursued further in their adulthood. For example, most students' union leaders end up in active politics later in life. Based on these findings we can see that most respondents despite school commitment still had interest and participated in the running of their institution.

With regard to civic activities in the community, most respondents preferred to join a youth organisation affiliated with a political party or union with the highest mean. This was followed by those who intended to join a voluntary grouping involved in helping the community followed by joining a human rights organisation and joining a group of young people campaigning for an

issue. In addition, others preferred joining an organisation collecting money for a social cause, joining a cultural organisation based on ethnicity respectively. Joining an environmental organisation was the least preferred activity with the lowest mean. These findings generally reveal that most respondents preferred to join a youth organisation affiliated with a political party as the most preferred form of community based activity. It would therefore appear that the youth are more passionate about politics. Nevertheless, other youths still indicated willingness to work with community organisations and voluntary groupings to help in the community. This may be a departure from the general perception that the youth have apathy towards civic responsibilities.

Furthermore, qualitative findings revealed that youth civic engagement gives a voice to the youths and promotes participation. One of the respondents interviewed indicated that the absence of civic engagement brought disengagement which is demonstrated in high levels of crime and drug abuse among the youths because they felt isolated and left out thus getting frustrated. In isolated cases, some youths gang up to form groups such as the ‘fluffy boys’ and terrorize innocent members of the community. On the other hand, if youths are involved, it gives them a voice to express their concerns and learn to solve matters through dialogue. The other respondent asserted that effective youth engagement brought a louder voice thereby making those that are in leadership become aware of the challenges faced by the youths. He further said that youth civic engagement helps to resolve conflicts peacefully as no section of society is left behind in the governance process.

Concerning promotion of participation, one of the respondents said that youth civic engagement would be a challenge amidst political polarization. He observed that at that time, the status quo was that one needed to belong to the political party in power if they were to participate in the governance process. He further said that economic opportunities were a preserve of the youths affiliated to the political party in power. For example, presidential empowerment funds can only be accessed by PF cadres. The same was with the loans at Citizens’ Economic Empowerment Commission (CEEC). He reported that market places were allocated to PF cadres, and that bus stations were run by PF cadres. He further said those doing genuine business were intimidated. “These cadres impose illegal levies in market and trading places with impunity,” he lamented. He concluded that civic engagement across party lines would promote unity and allow all the youths to participate fairly and equally.

A respondent from Operation Young Vote (OYV) and NIPA lecturers also indicated that youth civic engagement was more practical if there was inclusiveness. Their view resonated with respondents in focus group discussions who similarly agreed that curbing crime in the community required concerted efforts. They also agreed with other respondents that youth civic engagement might be an alternative if there is political will. This means that the youths must work together regardless of their political affiliation. From the responses provided, it can be seen that there were areas of agreements between the quantitative data and the qualitative data. Both indicate that youth civic engagement is more effective when the youths join community organisations, political parties and students' unions in schools as these provide them with a platform to express their concerns.

These findings are consistent with literature reviewed in MINDS (2016), where it was reviewed that in most of the countries included in the study, the youths had been a driving force in mobilising and demanding political change. Young voters have effectively changed political outcomes, as evidenced through elections in countries like Nigeria and Burkina Faso. The youth also demonstrated high degrees of pessimism across many of the countries included in the study. Although many young people were interested in public affairs, majorities in Tunisia, Kenya, Tanzania, Nigeria, Zambia and Malawi felt that their countries had been going in the “wrong direction” in recent years. Evaluations of this kind often gravitated towards social, economic, political and other factors. Nonetheless, sentiment of this kind carries both potential to motivate the youth to bring about the change they want to see in their own countries, and the risk of exacerbating political disillusionment and disengagement (MINDS, 2016).

5.3 Objective Two: Factors that influence effective youth civic engagement in Zambian communities

Data presented under this objective revealed that there were four factors that influence effective youth civic engagement and these comprised education levels, freedom of expression, employment opportunities and inclusiveness. Accordingly, inclusiveness in decision making was considered as the most preferred factor with the highest mean of 3.38. This is an indication that respondents preferred to be involved in decision making. Second on the ranking were education levels with a mean of 3.75. As observed in literature review, education gives people the ability and confidence to express themselves. This is because they speak from an informed point of

view. Similarly, people would want to listen to you when they discover you are more educated compared to them. In the same vein, education helps people make informed choices that can improve their livelihood. Employment and business opportunities on the other hand were third in ranking with a mean of 3.7. The significance of employment, whether formal or informal, was seen as key in the economic management of a country. This is because it gives people access to finances and other resources that are a means of livelihood. If the young have jobs, they can contribute positively to the economy by paying taxes and support their families. The least in the ranking was freedom of expression. This factor empowers people with platforms to engage their audiences and express their concerns. Freedom of expression is a fundamental right and is an important element in a democratic dispensation.

The qualitative data revealed similar findings as those in quantitative data. The major findings that emerged as factors influencing effective youth civic engagement comprised education levels, jobs and entrepreneurial opportunities and freedom of expression. It was established that education is a key element because it provides people with knowledge and life skills thereby providing them with formal and informal employment opportunities. Additionally, respondents said education gives a voice to the youth as they can have access to positions of influence in government and political parties. At the same time, educated people make decisions and choices that can help shape their lives positively and it gives them capacity to cope with economic shocks. Similarly, employment and business opportunities can be discussed in relation to education levels. However, the respondents felt that it is partly the responsibility of government to create opportunities for employment as well as to create an environment conducive for business. Therefore, employment and business opportunities stood out as factors that influence youth civic engagement. When they are made available, the youths can contribute immensely to the national treasury through tax remittances but also the government can benefit more from the enthusiasm, innovations as well as the vigour of the youths.

Freedom of expression was another critical factor that influences civic engagement. The respondents observed that the political space was narrowing in Zambia as the government had become more intolerant to the opposition political party members and members of the Civil Society Organizations (CSOs). It was observed that the police denied opposition political parties, civil society organisations and other members of the public permits to assemble and hold

demonstrations. This is unfortunate because this is the core mechanism that people can use to express their grievances. Therefore, if they were denied permits, then they would resort to violence and threaten public security. Respondents gave an example of UNZA students who are ever in conflict with the state police over holding demonstration. Another example of political intolerance was the arrest and detention of members of CSOs who went to demonstrate at parliament.

The information provided above was reinforced by one of the respondents during the interview at NIPA and OYV who while commenting on education levels observed that education was key in ensuring that the youth participated in civic matters competently. This is because it gives the youth access to jobs and positions of influence in society. He established that the youths could have a voice in decision making and influence policies that promote youth civic engagement. Additionally, education helps the youth to make informed decisions and choices in life which supports economic progress. The other respondent said that some of them were not educated to have access to formal employment but that did not mean they couldn't work in informal sectors. She suggested that that government could come up with deliberate policies to create opportunities for the youth who had no tertiary education. She gave an example of the youth along Alick Nkhata road who were doing carpentry work and metal fabrication and supposed that most of them were working hard but they lacked capital. She observed that the banks needed collateral for them to access loans. This meant that the youth without such collateral could not have access to start-up capital for small enterprises. She, however, bemoaned lack of employment for the youth with tertiary education holding that there were too many graduates without employment in the streets.

Another respondent commenting on freedom of expression indicated that it had become very difficult in Zambia for the youth to assemble and express their views. He said there was too much political intolerance by political leaders. The police denied people permits to demonstrate and if they went ahead without a permit, they would be arrested. He said that was unfortunate and promoted anarchy because if people were not allowed to voice out, they resorted to violence. He cited examples of UNZA students who are ever in conflict with the police. Another example given was the arrest of civil society members who went to demonstrate at parliament. The other one expressed concerns on inclusiveness saying that the youth were only remembered during

election time and as soon as elections are over, they were forgotten. He suggested that in the post- election period, leaders had to ensure that there were platforms for the youth to contribute in the leadership. He observed that it would not be possible to incorporate all the youths in the government but they should have representatives to speak on their behalf. He further observed that low education levels negated the capacity to engage in civic matters. Quoting the bible in Hosea 4:6 which says, “Where there is lack of knowledge people perish”, the respondent emphasised the importance of education in civic engagement. He observed that this situation might lead to less freedom of expression which is a critical element in youth civic engagement.

5.4 Objective Three: Methods that can be used to enhance youth civic involvement in peaceful resolution of conflicts in the community

Data presented under this objective revealed two key methods that account for effective involvement in peaceful resolution of conflict and they comprised; Involvement through decision-making and students’ expected future participation in politics. Accordingly, the majority of respondents indicated that they were not involved in decision making with the highest percentage of 56 followed by those who were fairly involved with 30 percent while those involved were the least with 14 percent. It can therefore be seen that most respondents were not involved in decision making in the community. This demonstrates why the youth are left out. Therefore, the danger of disengagement is that programmes and actions undertaken by leaders lack the support of the majority. Given the fact that the youth constitute the majority of citizens, they have the capacity to frustrate the development process if they are not engaged. On the other hand, respondents willing to participate in future political activities mostly preferred to join trade unions with the highest ranking, seconded by those who wished to join political parties and on the third position, were those who wanted to stand as a candidate in local elections and lastly those who preferred to just help a political party during an election campaign. From the overall findings, most of the respondents were willing to participate in one form of political activity or the other.

From the above findings it is evident that the respondents were willing to participate in any one form of political activity at any given time either by voting, standing as a candidate or just helping a candidate contesting an election. Based on these findings it may be true to conclude that political interest can be developed from early years in life, for example, from school.

Additionally, it may be true to deduce that depending on the setting or environment in which one finds him/herself or herself, it is possible to be influenced to engage or disengage in civic duties. From the standpoint of these respondents, the influence might be a college setting. However, future political intentions may be subject to positive or negative influence depending on the external influence and their future environment.

The qualitative data revealed two key findings which comprised joining community organisations and joining political parties. On joining a community organisation a respondent submitted that there was too much crime in Kalingalinga compound in the wake of new gangs who are terrorising people's homes at night. She observed that the police might not be everywhere to combat crime. Therefore, the other method that could be used is for community members to join Neighbourhood Watch groups and collaborate with the Police. In this regard, the youth can play a key role in curbing crime. Another respondent observed that community grouping could help in promoting the voice of the youth. She said working in isolation could bear no effect. If the youths could form community organisations, they could use these organisations to approach political leaders, for example, area member of parliament and the councillor. In the same vein, these groups could be used to mobilise resources needed in the community. On the other hand a respondent from NIPA said that the key method for youth civic engagement is education. He asserted that the youth must avail themselves to opportunities available in education. The government and other stakeholders should educate the masses on civic issues such as governance by integrating civic education at all levels in school systems as they had done at primary and secondary levels.

The above findings are in line with those in qualitative data in the first objective where respondents indicated the need to join community groupings. This is so because working as a community helps create confidence in the political leadership and also helps in building capacity through leadership roles. If youths work in community groupings, their concerns will be heard by community representatives. This may consequently lead to other opportunities like exposition to leadership and also be an entry point into political leadership as they expose their leadership traits.

Further, findings indicate that the youth need freedom of expression. At the time, the youth felt the political space was narrowing and therefore they felt intimidated to participate. Inclusiveness

was deemed to have influence on the youth engagements as well. These submissions resonate with Flanagan and Levine (2011) who conducted a research on the promotion of youth civic engagement in America and established the following causes for engagement and disengagement of the youth in civic activities. Children and teens that have opportunities for involvement in extracurricular activities and community institutions are more likely to vote and participate in other forms of civic engagement as young adults. On the other hand findings from the Focus Group Discussion present a need for government and other stakeholders' intervention in youth affairs. Majority of the youths wanted to participate in community harmonisation but most are incapacitated. From what was submitted, only those who have political ties seem to have access to incentives to civic engagement in the community.

The methods suggested in the interviews at NIPA and OYV are in conformity with Nussbaum's (2011) Capabilities Approach in literature review. From a Capabilities Approach, youth civic engagement is thus concerned with working to create a world where capabilities are accessible to all individuals. Although the Capabilities Approach is often described in terms of individual abilities, developing capabilities is inherently a communal task because the capabilities for one person are only fully realised when all people have access to those capabilities. Despite the developmental nature of this approach, it has been highly influential in political philosophy and developmental economics (Levine and Higgins-D'Alessandro, 2010). Applying this approach to the greater good to this study's conceptualisation of youth civic engagement in Zambia provides one avenue through which a contextually responsive understanding of the greater good can be developed in conjunction with concern for social justice brought about by the respondents.

5.5 Summary

This chapter has discussed the findings that were presented in chapter four of the study. The discussions were conducted in line with the three objectives of the study. The following chapter will present the conclusion and recommendations of this study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion and recommendations of the study. The suggestions for future study are also provided.

6.2 Conclusion

This study has established that civic engagement is a broad concept that can be discussed from different facets depending on the premise of study. From the stand point of this study, civic engagement can be understood as the process of youth been actively involved and contributing to the positive development of their own lives and that of their communities. Youth civic engagement on the other hand describes how an active youth participates in the life of community in order to improve their conditions of life, that of others or help shape the community's future. Furthermore, when considering youth civic engagement, importance is given to creating opportunities for young people to develop a sense of competence, purpose and empowerment.

Youth civic engagement is linked to a variety of beneficial outcomes at both the individual and community levels. These outcomes include higher self-esteem, a greater sense of community ethos, greater community pride and lower crime rates. Therefore if youth are engaged through employment opportunities, both formal and informal, as well as freedom of expression by joining unions and political parties they can contribute significantly to their communities. It is also expected that the active participation of young people in community would foster a sense of patriotism and responsibility among the youth thereby promoting lasting peace and sustained development. Generally, the study established that youth civic engagement is an effective mechanism towards peaceful resolution of conflict in the community.

6.3 Recommendations

- 1) All agents of socialization (schools, colleges, universities and churches) for example, must take part in educating the youth on the importance of youth civic engagement as a mechanism towards peaceful resolution of conflicts in the community. This must be done from primary to tertiary schools so that the youth understand the value of youth civic engagement from a tender age.
- 2) Policy makers must re-define the role of the youth both in creating peaceful environment as well as in fostering peaceful resolution of conflicts. To this end, the youth must be integrated in positions of influence both in political parties and government. Politicians therefore must not discriminate the youth based on their political affiliations.
- 3) There should be deliberate policies by the government to create opportunities for education and employment both in formal and informal sectors in order to empower the youth.

6.4 Recommendation for Future Research

Future studies would benefit from the current proliferation in the area of study as well as demographic profiles recorded. However, it is recommended that future studies undertake to profile participation levels particularly in influential positions in order to establish with clarity the percentages of youth civic engagement.

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Appendices

Appendix 1: Scheduled Interview Guide – NIPA Lecturers

Dear respondent

I am a student at the University of Zambia conducting a research on “EXPLORING YOUTH CIVIC ENGAGEMENT IN ZAMBIA:A MECHANISM TOWARDS PEACEFUL RESOLUTION OF CONFLICT IN THE COMMUNITY.”

You have been purposely selected to be part of the study and are required to give sincere responses that will reflect a true picture of the status of affaires in your organisation. I would be happy if you could help me answer the questions. Thanking you in advance.

Interview Date: _____

Respondent’s Title: _____

1. Are Zambian youths engaged in civic matters? Support the response.
2. Are students at NIPA engaged in the school affairs and civic matters in general?
3. What are the issues believed to be causes of conflict in Zambian communities and are a source of tension in the community?
4. What factors influence youths’ effective civic engagement in Zambian communities?
5. Are there any challenges that the youth face in participating in peaceful resolution of conflict in the community using civic engagement?
6. What methods can be used to ensure youth are effectively involved in peaceful resolution in the community?

Thank you for your time and participation!

Appendix 2: Scheduled Interview Guide – Executive Director (Operation Young Vote)

Dear respondent

I am a student at the University of Zambia conducting a research on “EXPLORING YOUTH CIVIC ENGAGEMENT IN ZAMBIA: A MECHANISM TOWARDS PEACEFUL RESOLUTION OF CONFLICT IN THE COMMUNITY.”

You have been purposely selected to be part of the study and are required to give sincere responses that will reflect a true picture of the status of affairs in your organization. I would be happy if you could help me answer the questions. Thanking you in advance.

Interview Date: _____

Respondent’s Title: _____

1. As a Civil Society Organisation how do you understand “peaceful resolution of conflict”?
2. Are Zambian youths engaged in civic matters in their communities? Support the response.
3. What are your perceptions over the opportunities available to youths in their communities?
4. What are the issues believed to be causes of conflict in Zambian communities and are a source of tension in the community?
5. What factors influence youths’ effective civic engagement in Zambian communities?
6. Are there any challenges that the youth face in participating in peaceful resolution in the community using civic engagement?
7. What methods can be used to ensure youth are effectively involved in peaceful resolution of conflict in the community?

Thank you for your time and participation!

Appendix 3 – Focus Group Discussion Guide (Kalingalinga Township)

Dear respondent

I am a student at the University of Zambia conducting a research on “EXPLORING YOUTH CIVIC ENGAGEMENT IN ZAMBIA: A MECHANISM TOWARDS PEACEFUL RESOLUTION OF CONFLICT IN THE COMMUNITY.”

You have been purposely selected to be part of the study and are required to give sincere responses that will reflect a true picture of the status of affairs in your community. I would be happy if you could help me answer the questions. Thanking you in advance.

Number of Participants:.....

Youth civic engagement and Peaceful resolution in the community

1. What does youth civic engagement mean to you?
2. Are Zambian youths engaged in civic matters in their communities? Support your response.
3. How do you understand “peaceful resolution”?
4. Do you think that youth civic engagement and peaceful resolution have any relationship? If there is, how then are they related?

Factors to youths’ effective civic engagement in Zambian communities

5. What factors do you think can enhance effective youth civic engagement in Zambian communities?

Methods to ensure effective youth involvement in peaceful resolution in the community

6. Do conflicts exist in your community?
7. If conflict exists in your community, how are they resolved?
8. How can we ensure effective youth involvement in peaceful resolution in the community?

Thank you very much for your time and participation!

Appendix 4: Questionnaire

Dear respondent

I am a student at the University of Zambia conducting a research on “EXPLORING YOUTH CIVIC ENGAGEMENT IN ZAMBIA: A MECHANISM TOWARDS PEACEFUL RESOLUTION OF CONFLICT IN THE COMMUNITY.”

You have been randomly selected to be part of the study and are required to give sincere responses that will reflect a true picture of the status of affairs in your organisation. I would be happy if you could help me answer the questions. Thanking you in advance.

INSTRUCTIONS

Please tick as many favorable responses as deemed correct.

For Questions with Statements: Place a Tick in the box that best represents your response

SECTION A – Personal Information

1. What is your gender?

Male Female

2. How old are you?

Below 21 yrs 21 - 26 yrs 26 - 30 yrs 30 - 36 yrs Above 36 yrs

3. What is your area of residence?

Boarding Home

4. Which region/province do you live in:

Lusaka Copperbelt Luapula Eastern Southern

Western Central Northern North Western Muchinga

SECTION B – Youth civic engagement and Peaceful resolution of conflict in the community

5. Please indicate activities constituting civic responsibilities or duties by placing an **X** against the activity.

Activities	Mark
Voting	
Staying informed on political issues that impact my community	
Obeying the law and paying tax	
Joining others in raising social concerns through protests or picketing	

6. Have you ever participated in any civic duties?

Yes No

7. Please indicate whether you have done any of the following at school by placing an **X** against the activity.

Activity	Mark
Voting for a student's union	
Taking part in decision-making	
Taking part in sports activities	
Becoming a candidate for students union	

8. Please indicate any group, club, or organization you have ever been involved in by placing an **X** against it.

Valid	Mark
A youth organization affiliated with a political party or union	
An environmental organization	
A human rights organization	
A voluntary group doing something to help the community	

An organization collecting money for a social cause	
A cultural organization based on ethnicity	
A group of young people campaigning for an issue	

SECTION C: Factors that influence youth’s effective civic engagement in the community

1 - Strongly Disagree	2 – Disagree	3 - Neutral	4 – Agree	5 - Strongly Agree
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Using the scale above please tick the number that best reflects the extent to which, in general you agree with the statements below

Statement	1	2	3	4	5
Education level influences youth’s effective engagement in Zambian communities					
Freedom of Expression influences youth’s effective engagement in Zambian communities					
Employment and Business opportunities influences youth’s effective engagement in Zambian communities					
Inclusiveness influences youth’s effective engagement in Zambian communities					

Statement	1	2	3	4	5
Litigation is used to resolve conflict in my community					
Mediation is used to resolve conflict in my community					
Negotiation is used to resolve conflict in my community					

9. From 1 to 4 kindly rank the causes of conflict in communities in the table below

Cause	Rank
Community Differences	
Political Differences	
Religious Differences	
Economic Disparities	

10. From 1 to 4 kindly rank the effects of conflict in communities in the table below

Effect	Rank
Lack of development	
Physical violence, injuries and death	
Lack of social cohesion	
Lack of youth civic engagement	

11. To what extent do you get involved in decision making in your community be it in political or socio-economic programs?

Not involved Fairly involved To a great extent

1 - Never	2 - Hardly ever	3 - Neutral	4 - Almost daily	5 - Daily
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12. Using the scale above please tick the number that best reflects the extent to which, in general you agree with the statements below

Statement	1	2	3	4	5
I talk with parents or friends about political or social issues					
I talk with parents or friends about what is happening in the country					

1 - would certainly do this	2 - would probably do this	3 - would probably not do this	4 - would certainly not do this
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13. Using the scale above please indicate whether you would take part in any of six forms of legal protest in the future in the box below

Expected Participation	1	2	3	4	5
Writing a letter to a newspaper					
Wearing a badge or t-shirt expressing your opinion					
Taking part in a peaceful march or rally					
Collecting signatures for a petition					

Choosing not to buy certain products					
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14. Please state 'Yes' or 'No' whether you would do the following four things after finishing school

Statement	Yes	No
Help a party during an election campaign		
Join a political party		
Join a trade union		
Stand as a candidate in a local election		

SECTION D – Methods that can enhance youth’s effective involvement

15. In the space provided below please list the determine methods that can enhance youth’s effective involvement in peaceful resolution of conflicts in the community

.....

.....

.....

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Thank you very much for your cooperation!