



**THE ROLE OF YOUTH NETWORKS IN PEACE AND CONFLICT
RESOLUTION: A CASE STUDY OF BAULENI COMPOUND IN LUSAKA.**

By

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Declaration

I, Pryd Chibuye Chitah, declare that the content of this thesis is my original work, certify that any material previously published or written by another person is duly acknowledged, and that, this thesis has never been submitted to any university or other institution of higher learning for award of any academic qualification.

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Approval

This thesis of Pryd Chibuye Chitah titled *The role of Youth networks in peace and conflict Resolution: A Case Study of Bauleni Compound* has been approved as fulfilling the requirements for the award of Master of Science Degree in Peace, Leadership and Conflict Resolution by the University of Zambia and the Zimbabwe Open University.

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Abstract

The study examined the role of Youth networks in peace and conflict resolution processes in Zambia using a case study of Bauleni compound. It also provides insights and illustrations of unique and unexploited potential of the Youth networks, relevant in the application of peace and conflict resolution processes in Zambia.

The study was qualitative in nature and employed the non-probability sampling design (purposive) that delved on drawing inferences about the larger youth population based on the findings of the sampled three categories: Youth networks; key informants; and Focus Group Discussions (FGDs) comprising youths. A total of fifty respondents were interviewed using interview guides across the three categories; eight from Youth networks operating in Bauleni; twelve key informants; and forty youths categorised in five FGDs. Key informants comprised teachers, community leaders, political party representatives, local businessmen and church leaders while FGDs comprised groups of youths between 18-25 years drawn from the community learning centre, church group and arts empowerment centre.

Findings show that Bauleni has a significant number of Youth networks in comparison to what respondents were able to identify across both Lusaka and Bauleni itself. There is also strong evidence that the fundamental roles undertaken by the Youth networks stretch from fostering good citizenship, enhancing youths self-worth and human rights knowledge, personal development through arts to skills building and provision of media platforms for raising youth voices.

The study concludes that although a number of Youth networks were engaged in peace and conflict resolution processes, there is very limited engagement with key decision makers at both sub-national and national level. This is further exacerbated by inadequate resources and marginalisation and segregation by local level opinion shapers and elected representatives. The study recommends that youth programmes should embrace intentional and multi-faceted peace education programmes as a strategy to ensure sustainable peace. Further, youth programmes should integrate economic, socio-political and human rights approaches in order to effectively empower youths and ensure their effective contribution to peace and conflict processes.

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I solely take responsibility for this content and acknowledge that there exists credible scope for its improvement.

Pryd Chibuye Chitah

Lusaka, 2017.

Dedication

This thesis is dedicated to the memory of my loving parents: my father Gilbert Chilufya Chitah and mother Olive Mwape Musonda Chitah for their unshakable belief in my abilities; brothers Lowe; Noble; Baldwin and sister Caroline for their perpetual sense of care and counsel. Despite their physical absence from this realm, the reminiscence of their enduring desire for knowledge and self-improvement kept me going throughout this thesis.

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Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
BUSA	Bauleni United Sports Academy
CSO	Central Statistical Office
CSO	Civil Society Organisation
DREAMS	Determined Resilient Empowered AIDS Free Mentored Safe
FBO	Faith Based Organisation
FGD	Focus Group Discussion
GBV	Gender Based Violence
NGO	Non-Governmental Organization
NSA	Non-State Actor
SADC	Southern African Development Community
SDA	Seventh Day Adventist
SWAZ	Social Workers Association of Zambia
UCZ	United Church of Zambia
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
YALI	Young African Leaders Initiative
ZCCP	Zambia Centre for Communication Programmes

Chapter One

Problem and Research Agenda

1.0 Introduction

There is a wide array of literature on the role of young people in conflict situations in Africa, particularly when it comes to perpetrating violence. Most of the literature portray youths as agents of conflict rather than as agents of peace. In view of the fact that about 65% of the population on the African continent consists of young people, it is becoming increasingly important that, rather than seeing young people as agents of conflict and destruction, they are seen as agents of peace, intercultural and inter-religious dialogue and advocates for social cohesion in their communities.

To date, there is limited literature available that pays particular attention to the role of youths as peace builders. A study by the United Nations Development Programme (UNDP) Bureau for Crisis Prevention and Recovery (2005:9) reveals that there is an automatic tendency to problematize youth as a factor in violent conflict while overlooking their many positive contributions to a society, including their potential role in sustaining the social fabric and peace, as well as their survival in impossible environments.

The United Nations General Assembly Resolution 64/134 focuses on three aspects of youth participation in development processes: creating awareness about development amongst youths; mobilising and engaging youths in development processes and connecting and building bridges to increase intercultural understanding amongst youths. The human rights approach to development acknowledges that youths have the right to participation, including those under the age of 18 years in accordance with the provisions outlined in the Convention on the rights of the Child 1989, Article 2.

Fostering social cohesion and trust through an inclusive and participatory peacebuilding process during and after conflict is a challenging but necessary task. Many stakeholders remain on the margins of decision making when issues of peace and conflict resolution are brought up in many settings. In particular the potential contribution and inclusion of youth voices to effective peace

building and conflict resolution continues to receive little attention and support by most governments. There is enough evidence that suggest that young people's leadership and roles in preventing and resolving conflict, violence and extremism are rich resources essential to achieving sustainable peace. Youths have been known to be valuable innovators and agents of change and their contributions should be actively supported, solicited and regarded as essential to building peaceful communities and supporting democratic governance and transition. The participation of youths in peace building promotes civic engagement and active citizenship. However, experiences across countries seem to indicate strongly that there very little engagement of youths on matters of peacebuilding and conflict resolution. In view of this, very little appears to be known by stakeholders around the role of youths in peacebuilding.

1.1 Background to the study

Zambia is a youthful country, with approximately 74 percent of its 14 million people under the age of 30 years (Youth Map Zambia Assessment Report, 2014). The country has not experienced any armed conflict but endures conflicts and violence of different types, and particularly those related to elections and political allegiance, access to resources, land administration and gender. Other conflicts experienced in Zambia are latent and disguised such as rivalries between villages or neighbourhoods, public dissatisfaction over public service provision and disputes over land use. Sustained exposure to conflict experiences compromises the humanity of youths, and in most cases, subject them to physical and emotional grief. The rationale of giving strategic and programmatic focus to youths in the peacebuilding efforts therefore lies in the obvious necessity to protect their rights, give them justice, and provide them with the support they need in terms of psycho-social, economic recovery and general well-being.

Youth overlaps with, but is distinct from adolescence as it extends into adulthood. A conventional definition of youth encapsulated by the United Nations (UN) and United Nations Children's Fund (UNICEF) in particular asserts that a youth is a male or female person falling within the age category of 15-24 years. The 2015 National Youth Policy (Zambia) defines a youth as a male or female person aged between 15 and 35 years, in tandem with the African Youth Charter adopted in 2006. A number of Youth Networks exist in Lusaka, but their specific role in the area of peace and conflict remains unclear to most stakeholders. From the outset, it

must be noted that the Youth Networks maybe formal or informal. Some of the formal Youth Networks active in Lusaka include Africa Directions, Young Men's Christian Association, Youth Alive Zambia, Young Women in Action, Young African Leaders Initiative, Youth groups of political parties, Media Network on Child Rights and Development and Restless Development. The informal Youth Networks include youth action groups within churches, schools and market places as well as sporting groups within compounds.

Sports provides an indisputable popular leisure activity among youths in Zambia. For example, prior to the 2011 elections, UNDP supported the capacity development of national institutions including civil society organizations to strengthen a political process aimed specifically at young people. A project was conceived and implemented to enhance young people's participation in democratic and electoral processes through sports and in support of the electoral process in Zambia. These activities enabled young people to become familiar with the issues at stake and their civic responsibilities. With Support from UNDP, 148 coaches, young leaders and volunteers from selected youth groups, women NGOs, and sports organizations conducted voter and general civic education in their communities using sports-related activities as an integral part of the peace education process. The volunteers were taught how to encourage other young people to stay away from violence. This provided youths with the tools to improve their participation in democracy, governance and peaceful elections in Zambia. In the long run, these volunteers can be mobilised to provide community dwellers with information and skills to promote peaceful participation in governance.

Societal discrimination in Zambia remains a serious obstacle to women's rights. Women still enjoy less than 30 percent and much less that the SADC 50% gender benchmark requirement in terms of representation in key decision making positions. Generally, women are denied full economic participation, and rural, poor women often require male consent to obtain credit. Discrimination against women is especially prevalent in customary courts, where they are considered subordinate with respect to property, inheritance, and marriage. Rape, while illegal and punishable with up to life in prison with hard labour, is widespread, and the law is not adequately enforced. Domestic abuse is common, and traditional norms inhibit many women from reporting assaults.

Further, Zambian youths have been used mainly for political expediency as agents of mayhem and violence on perceived rivals or opposition political parties. Article 17 of the African Youth Charter elaborates on the role of youth in promoting peace and non-violence and the role of state parties to strengthen the capacity of young people and youth organizations through promotion of intercultural, inter-religious learning, civic education, human rights education, promotion of democracy and mutual respect for cultural, ethnic and religious diversity. Youth Networks play an important role in peace and conflict resolution processes and need to be given space to communicate their perspectives and feed into local and national platforms driving peace-making efforts. As Shipler (2006) notes, conflict is a normal and widespread phenomenon and, if managed properly through effective communication, it can help bring about lasting and positive change.

This research explores the role of Youth Networks, with Bauleni Compound as a case study, in peace and conflict resolution in Lusaka. It seeks to identify and examine the various roles and interventions that the Youth Networks apply in addressing issues of peace and conflict resolution processes.

1.2 Problem Statement

There is little documented information on the role played by Youth Networks in spheres of peacebuilding and conflict resolution in Zambia. Further, the legal framework supporting youth programmes and interventions does not clearly address how youths in Zambia can be positive instruments in peacebuilding and conflict resolution processes. Youths are generally considered a problem to peace and therefore marginalised in decision making and conflict resolution processes. This case study endeavours to explore the possible roles that Youth Networks perform to contribute positively to peace and conflict resolution, by making specific reference to Bauleni compound in Lusaka, Zambia.

1.3 Purpose of the Research

This research study explores and identifies the roles that youth networks play in peace and conflict resolution and also provides some illustrations of their unique and untapped potential. In most societies, there is a typical perception that projects youths as a menace. The study will also unlock any innovative ideas that youths work with to promote peace and resolve conflicts.

1.4 Research Objectives

The objectives of this research include:

- To identify the key Youth Networks working to promote peace and resolve conflicts in Lusaka, and in particular Bauleni compound;
- To investigate the most common forms of conflict in Bauleni compound;
- To ascertain the role played by the Youth Networks in promoting peace and conflict resolution in Bauleni compound;
- To establish what types of local level innovations and interventions were undertaken by Youth Networks in addressing peace and conflict issues in Bauleni compound.

1.5 Research Questions

The four research questions that were explored in order to accomplish the research study objectives were as follows:

- What are the key formal and Informal Networks that are working in the area of peace and conflict in Lusaka and in particular in Bauleni compound?
- What are the forms and prevalence of conflict in Bauleni compound?
- What is the role played by the Youth Networks in promoting peace and conflict resolution in Bauleni compound?
- Within the last five years, what types of local level innovations and interventions were undertaken by Youth Networks in addressing peace and conflict issues in Bauleni compound?

1.6 Theoretical Framework of the Research

This research study was premised on the application of non-violent peacebuilding and conflict transformation approaches, with specific reference to Yvonne Kemper's Model of Youth Programming in Conflict to peace transitions (Kemper,2005) as well as the Flower Petal peace education model (Toh,2004). The concepts ingrained in these approaches were very relevant for understanding the link between underlying assumptions and dynamics in the environment to how youths responded and contributed to peace building and conflict resolution processes. Salomon (2002) states that peace education initiatives take different forms because of the wide variety of conflicts that affect humanity. He asserts that each form of conflict calls for a specific peace education strategy to resolve it. According to Salomon, peace education in intense conflicts calls for demystification of enemy images and consequently compels conflicting parties to withdraw or desist from their rivalry.

On the other hand, peace education in areas free from collective physical violence focused more on teaching oppression within society, the causes of gender, domestic and civil violence and to develop a respect for global issues, environmental sustainability and the power of non-violence. Peace activists use community education to alert people about the pitfalls of violence while Non-Governmental Organisations (NGO's) use public relation techniques, guest speakers, press releases, media interviews, sports days and activities and newsletters to stir awareness about non-violence solutions to peace and conflict. Churches and other Faith Based Organisations (FBOs) promote non-violent behaviour through their sermons, publications on biblical messages and other activities targeting the youths.

In order to improve human relations across all walks of life, youths have a pivotal role to play. They require to be socialized to spur peace and conflict resolution processes now and in the future, in order to attain sustainable peace. The kind of knowledge and experience received by youths exerts a huge influence on the visualization of a peaceful world society in the future. Dewey (1900) notes that when schools introduce and train each child into membership within

their small communities, saturating them with the spirit of service and providing them with instruments of effective self-direction, society shall be worthy, lovely and harmonious.

Kemper's model of youth programming provides a holistic approach integrating rights based, economic and socio-political approaches. The rights based approach is based on the UN Convention of the Rights of the Child which has so far confined the work of international organisations regarding youths under 18 years. The approach is heavily skewed towards prevention of conflict, advocacy for peace processes and strengthening of community responsibility in safeguarding peace. The economic approach views youths as decision makers in the market place, who respond to supply and demand in pursuit of their interests. The approach is most effective in the short term because it can deliver immediate results to young beneficiaries and lure them away from conflicts. It is as a result of the economic approach that youths get used for selfish reasons by politicians in times of election campaigns to advance violence and scare away political opponents. The socio-political approach regards youth's self-perception and their relationship to CSOs as crucial for peace building processes. It also fosters long term reconciliation by countering the marginalization of young people through their integration into social structures. The approach also best accounts for youths gender related identity because it is based on their participation.

The second model is the Flower-Petal peace education model (Toh, 2004). This model provides relevant context for understanding the behaviour of youths and how they respond to peace processes and resolution of conflicts. Much as it is a peace education model, its themes provide a stepping stone for inculcating a culture of sustainable peace to youths, both formally through the school system and informally through various socialization modes in the communities.

Figure 1: The Flower Petal Model (Adapted from Toh, 2004)

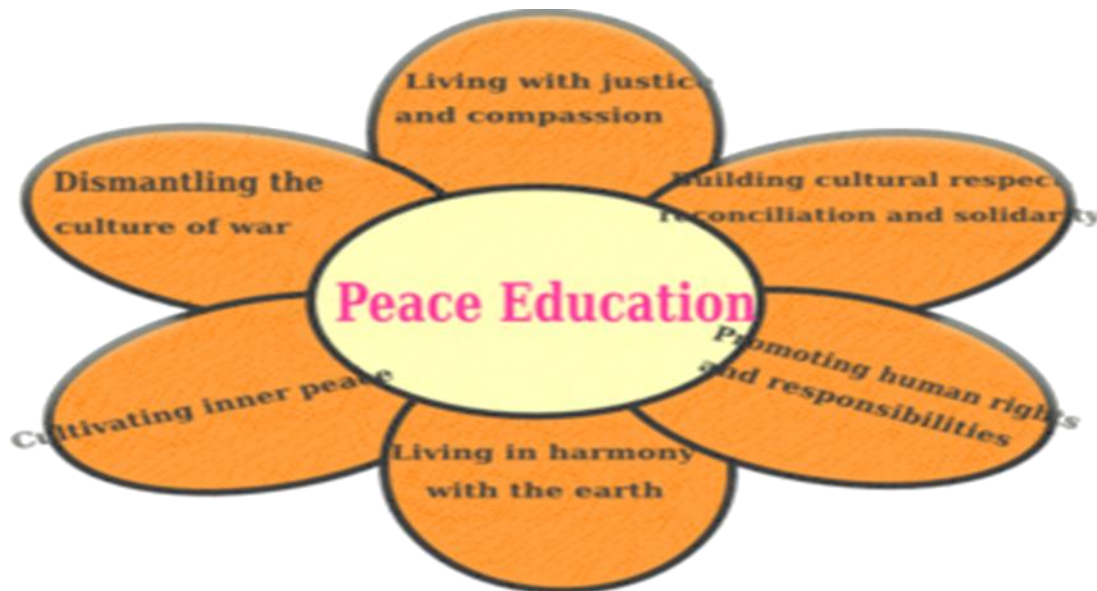


Figure 1.0 above shows that the Flower Petal Model has six categories of themes on which learning is centred. These learning categories should not be looked at in isolation but as a holistic vision of peace.

- **Dismantling a culture of war (or violence):** According to Toh (2004) this category is concerned mitigating all support for the war system including competitive games, gender oppression, defence spending and security systems. Youths can pick up these issues and encourage a moral commitment to non-violence making them champions of lobby and advocacy in order to promote peace and resolution of conflicts.
- **Environmental Peace:** This category entails raising awareness about the need for global stewardship in natural resources management, effects of environmental degradation and consequences on peace. Youths can raise voices on these issues because these compromise the quality of life and peace in many countries.
- **Education for Justice and Compassion:** This aspect of the model delves on the consequences of profit driven development encompassing such things as global markets,

capitalism, poverty and gross inequities. If there is inequity in access to markets and if this is heavily skewed to favour developed nations, vulnerable states struggle to access markets limiting wealth creation, and impacting negatively on job creation. If youths understand these issues and how they affect development and peace, they would engage both state and non-state actors and flag these issues as part of their advocacy agenda, pushing for fair trade and competition and equity in business dealings.

- **Human Rights Education:** All students must be aware of their civil, political, economic, cultural and religious rights amongst others and assess the nature of violations of these inalienable rights. In this vein, it is important that Youths understand and appreciate their rights so that they are not taken advantage of and therefore avoid unnecessary confrontation. The realization that rights were infringed wilfully without ones realisation can also raise conflict.
- **Intercultural Solidarity:** This aspect is concerned with interactions between differing groups and cultural norms, and national and international institutions that perpetuate oppression. Youths need to understand the need for tolerance of various cultures and institutions in order to maintain peace.
- **Inner Peace:** This petal delves on allowing youths to evaluate their own physical emotional, and spiritual states as well as the interplay between micro and macro conflicts. The application of this thinking allows youths to manage their emotions, including their anger, sadness, and it enables them use non-violent communication and effectively apply outlets for self-expression. This disposition depicts skills for managing peace and conflict resolution.

1.7 Operational definition of terms used

Peacebuilding: Peacebuilding is used here as defined by Lederach (1997).According to Lederach peacebuilding "is understood as a comprehensive concept that encompasses, generates,

and sustains the full array of processes, approaches, and stages needed to transform conflict toward more sustainable, peaceful relationships. The term thus involves a wide range of activities that both precede and follow formal peace accords. Metaphorically, peace is seen not merely as a stage in time or a condition. It is a dynamic social construct."

Peace education: According to Salomon & Cairns (2010) peace education is primarily an educational process operating within the context of war, threat, violence, and conflict that addresses attitudes, beliefs, attributes, skills, and behaviours. Harris (2008) defines peace education as the process of teaching people about the threats of violence and strategies for peace.

Conflict: This is a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals. Defined in broadest terms, conflict denotes the incompatibility of subject positions (Diez et al, 2006: 565).

Conflict Resolution: This is viewed as a non-violent process that manages conflict through compromise, or through the assistance of a third party who either facilitates or imposes a settlement or resolution (Boulle, 1996). Conflict resolution processes are many and varied and can be seen on a continuum ranging from collaborative, participatory, informal, non-binding processes (such as mediation, conciliation, third party negotiation) to adversarial, fact-oriented, legally binding and imposed decisions that arise from institutions such as the courts and tribunals (*ibid*).

Youth: According to the National Youth Policy for Zambia (2005) a youth is defined as any male or female person aged between 15 and 35 years.

Networking: Networking reflects the perception of interdependence of different actors within communities. In this setting, networking may be broadly defined as a structured communication for the achievement of similar goals in the conditions of interdependence. It is especially applicable to Non-State Actors (NSA's) that by design often deal with problems that require collaborative action with other NGO's and social agents (Ivanov, 1997).

Chapter Two

Literature Review

2.0 Introduction

The discussion on the role of Youth networks in peace and conflict resolution is not unfamiliar to Africa given that the continent has been the most afflicted in terms of wars and conflicts, with children and youths being amongst some of the most abused victims. This chapter provides an account of what studies have been done around youth networks and their role in peace and conflict resolution. It also provides a brief outline of issues where there is inadequate information or where nothing has been written on the subject and where this research is placed in terms of addressing the identified gaps. The overall goal however, is to review and gather data that provides illustrations of the roles that youth networks have played in peace and conflict resolution.

The literature review has been clustered across various themes but covering a global and Africa-wide perspective derived from the conceptual framework covering Yvonne Kemper's Model of Youth Programming in Conflict to peace transitions and Toh's Flower-Petal Peace education Model. The review then makes specific reference to the Zambian situation at the end of this section.

2.1 Yvonne Kemper's Model of Youth Programming (2005)

2.1.1 The Socio-Political Approach

The socio-political approach focuses on long-term measures compared to other approaches and it works on transforming youths from spoiler agents to facilitators of peace and conflict resolution. The approach regards youth's self-perception and their relationship with the society as important to peacebuilding. Ardizzone (2003) asserts that youth organizations have a demonstrated impact on youth's personal growth, buttressing an ethic of social responsibility and pro-social behaviour, and can therefore serve as models for formal and non-formal peace education that provide youth with opportunities that may not be available in schools. This work supports the

creation of bottom-up education programs that incorporate the voices of youth in their design and development. This also points to the inherent potential in youths to be useful members of communities. This thinking is supported by Del F.C. and Solheim, L. (2011) who buttresses the fact that youths and youth organisations are becoming valuable development partners, yet their potential for peacebuilding and development has not been fully harnessed.

The socio-political argument that embraces the thinking that youth's self-perception and their relationship with Youth networks and associations is a critical ingredient for peace is further bolstered by Gillard (2001) who states that identity formation is a key issue to take into consideration in peace building work with youths. He stresses that an in-depth understanding of issues around youth identity provides an alternative possible theoretical basis for informing the practice of grassroots peacebuilding or at least provides strategies for generating appropriate and effective theory.

2.1.2 The Economic Approach

The economic approach works on investing in youths so that they can sustain their livelihoods by themselves. The approach acknowledges that in times of conflict, money and employment provide strong incentives for youths to get involved in violence. The marginalization of youths, normally ingrained in the socio-economic status quo has bred energetic but disillusioned, violence tested and frustrated youths willing to resort to any means for survival (Bangura,2016). Bangura argues that such societal vulnerabilities stemming in part from young people's willingness to engage in violence, continue to test the resilience of the peace building process. On the other hand, Cubbit (2012) asserts that the current orthodoxy-that the youth of Sierra Leone pose a threat to lasting peace-is contested, and the argument is made that youth are, infact, the country's best hope for sustainable development, for economic stability and for political change.

To further illustrate the underlying assumption of the economic approach in empowering youths as decision makers, Ensor (2013) gives a case study of South Sudan and affirms that youths in that country say that there is a significant lower chance that they will resort to violence and crime if given realistic prospects of employment or education. He stresses that when youths are given

the necessary opportunities, tools and skills to resolve conflicts, Sudanese youths have proved that there is no lost generation but a generation that can be empowered to support their community's peacebuilding processes. The economic approach promotes collaboration and working with youths to develop their capacity and provide them with income generational skills.

2.1.3. The Rights Based Approach

This approach is generally used for individuals under the age of 18 years of age, but applies across both children and youth age continuums when the approach is used by organisations. The underlying principle of the approach is that children are the most affected in times of conflict and so they should be provided with human needs and human security. The approach also recognises that children have rights which should be upheld even during periods of crisis. Del and Wisler (2007) state that the role of youth as peacebuilders needs to be further recognized because youths play a key role in building peace. This role needs to be conceptualized, documented and strengthened. The authors further argue that youths are underestimated as positive agents of change and key actors in peace-building, both by policy makers and academics. Drummond-Mundal and Cave (2007) support this position and state that the agency of young people must be considered, as they represent a large constituency that has the capacity to be a resource for promoting peaceful social change. The youths have the ability to exacerbate conflict, and recognizing this is essential, both in terms of improving the lives of young people and in terms of achieving sustainable peace.

Freddy (2015) compliments his thoughts to the Rights Based debate by making a case for the need to engage youths positively in post conflict scenarios with an example of Sri Lanka where the impression that youths were thought of as perpetrators of violence and easily coerced into participating in armed conflict was found to be negative in view of the youth engagement in peacebuilding programmes.

2.2 The Flower-Petal Model of Peace Education

2.2.1 The inner Peace category

This domain of peace education deals with teaching youths how to manage their emotions through such tools as non-violent communication, calming techniques, deep listening and encouraging outlets for self-expression. Unlike the dominant conceptualization of youth, young people have a keen ability and desire to think beyond the self and present, and to imagine their own, and societal future, unlike the prevalent 'doom and gloom' theoretical orthodoxy within sociology, young people are not consumed by worry and anxiety but have high and multiple hopes (Bishop and Willis,2014).

2.2.2 Dismantling a culture of war or violence category

This theme aims at encouraging a moral commitment to non-violence, to recognise the culture of violence around and within the individual in order to acknowledge the roots of violence and visualise the potential for peace. Davis (2013) argues that the results of a peacekeeping programme in Uganda called *Friends of Orphans* provides evidence that if adequate measures to combat violence are implemented, it is possible to turn conflict-torn societies into peaceful ones, and these transitions can be led by empowered youths returning from conflicts that previously were predicted to be possible transition spoilers.

2.2.3 Building capacities for Justice and Compassion

The importance of supporting and educating youths around accessing markets, employment, addressing poverty and gross inequalities is closely linked to Kemper's economic approach. Turner (2015) demonstrates how youths can lead a peace process by building a better, more democratic, collective life that led to improved public service provision and economic advancement in a community of South Africa. Turner's case shows how youths can be pro-active peacebuilders by promoting better governance and economic development.

2.2.4 Building inter-cultural cultural respect and solidarity

This peace education aspect emphasises the importance of enjoying and celebrating cultural diversity and developing a deeper understanding and a strong sense of empathy and responsibility to advocate for groups that are suffering injustices.

2.2.5 Environmental Harmony

The underlying cornerstone of this perspective is considers humans as an integral part of nature. This implies that the actions of humans have reactions within the natural world and this causes a state of environmental emergency. In dealing with the challenges that come with environmental degradation, youths need to be armed with exploring the limits to growth and the visionary and practical actions of the sustainable development movement. This aspect enables youths exercise the prudent utilisation of resources that quite often are the root cause for most conflicts.

2.2.6 Promoting Human Rights

Awareness around civil, economic, political, cultural and religious issues empowers youths to know their entitlements as citizens, national and globally and when their rights are violated. In order to teach about the responsibilities that youths have as global citizens and for them to protect the human rights of others, sensitisation on the role of human rights education in peacebuilding and conflict resolution plays a cardinal role.

2.3 The Zambian Context: Youths in Peace and Conflict Resolution

There is limited information that delves on the role of Youth networks in peace and conflict resolution in Zambia. Much of the information that is readily available focuses on the role of CSOs in peace and conflict and specifically Gender Based Violence (GBV).

Phiri (2014) in a research on the role of the community in preventing domestic violence in Chaisa Township, Lusaka concluded that there were no community owned organisations

dedicated to domestic violence prevention. In addition, the research recommended that there was need for massive sensitisation on the subject of domestic violence and women's rights for strengthened, organised and sustained initiatives in order to prevent domestic violence in Chaisa.

The level of youth participation in local development and governance processes including peace related processes is quite low in Zambia. The 2014 Zambia Youth assessment report notes that there is limited youth participation and leadership at both the community and national level, and highlights the an opportunity for stakeholders to actively carve out space for themselves, especially young women at all levels of the societal spectrum. This evidence is corroborated by a Restless Development report (2012) on the state of the Nation Report that concluded that civic literacy levels in Zambia among the youths are still low resulting in low participation in decision making processes. The report further states that many youths do not understand what role they can play in resolving community development issues.

There is limited literature that points to the roles that Youth networks in Zambia have undertaken to promote peace and resolve conflicts, whether at the sub-national or national level. There are however some reports that present opportunities where youths can contribute meaningfully to the social development of the country. The United Nations Capital Development Fund (2015) Zambia Report captures a picture of the youth economic opportunities in Zambia and identifies 4 sectors (agriculture, building and construction, retail and artisanal skills) that have emerged as offering the most promising economic empowerment opportunities for youths.

Similarly, Moonga (2014) in his research on informal networks and youth self-employment in Zambia asserts that while informal networks exist and are used in the Zambian context, they only serve as a fall back mechanism for survival and cannot solely be relied upon as a basis for sustaining self-employment among the youths in the country.

The potential of the Youth in nation building has been acknowledged but is yet to be fully exploited. Moono (2014) underscores the importance of youths by affirming that the entire success of the nation depends on the youth. He further asserts that there is need for an awakening realisation among youths with regards to the enormous potential that they hold in social

movements. There is need to document models of youth engagement on matters of peace and conflict resolution for possible replication across other regions and sectors of the nation.

2.3 Justification for this Research

In view of what has been written on the subject of Youths and their role in peace making, it is evident that very little work on this subject has not been brought to the public domain in Zambia. It is important to engage youths in structures and institutions that promote peace and conflict resolution because they comprise a formidable social movement and an important statistic in Zambia as they are in the majority. A repository of evidence is essential in Zambia around the conceptualisation, documentation and how to strengthen the participation of youth networks in peacebuilding and conflict resolution. The literature provided in this section provides accounts of how Youths have made a difference in other settings using the conceptual framework underlined in this research proposal. A case for Zambia, using Bauleni compound as a reference point, is justifiable as it will identify and provide valuable lessons for replicating and mainstreaming findings and recommendations in sub-national and national level processes to promote peace by emphasizing youth participation in these processes.

Chapter Three

Methodology

3.0 Research Design

This research study was undertaken in Bauleni, Lusaka in August and September 2017. The research design was a qualitative one and it involved a descriptive mode of enquiry to identify the roles of youth in peace and conflict resolution in Bauleni over a five year period up to 2017.

The qualitative research design method of this study was a case study. The case study design is highly versatile and offers a depth of rich data compared to other methods (Musingafi, et al., 2013). Case studies generally capture many variables and provide answers to a wide range of circumstances, rendering it more appropriate for identifying roles of youth networks in Bauleni (*ibid*). This research will provide a premise for readers to decide whether the context described in the research report is similar to their local situation and therefore generalize the emerging findings based on that logic.

3.1 Research Population

The population under study comprised youth networks across skills centres, churches, trading places, political parties and within the communities, the youths themselves and selected key informants from the community with knowledge on the subject matter. The population of youths in Lusaka Central Constituency which included Bauleni compound was estimated at 50,574 (2010 Zambia Census of Population and Housing) of which 55% were female.

3.3 Research Sample

This research targeted a captive audience with knowledge on youth and development including those involved with supporting youth related activities in Bauleni compound. A total of 50 respondents were interviewed broken down as follows:

- 8 respondents from Youth networks (Youth Network representatives) drawn from schools, churches, trading places, political parties, NGOs and CBOs operating in Bauleni compound;
- 12 Key informants comprising church leaders, political party representatives, private sector representative, teachers and community leaders; and
- 5 Focus Group Discussions ranging from 5-8 respondents in each FGD and a total of 40 respondents. FGDs drew youths from Youth networks in the church, community learning centre and community arts empowerment centre.

3.4 Sampling Techniques

This research applied the non-probability sampling design because it drew inferences about the larger youth population based on findings of youth networks, key informants and FGDs comprising youths. Respondents were sampled purposively in order to recruit appropriate and information rich sources for in-depth analysis in line with the objectives of the research.

3.5 Data Collection instruments

This research employed a semi-structured questionnaire that targeted Youth networks working in Bauleni compound, key informant interview schedules that targeted stakeholders who were well informed on youth issues in Bauleni and FGD guides that targeted groups of youths across different categories such as churches, schools, the community and the market. The interviewer also employed observation to note any interesting aspects of youth actions that could be observed during discussions with the coordinators of networks, the youths participating in the research and other youths within the community.

The instruments were first tested on a total of three respondents across the three response categories (Youth Networks, key informants and FGDs) in order to ensure that the data captured was in tandem with the objectives of the study.

The questions outlined in the questionnaires espoused the underlying issues in the theoretical framework in order to document what the current experience were in relation to the roles that

the Youth networks played in peace and conflict resolution. The relationship between the underlying issues covered under the Kemper's Model of Youth programming and The Flower-Petal peace education model were also unpacked through relevant questions.

3.6 Data Collection procedures

The research collected both primary and secondary data that enabled data triangulation on aspects of youth involvement in peace and conflict resolution. The primary data comprised responses from the semi-structured questionnaires targeted at the youth networks, the key informant interviews and the FGD guides from youth groups. Secondary data was drawn from literature reviews and other reports generated by Youth networks, NGOs and CBOs operating in Bauleni compound.

Semi-structured questionnaires were administered on Youth networks targeting their coordinators or authorized agents. The interviewer endeavoured to make the interview process fairly informal to elicit the necessary unhindered participation in the conversation as contrasted with overly formal question and answer sessions. In the case of respondents with limited knowledge of the English language, the interviewer was flexible enough to ask in either chinyanja or chibemba, which are the two most widely spoken languages in Bauleni compound. Similarly, key informants were also interviewed using a key informants semi-structured questionnaire with a few questions slightly different from the Youth networks questionnaire.

Focus Group Discussions were guided by a FGD guide with an outline of relevant questions for discussion among the youth groups. The interviewer facilitated the discussions in the groups by asking the questions from the guide. The discussions were recorded using a digital recorder with the consent of the Youth groups. The recorded discussions were transcribed and in doing so careful attention was accorded to the voices in order to ascertain the tonality, certainty and enthusiasm of respondents. These factors impact the data quality from a veracity perspective because if for example the majority of respondents in a FGD sounded uncertain from their vocal expressions then the responses maybe compromised on account of that.

3.7 Data Analysis

Qualitative data (FGDs) and key informant interviews were input and analysed thematically using ATLAS.ti, a qualitative analysis method that renders data more visually. ATLAS.ti is a powerful workbench for the qualitative analysis of textual and audio data. The software applies sophisticated tools to arrange, reassemble, and manage captured data in creative, yet systematic ways. The software also helped the researcher to manage, extract, compare and explore the data within the texts which had a meaning for the analysis. The software was able to build networks and relationships that resulted in creating a graphical view of the data. Through the application of this software, this research managed to explore and identify possible activities undertaken in Bauleni compound that have a bearing on peace processes.

3.8 Limitation of the Research

There were a few constraints that were faced in the field when undertaking the interviews. In view of the fact that the study targeted Youth networks, only participants who were engaged with Youth programmes were recruited for the interviews. It is possible that some of the youths, including the ones from the church groups, could have exaggerated their responses in order to be seen to be active in peacebuilding when they may not have contributed anything positive to enhancing peace.

A number of informal Youth networks such as Future Changes, Map Hooker and Chris Youth Theatre were identified by some youths but it was difficult to locate the youths who were key drivers of the groups. It is possible that the information that could have been obtained from these groups could have enriched the results of this study.

Some Youth networks were project driven, implying that they only operated for a specific period and terminated. It was difficult to contact the persons who were involved in these kinds of Youth projects as some of the key contacts had relocated. There is likelihood that there could have been rich information in terms of innovations and roles that some of these projects played in peace processes.

3.9 Ethical Considerations

The researcher obtained approval from the University of Zambia, Institute of Distance Learning Unit to carry out the proposed research. In addition, for the youth networks under the church, permission was sought from the local churches to engage with their youth networks. The following considerations were also applied when undertaking the research:

- Made appointments in advance through Heads of Youth networks;
- Ensured privacy and anonymity of respondents on interview tools;
- Made it clear that the use of the gathered information would be for academic purposes and by relevant lawful stakeholders ;and
- Respondents were not coerced for the interview to occur, they were recruited on voluntary basis.

Chapter Four

Research findings and Interpretation of the Data

4.0 Introduction

This chapter presents the findings of the research. The findings are presented as themes reflected in the instruments that were developed for the data collection exercise, including any sub-themes that emerged during the synthesis process. The outline of the presentation covers characteristics of the respondents, understanding of peace and conflict resolution, description of Youth networks, forms of conflict, roles of the Youth networks, constraints faced and impressions on the legal framework.

4.1 Respondents Characteristics

The study interviewed a total of 50 respondents composed of 8 Youth network representatives, 5 FGDs comprised of 30 participants in total and 12 Key Informants in the target study site of Bauleni compound in Lusaka. As depicted by Figure 1.0 below, men comprised the majority of respondents (64% or 32 men) while women comprised 36% (or 18 women) of the sample population

Figure 2.0: Study sample population breakdown by sex

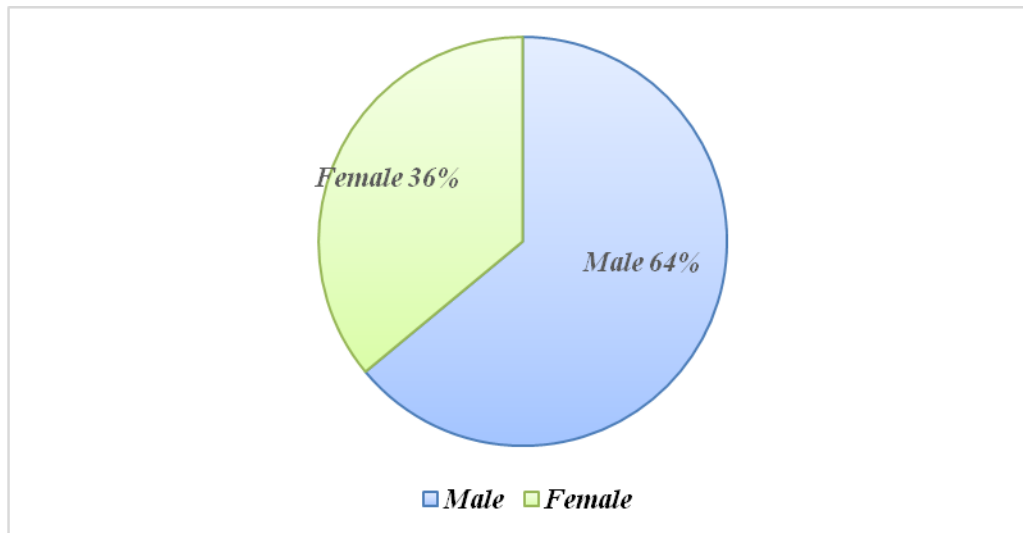


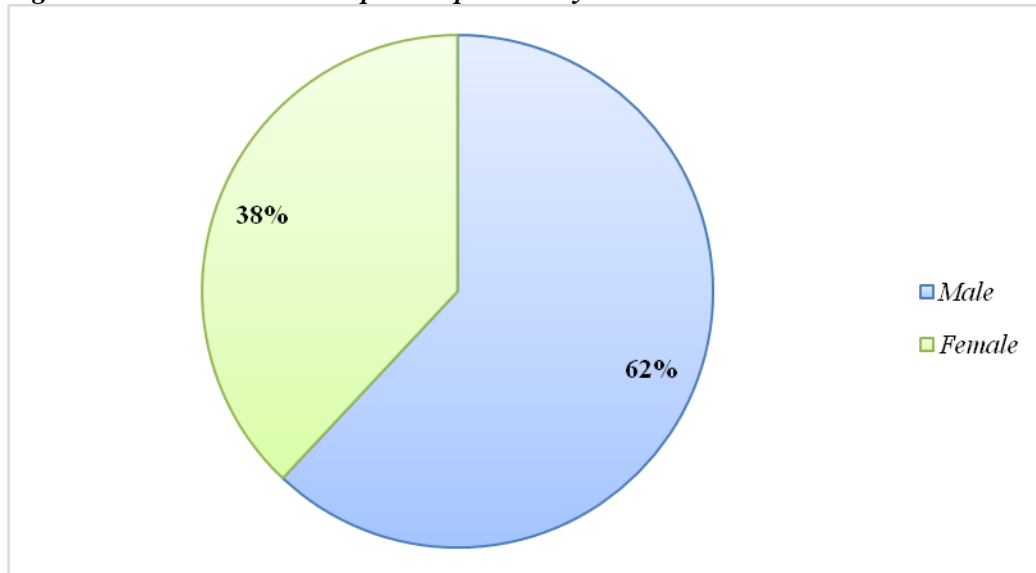
Table 1.0 below provides an overall picture of the sex composition of the three respondent categories of this study. The FGDs comprised youths from 5 various networks, including two church youth networks.

Table 1: Respondent categories disaggregated by sex

Respondent Category	Total respondents	Male	Female
Youth Network	8	5	3
Focus Group Discussions (FGDs)	5 Groups (30 respondents)	19	11
Key Informants	12	8	4
TOTALS	N=50	32	18

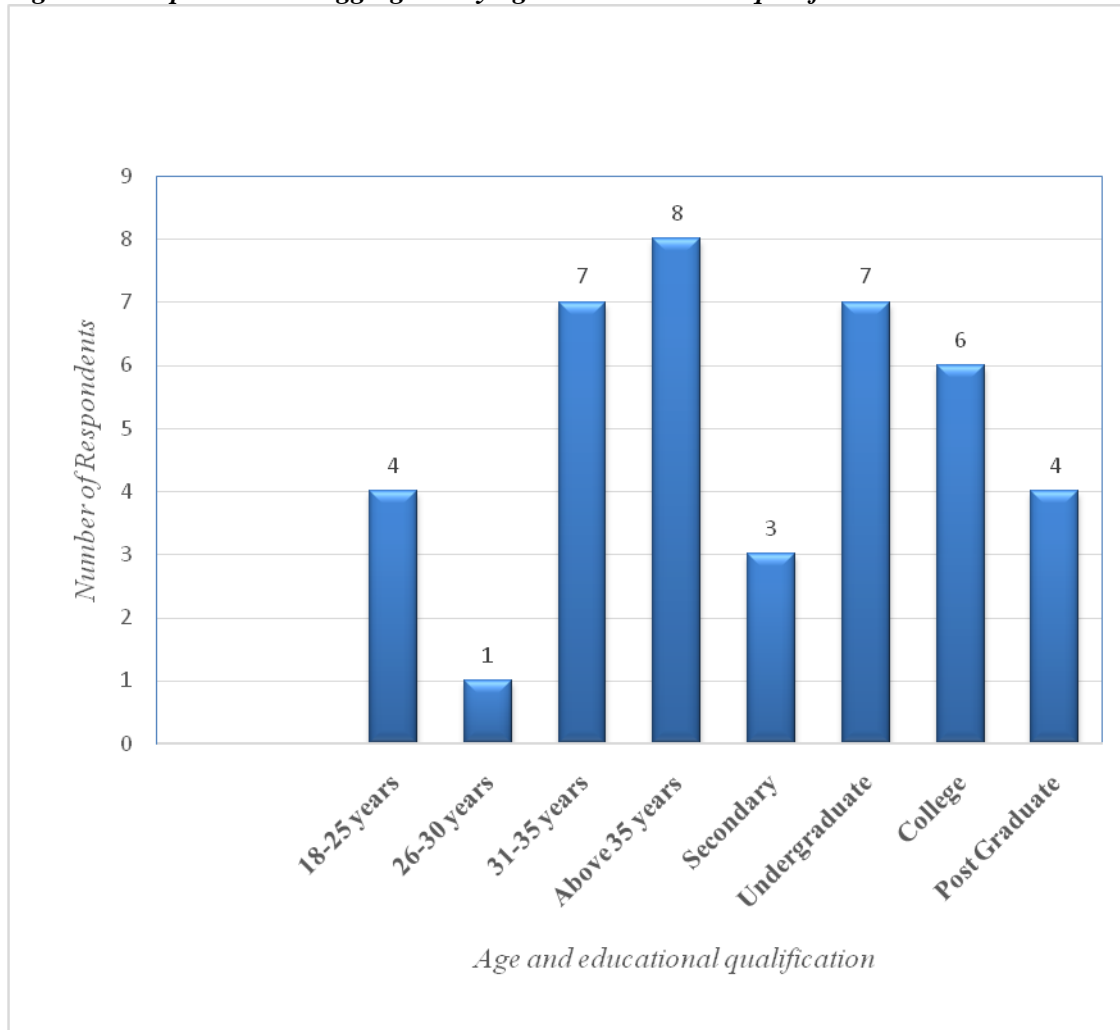
Out of the three respondent categories broken down shown in Table 1.0 above the Youth networks had the highest proportion of female respondents at 38%, slightly higher than the female proportion for the consolidated study sample shown in figure 1.0. The composition of the respondent sexes in the Youth networks is shown in Figure 2.0 below.

Figure 2: Youth network sample composition by sex



The findings covering age and educational attainment of the Youth network and key Informant respondents (20 respondents) show that the highest number of people interviewed comprised the age group over 35 years (7) followed by the 31-25 year olds. Interestingly, the highest number of respondents disaggregated by educational qualification comprised undergraduates (7) followed by college students. This status is depicted in figure 3.0 below.

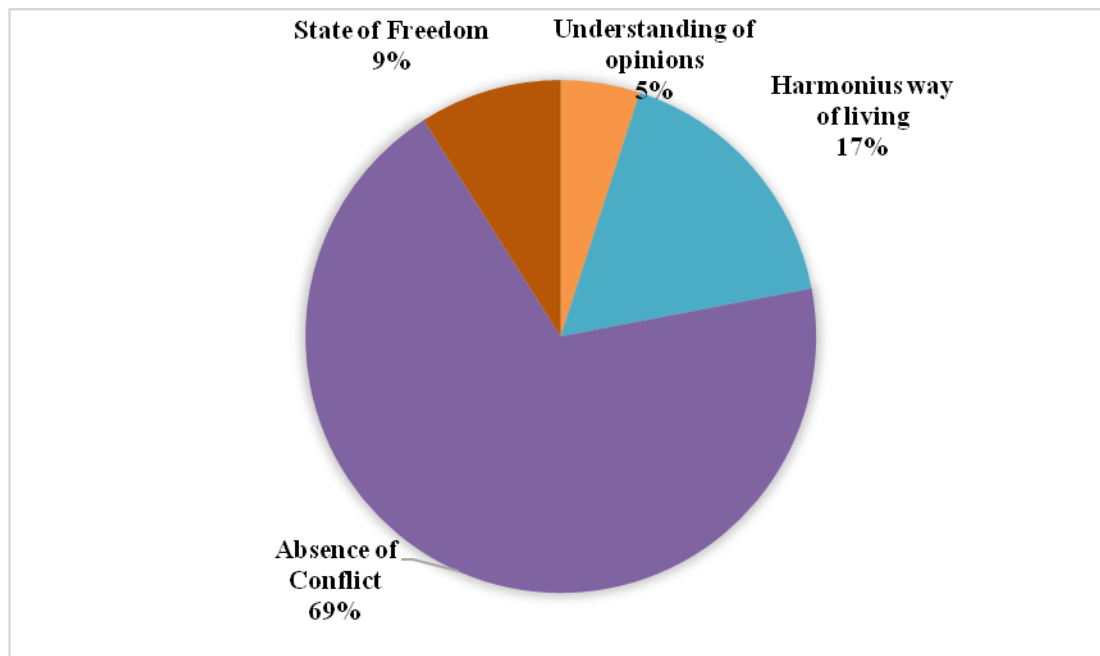
Figure 3: Respondents disaggregated by age and educational qualification



4.2 Understanding of Peace, Conflict and Conflict Resolution

A total of 42 respondents drawn from key informants (12) and FGDs (30) were asked to explain their understanding of peace: the majority (69%) said it is the absence of violence; 17% said it depicts a harmonious way of living while 9% said it is a state of freedom. The following pie chart illustrates the findings on the understanding of peace.

Figure 4: Understanding of Peace by respondents



When asked to explain their understanding of conflict, the majority of respondents (79%) said it is a disagreement or misunderstanding between two or more people while 12% said that it is the absence of peace. Only 7% of respondents said that conflict is someone trying to overpower another.

The majority of respondents (52%) said that conflict resolution relates to meetings or dialogue between conflicting parties to resolve a conflict while 48% said that it is a method or way of resolving a conflict.

4.3 Description of Youth Networks and their involvement in peace and conflict resolution

Table 2.0 below provides a summation of the core business of the eight Youth Networks operating in Bauleni that were interviewed under this research study.

Table 2: Youth Networks and core business

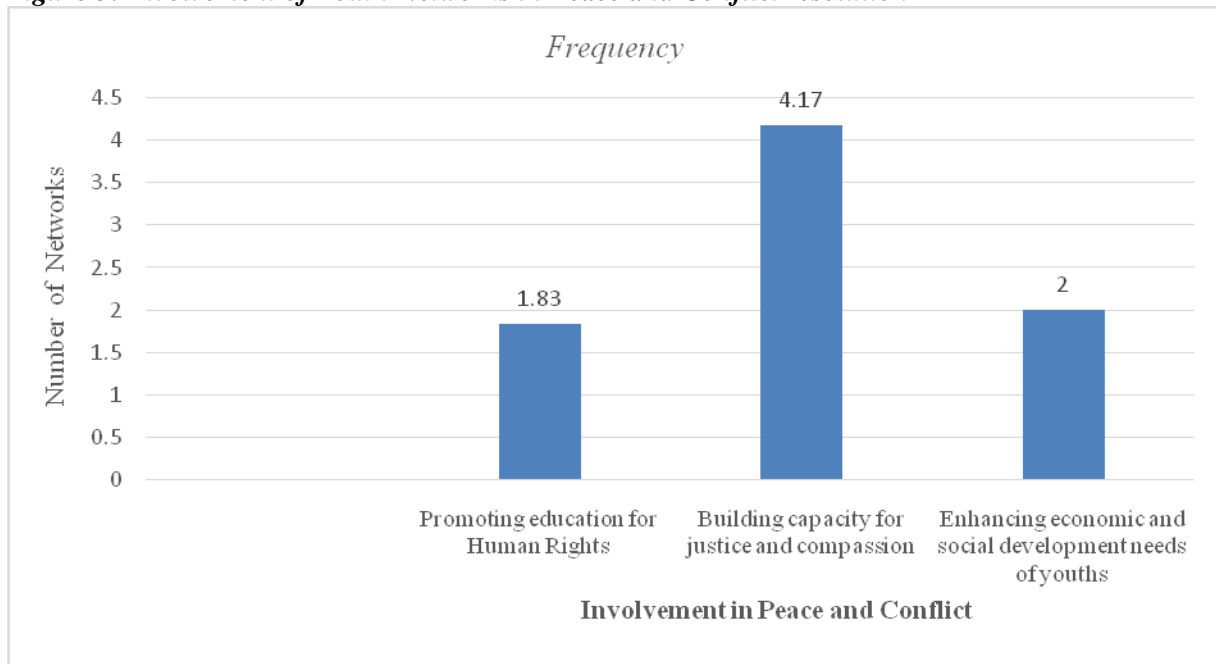
YOUTH NETWORK	CORE BUSINESS
DON BOSCO	Making youths better Christians and good citizens
APPLE SEED	Enhance youth literacy through arts and education services
DREAMS (Determined, Resilient, Empowered, AIDS, Free, Mentored and Safe)	Helping young girls gain confidence and leadership skills to engage with decision makers
TRAIL BLAZER YOUTH PROJECT	Push youths to set personal development targets and achieve them
RADIO YATSANI YOUTH EXPRESS	Provide platform for youths to amplify their concerns and dialogue with decision makers on development issues
IN AND OUT OF THE GHETTO	Empower youths through arts and education
BAULENI SPORTS ACADEMY	To bridge the gap between sports and education and integrate these into social development processes
FAMILY LEGACY MISSIONS ACADEMY	Growing spiritual knowledge and education for future survival of youths

The above table illustrates that the range of the core business of the Youth networks in Bauleni stretches from fostering good citizenship, enhancing youth's self-worth and personal development through the arts and education and providing a platform for youths to amplify their development concerns.

When asked how the Youth networks are involved in promoting peace and resolving conflicts in Bauleni, the majority of the networks (4 networks) interviewed said that their activities focus on building capacity of the youths for justice and compassion. These included specific actions such as developing codes of ethics, adopting appropriate themes to promote family life and peace and using social contracts to harness team work and harmony. It also covered the coordination of the activities of various youth groups for events such as youth day, Independence Day and inter-denominational gatherings where national unity is promoted through peace messages.

Two networks said they are involved in promoting education for advancement of youth rights, while the other two said that they focus on enhancing economic and social development needs of youths to ensure equity in the community. Figure 5.0 below summarises the findings on the involvement of Youth networks in peace and conflict resolution.

Figure 5: Involvement of Youth Networks in Peace and Conflict resolution

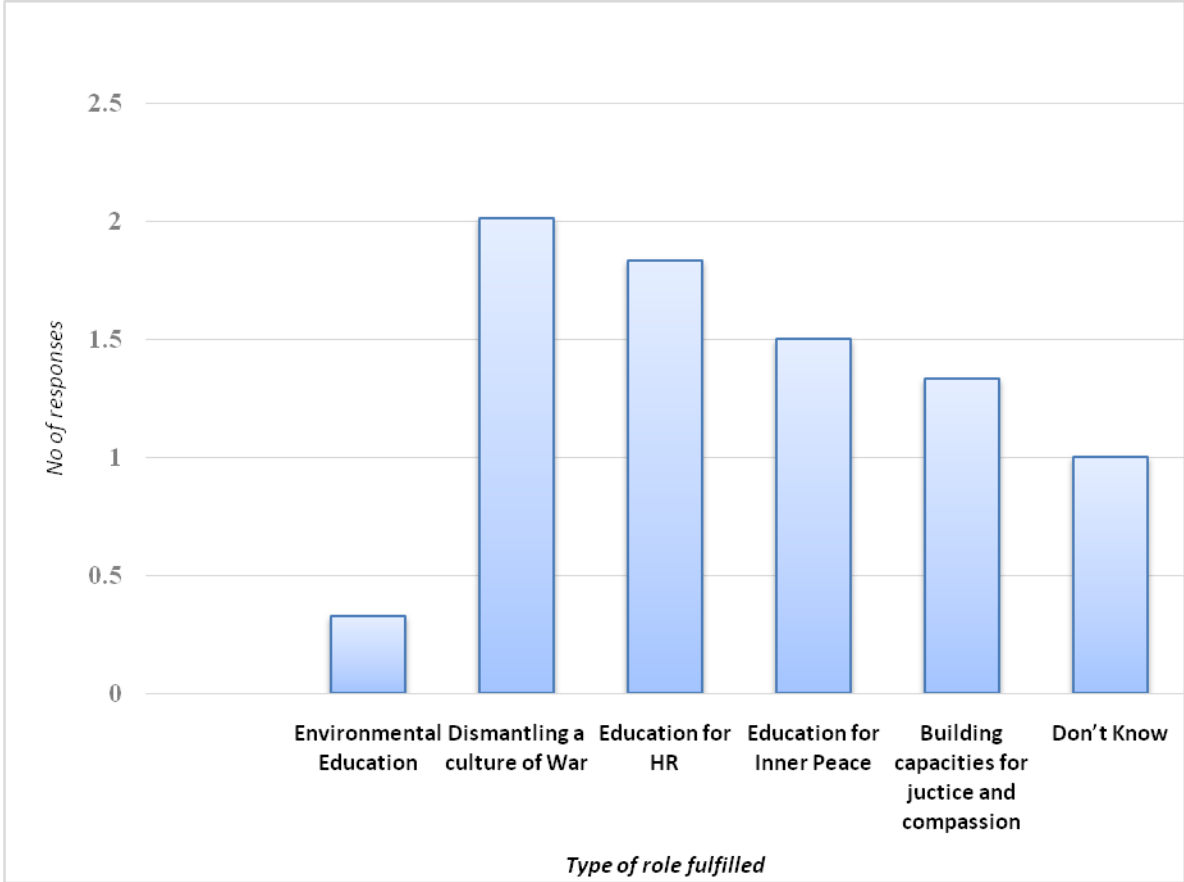


When the Youth networks in Bauleni were asked if they worked with other youth networks in promoting peace and conflict resolution, all 8 respondents answered in the affirmative. Some of the Youth networks that the 8 respondents mentioned include Chikumbuso, American International School, Zambia Street Football Network, National Youth Development Council, Young African Leaders Initiative (YALI) and government schools such as Takamado and Bauleni Primary Schools.

When asked what role the other Youth networks play in peacebuilding and conflict, the majority of the responses from the Youth networks (2.01) mentioned dismantling a culture of war, followed by education for human rights (1.83). Environmental education received the least responses (0.33) out of a total possible response score of 8. Dismantling a culture of war included activities such as preaching peace through sports, both teams celebrating a goal when

one team scores in a football match and bringing diverse people together through sports. Figure 6 below illustrates the findings.

Figure 6: Role of other Youth Networks in Peace and Conflict Resolution



4.3.1 Innovative approaches in addressing peace and conflict resolution

All the eight Youth Networks in Bauleni said that they had implemented innovative approaches in addressing peace and conflict resolution in Bauleni within the last 5 years. Respondents cited the following eight activities to represent the innovative activities that they have previously undertaken:

- a) **Family interactive session:** An interactive session was held on family hood and covered conflict management skills in a home setting. Youths were exposed to real life situation where conflicts arise in a home environment and how best to navigate resolving the differences.
- b) **Meet the Youth Sponsor event:** Vulnerable children at a local community learning centre were given a platform to interact with their sponsors and guardians. Motivational tips were also given by the sponsors and guardians on being resilient, improving one's self-worth and confidence building in order to impact others within the locality and beyond. This enabled youths to critique their perception of life, reflect on their inner strength and the opportunities that they have and set medium to long term goals for themselves and their community.
- c) **Youth led Kick-out Cholera Campaign:** Youths in Bauleni initiated a match and litter picking exercise that brought the community together to clean up the environment. Community members were sensitized on the importance of keeping their environment clean and maintaining high levels of hygiene.
- d) **On site radio productions/Outside broadcasting:** Youths organized themselves and collaborated with Yatsani radio station to broadcast live and recorded radio programmes on a number of development issues affecting them in Bauleni. In most instances, Yatsani radio facilitated a platform where responses to issues raised by the youths were given by inviting the duty bearers to provide feedback on specific issues raised.

- e) **Football3 technique:** This is a unique way of playing football employed by some Youth networks driven by sports and it is inspired by the values inherent in street football that focus on changing lives across the world. It is based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skill. It provides a blueprint on how to create football programmes that have a lasting social impact. It is named after its ‘three halves’, a pre-match discussion, football game, and post-match discussion .Football3 incorporates key life lessons into every match. In mixed-gender teams, players collectively decide on the rules before the game. Following the match, they reflect on their behaviour and the behaviour of their opponents, with points awarded for goals as well as for fair play. As football3 is played without referees, players must learn how to resolve conflicts themselves through dialogue and compromise. Over time, football3 has been further developed by street football world network members globally into a comprehensive methodology to address a range of social topics, such as gender equality, health and peacebuilding. It empowers young people to take responsibility for their actions and treat others fairly. They learn to value communication and mutual respect, both on and off the pitch.

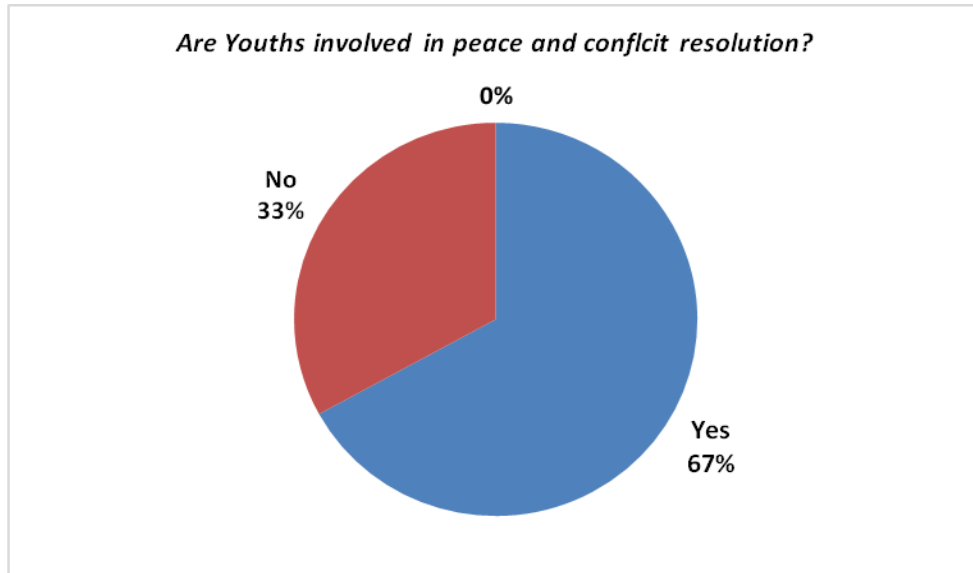
4.3.2 Identification of Youth Networks

All respondents were asked to identify Youth Networks that were involved in peace and conflict resolution processes in Lusaka and specifically Bauleni. A total of 38 Youth networks were identified, with 21 networks implementing activities directly in Bauleni. It seemed that most of the Youth networks associated with the churches (Catholic, SDA and Pentecostal) were informal. The list of Youth networks that operate in Lusaka and in Bauleni are itemised at Annex D. Of the total identified listing, only 5 of the networks that work in other parts of Lusaka also work directly with youths in Bauleni.

4.3.3 Youth involvement in Peace and Conflict Resolution

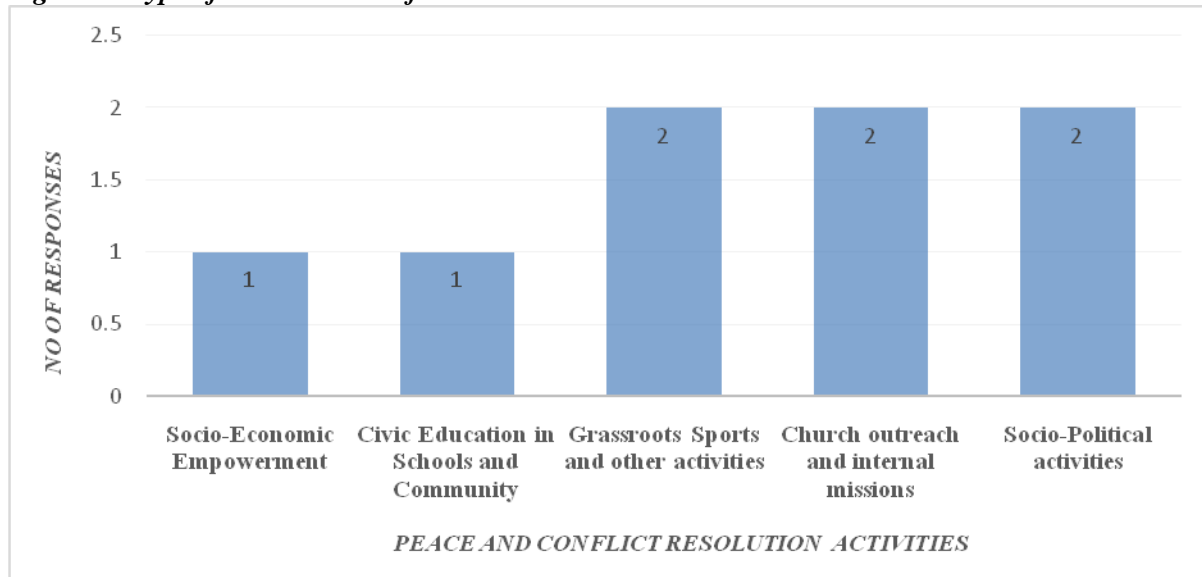
Key informants were asked whether youths in Bauleni were involved in peace and conflict resolution activities to which the majority, 8 (67%) affirmed while 4 (33%) disagreed as depicted in Figure 7.0 below.

Figure 7: Involvement of Youths in Peace and Conflict Resolution



When the key informants were asked what kind of peace and conflict resolution activities youths in Bauleni were involved in, church and Christian outreach related interventions, grassroots sports, and socio-political activities were perceived as the top activities with equal number of responses. The least number of responses were associated with socio-economic development and civic education activities. Figure 8.0 below illustrates these findings.

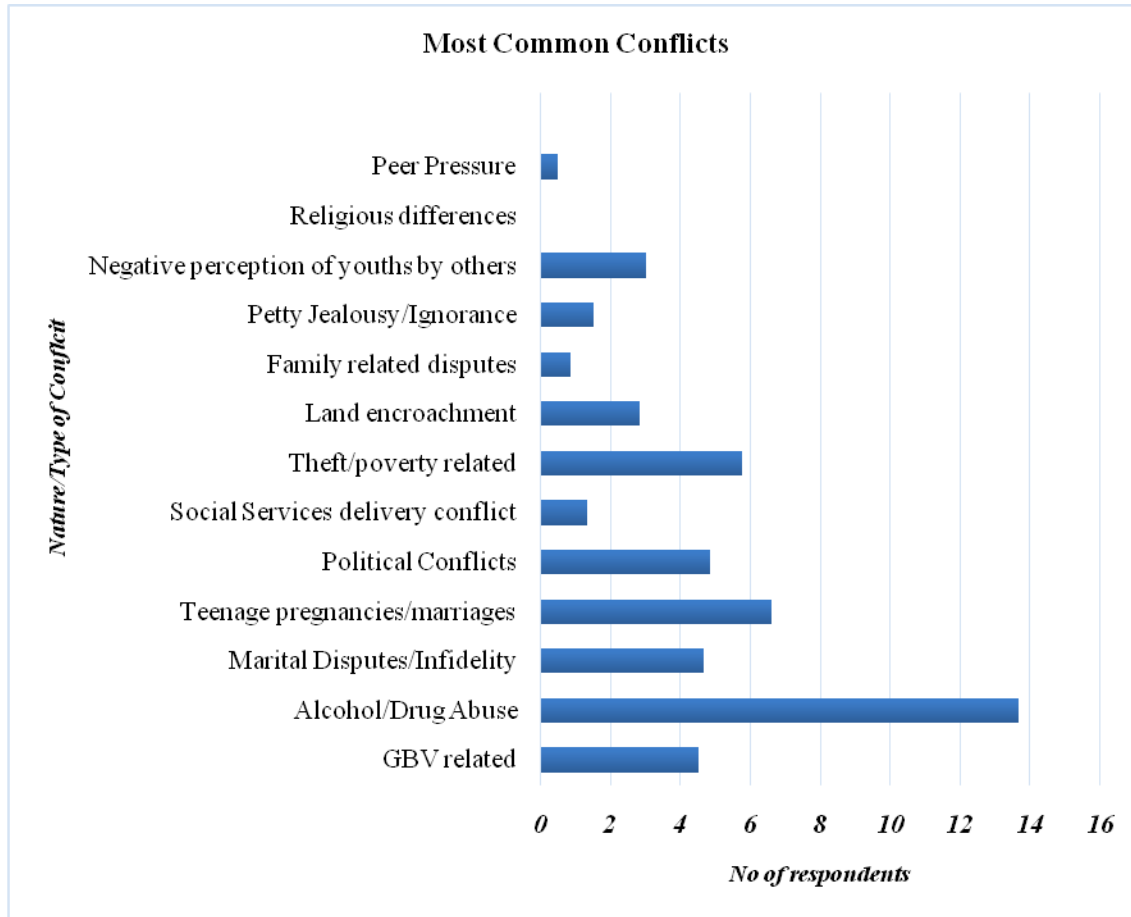
Figure 8: Type of Peace and Conflict Resolution activities Youths involved in



4.4 Most common forms of conflict in Bauleni

All the fifty respondents were asked to mention the most common forms of conflict that occur in Bauleni. Interestingly, as shown in Figure 9.0 below, on aggregate alcohol and drug related abuse was perceived as the most common. This was followed by teenage pregnancies and marriages, poverty and theft related incidences, political conflicts, marital disputes and infidelity and GBV related cases. The least common form of conflict mentioned by respondents was religious differences. Respondents' responses also show that political conflicts, marital disputes and infidelity and GBV related conflicts occur almost at the same level.

Figure 9: Most Common Forms of Conflict in Bauleni



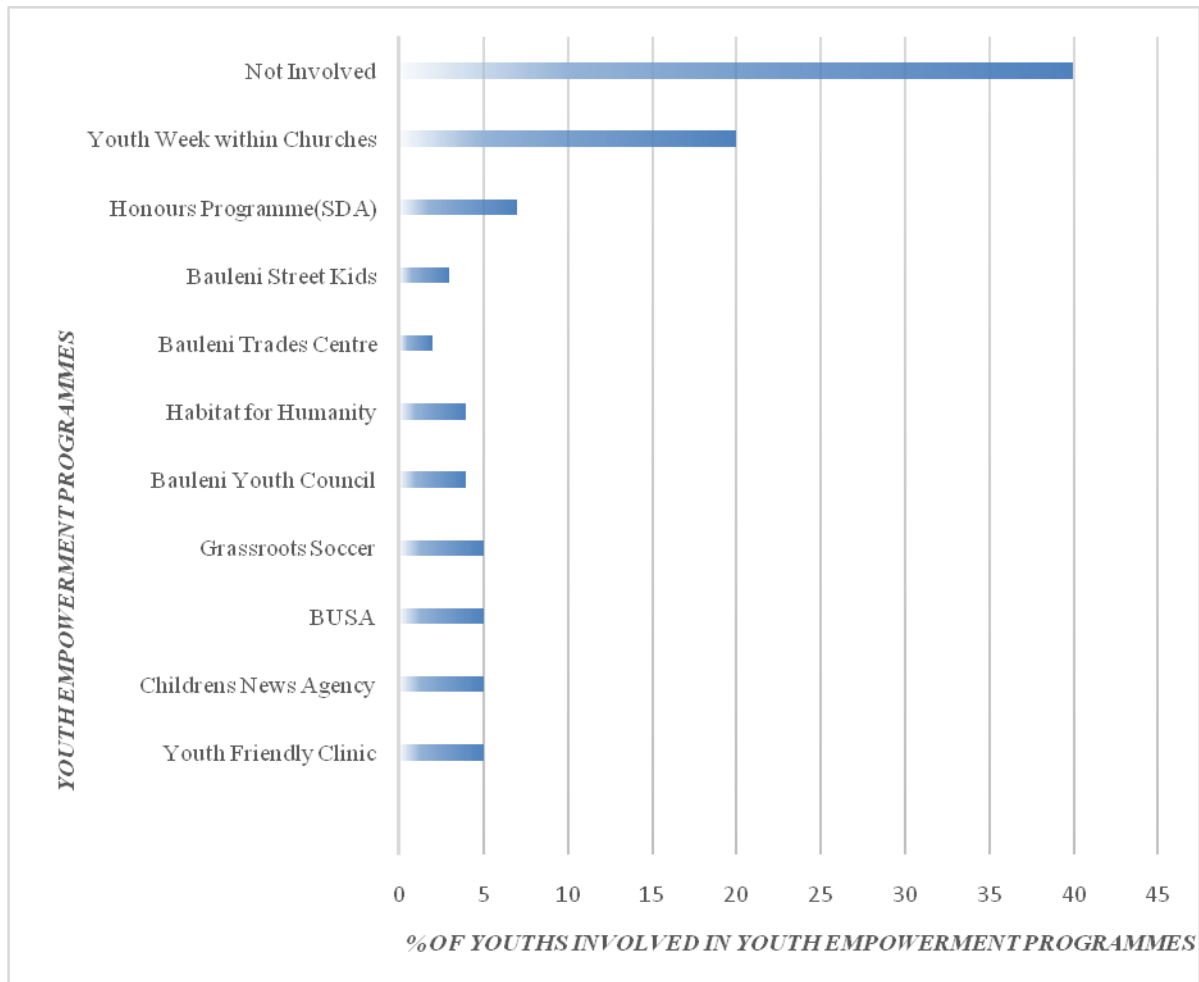
4.5 Awareness and involvement of Youths in Empowerment Programmes

A total of 42 respondents (30 youths in FGDs and 12 key informants) were asked if they were aware of any youth empowerment programmes implemented in Bauleni; 71 % said they were aware while 29 % were not.

When asked what youth empowerment programmes the youths were involved in, the majority of the youth respondents in the FGDs (40%) said that they were not involved in any empowerment programmes in Bauleni. The highest proportion of youths who were involved in empowerment programmes (20%) said that these involved church related empowerment programmes led by the SDA, the Catholic Church and UCZ. The honours programme within the SDA church had the

next highest proportion of youths involved in empowerment programmes at 7%. From the findings, other empowerment programmes identified such as the Youth Friendly Clinic, Children’s News Agency, BUSA, grassroots soccer and Habitat for Humanity had low proportions of youth participation, all with less than 6% of youths interviewed participating. Figure 10 below illustrates the above findings.

Figure 10: Youth Empowerment Programmes and Youth participation



Interestingly, when analysed by respondent category, findings showed that 50% of key informants said that they were not aware of youth empowerment programmes implemented in Bauleni. Similarly, when the respondents’ who said that they were aware were asked to state

who were championing the youth empowerment programme, six Youth networks were identified as follows:

- i. Ward Development Committees;
- ii. Bauleni Skills Programme at Bauleni Street Kids Project;
- iii. BUSA;
- iv. In and Out of the ghetto;
- v. Schools and churches in Bauleni; and
- vi. The Ward Councillor through his ward motivational sessions on entrepreneurship.

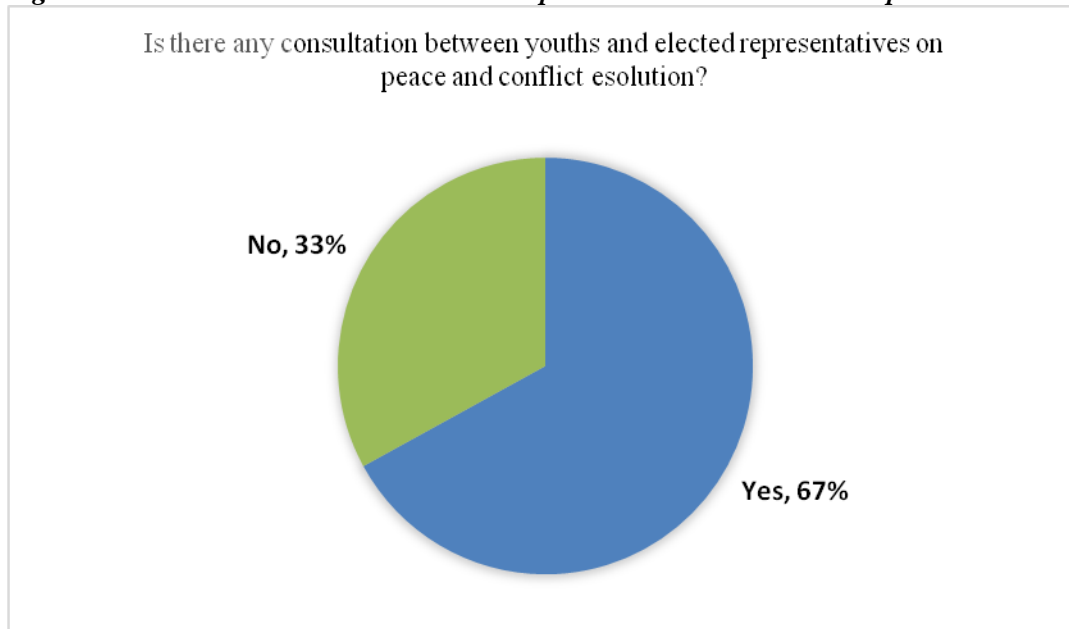
The Youths in the FGDs were asked if they were aware of any environmental programmes. All 30 of them (100%) said that they were aware of some environment programmes. Table 3.0 below indicates the environment programmes identified by the youths and how they were involved.

Table 3: Environment Programmes and Youth involvement

<i>Name of Environment Programme</i>	<i>How youths were involved?</i>
1.0 Youth Friendly Corner	<i>Participated in capacity building programmes facilitated by the Ministry of Health and discussions on public health, including community sensitization on best practices for keeping a healthy community.</i>
2.0 Community Service on Health (Church driven)	<i>Took lead in sensitizing communities on the importance of voluntary testing services. Youths were also involved in visiting patients at the clinic to offer presents and prayers of encouragement to several patients.</i>
3.0 Youth Week (Annual event)	<i>Event is held annually where Youths mobilise their peers and other community members to participate in cleaning the surroundings. Motivational talks by youths to youths are also part of this annual programme.</i>
4.0 AVIC Drainage Programme	<i>This programme involved construction and cleaning of drainage facilities. Youths said that they were not involved in this programme.</i>
5.0 Clean a Ward Campaign (championed by SDA church)	<i>Led by Youths, the youths take part in cleaning the Ward in Bauleni, and in the process they also educate other youths on the need to maintain a healthy and habitable environment.</i>

When the youths in the FGDs were asked whether their elected representatives (Councillor or MP) consults them to assist in the promotion of peacebuilding and conflict resolution, all 30 of them affirmed that they had not interacted with their leaders since elections were held. This position was corroborated by key informants when the majority of them (8 out of 12 or 67%) said that they were not aware of any form of consultation between youths and elected representatives on issues of peace and conflict resolution in Bauleni. Figure 11 below depicts the perception of key informants on consultations between youths and elected representatives on peace issues.

Figure 11: Consultation between Elected Representatives and Youths on peace issues



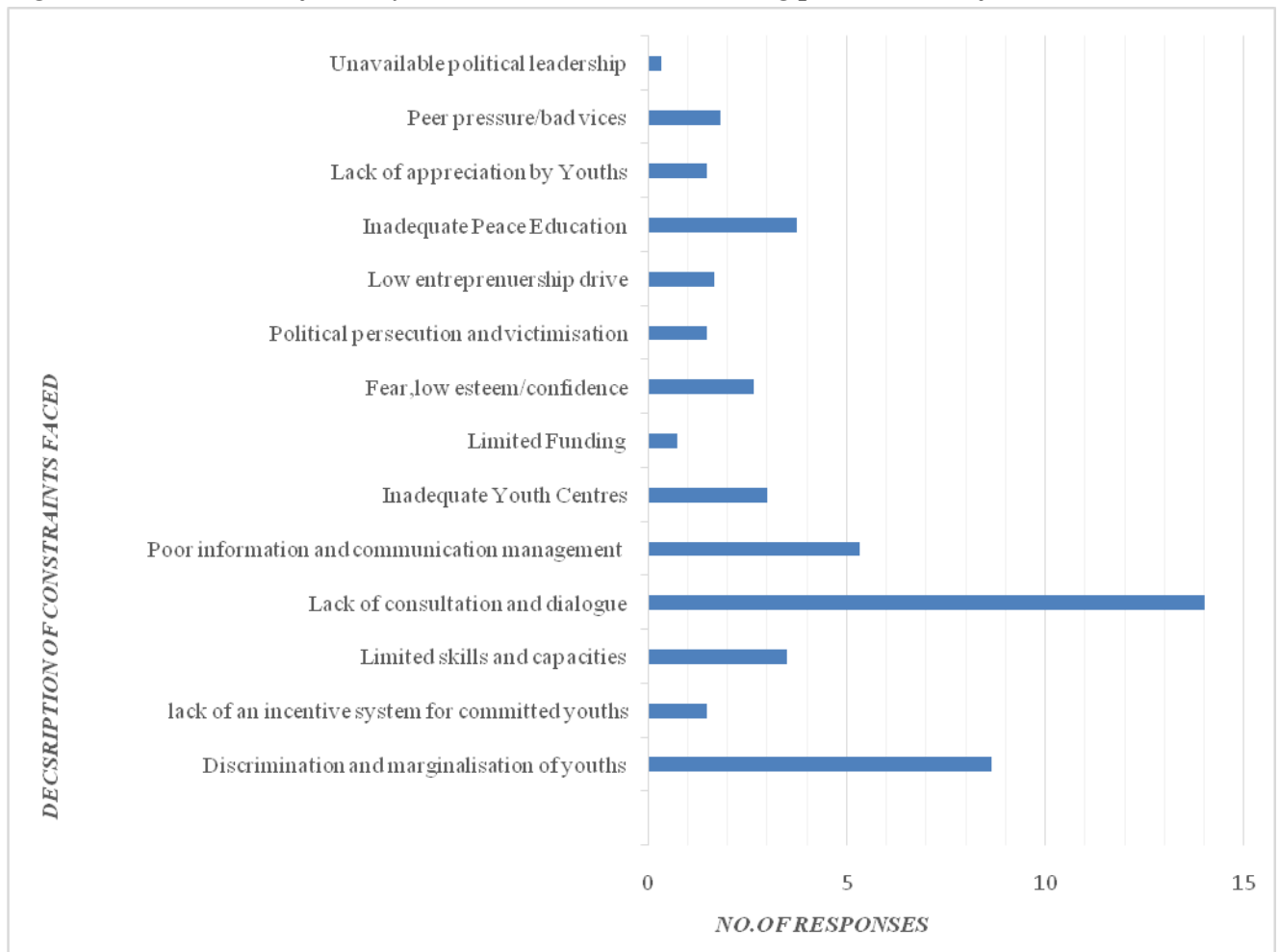
4.6 Constraints faced by Youths in addressing peace and conflict resolution issues

All 50 respondents were asked to state what constraints the youth networks faced when dealing with peace and conflict resolutions issues. The majority of respondents (14) said that lack of consultation and dialogue between elected representatives and youths is a major constraint in addressing peace and conflict issues effectively. In order of respondent rankings, similar sentiments were expressed in relation to discrimination and marginalization of youths, poor

communication and information management by institutions of governance, inadequate peace education and limited skills and capacities of youths to effectively articulate and engage relevant actors on matters of peace and conflict resolution.

Other constraints mentioned, amongst others, included fear and lack of confidence by youths, peer pressure, unavailable political leadership and limited funding to support activities of the networks at community level. Figure 12.0 below provides an illustration of the constraints faced by the Youth networks in addressing peace and conflict resolution issues.

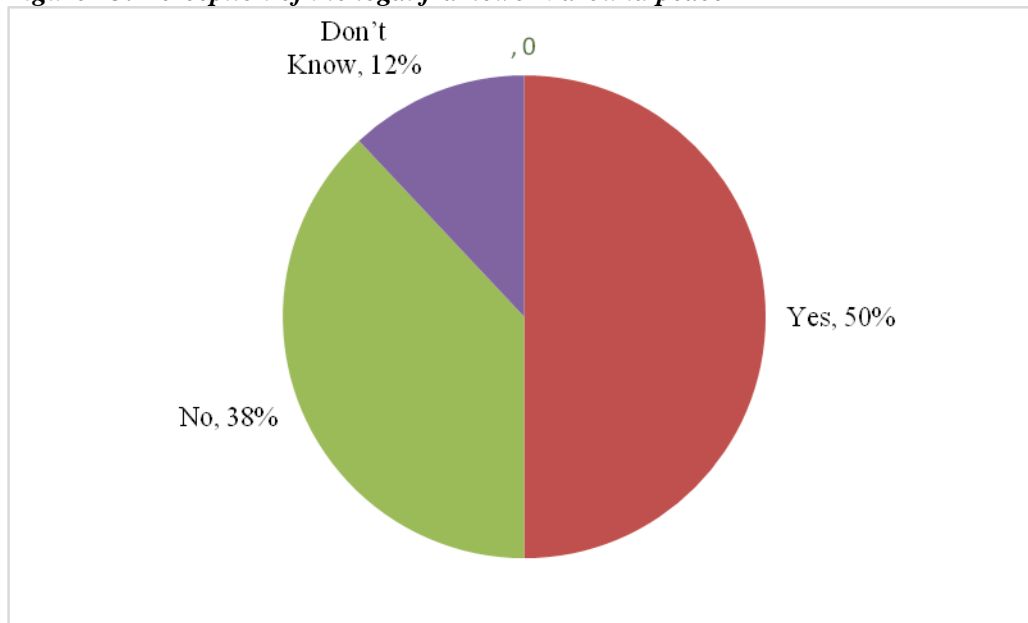
Figure 12: Constraints faced by Youth networks in addressing peace and conflict



4.7 Perceptions of the Zambian legal framework in relation to Youths, peacebuilding and conflict resolution.

The eight Youth networks operating in Bauleni were asked whether the legal framework in Zambia covers how youths can be involved as instruments of peace building and conflict resolution. The majority of the Youth networks (4 or 50%) felt that the legal framework provides for this coverage. Interestingly, 38% (3) of Youth networks felt that the legal framework does not cover how youths can be involved in peacebuilding while 12% did not know. Figure 13 below provides a graphic representation of the legal framework and responses received.

Figure 13: Perception of the legal framework around peace



When asked how the legal framework covers youths as instruments of peacebuilding and conflict resolution, the four Youth networks that responded in the affirmative all pointed to elections. They indicated that youths are mostly engaged to play a role in peacebuilding just before, during and after elections when they are asked to produce or participate in the production of radio and TV jingles replete with messages of peace and national unity.

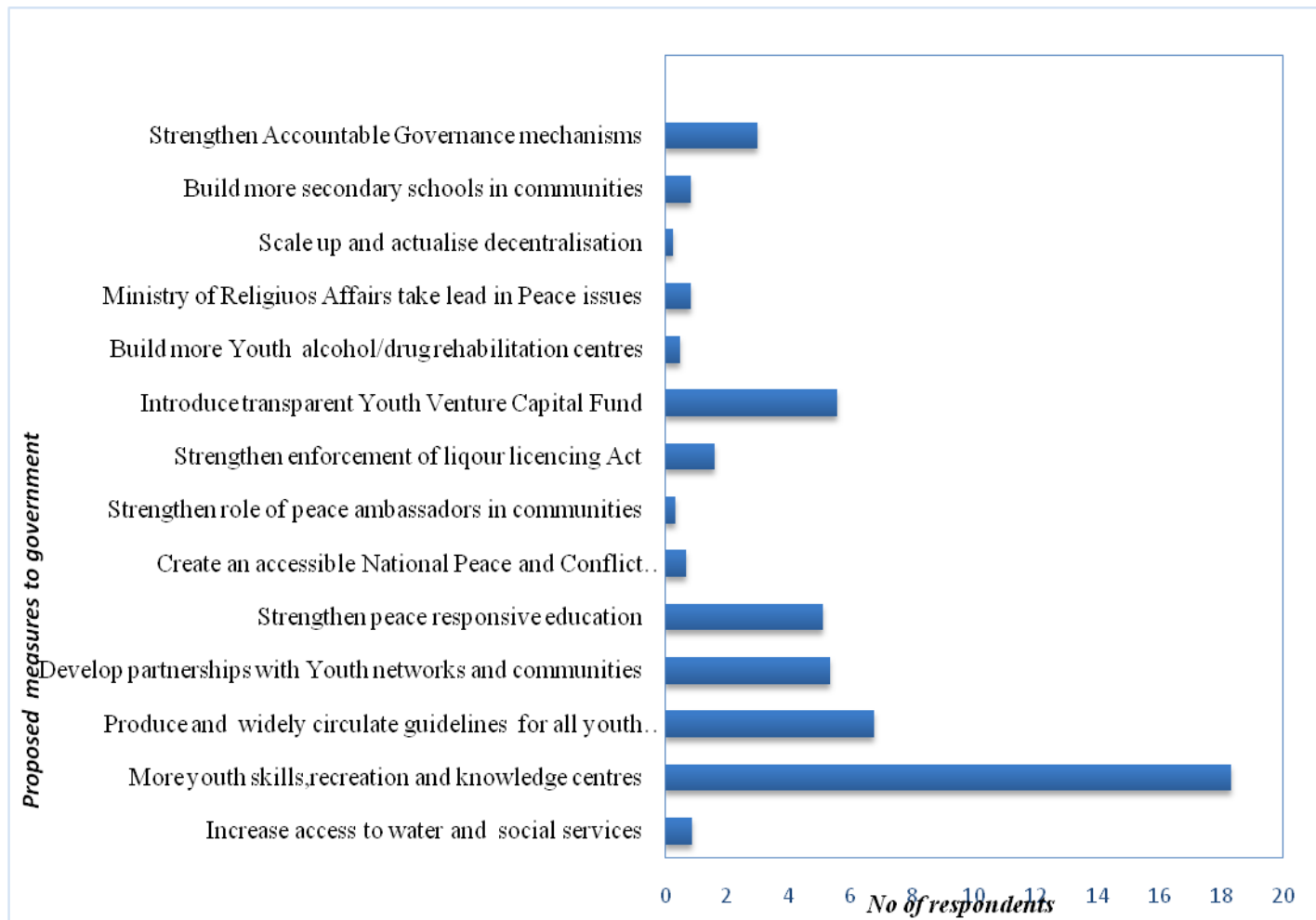
4.8 Recommendations to the government to empower youths in peacebuilding and conflict resolution.

When all the 50 respondents were asked to recommend measures to the government to enable empowerment of youths in peacebuilding and conflict resolution, the majority of respondents (18) said the government needed to invest resources in establishing more youth skills, recreation and knowledge centres. By order of preference, respondents also recommended the following key measures to consider:

- Production and wide dissemination of guidelines for all public led Youth empowerment programmes;
- Introduction of transparent Youth Venture Capital Fund; and
- Development of effective responsive partnerships with Youth networks at local level.

Figure 14.0 below depicts the findings espousing the recommendations to government from all respondents. Other recommendations made include strengthening accountable governance mechanisms, strengthening the liquor licensing Act, increasing access to clean drinking water and other public services and creating an accessible National Peace and Conflict Resolution Platform.

Figure 14: Recommendations proposed to government by all respondents



Chapter Five

Discussion of the Findings

5.0 Introduction

This chapter analyses the findings of the research in relation to the espoused research objectives. The analysis is done within the framework of the theoretical underpinnings of this study. It delves on youth networks working in peace processes in Bauleni, forms of conflict, role of youths, community innovations, the legal framework and coverage of youths and stakeholder perceptions of how government can empower youths in peace and conflict resolution processes.

5.1 Youth Networks working in Bauleni in Peace and Conflict resolution

The findings provide credible evidence that there are several Youth networks working in Bauleni and dealing with issues of peace and conflict resolution. Respondents identified a total of thirty eight Youth networks that were working in Lusaka, out of which twenty one were said to be working in Bauleni, representing 55% of all the Youth networks that respondents were able to identify. By proportion, this result shows that there is high concentration of Youth networks in Bauleni, which according to UNICEF (2016) has an estimated population of 120,000. The eight Youth networks that comprised the sample population for this study were all formal networks. However, some of the groups where the youths forming the FGDs were drawn from were informal Youth networks such as the Church Youth groups. Within the community, there were a few Youth networks that were said to be driven by other youths, especially artistes, such as Chris Youth Theatre group, Young Encounter Saviour and the Map Hooker and these can be categorised as informal Youth Networks. It is highly likely that there are a few more informal Youth groups, especially on the arts and social front, given the high density of the population in Bauleni.

The evidence also suggested that most of the Youth networks in Bauleni had a specific niche for Bauleni and their activities did not stretch into parts of Lusaka. For example, only six of the identified thirty eight Youth networks worked both in Bauleni and other parts of Lusaka while fifteen worked exclusively in Bauleni.

Interestingly, between key informants (12) and the Youth networks (8) there were more respondents over the age category of 35, outside the cap of the definition of youth in Zambia. This is because the key informants were not necessarily drawn from Youth networks, but from various sources that were considered appropriate and knowledgeable about the subject of youths, peace and conflict resolution. It was also worth noting that the majority of the respondents managing the Youth networks had a good educational background. For example, out of the 20 respondents (Key informants and Youth network representatives), 17 or 85% had a college, undergraduate or post graduate qualification. With such qualifications held by the Youth network agents, it can be deduced that the ability of the youth networks to articulate, adjust and respond to changing environmental dynamics in relation to peace issues is more amenable.

The range of the core business covered by the various Youth networks in Bauleni as depicted by the findings stretches from fostering good citizenship, enhancing youths self-worth, personal development through arts and education and empowerment through skills building and provision of platforms for amplification of youth voices. These activities capture the essence of Kemper's model of youth programming under the three programmatic approaches of socio-political, economic and human rights approaches. From a socio-political approach the organisations such as Don Bosco and In and Out of the Ghetto that focus on building good citizenship and enhancing self-worth are more inclined to instituting long-term measures that ensure that youths are transformed from spoiler agents to facilitators of peace and conflict resolution. Further, in tandem with the socio-political approach, findings show that the Youth networks also work towards ensuring that they strengthen the youth's self-perception and their relationship with the society as an important aspect of peacebuilding. From an economic approach, Youth networks such as Trail Blazer, Don Bosco, BUSA and In and out of the Ghetto promote actions that develop youth skills across various areas including enhancement of their income generational skills. From a human rights approach, Youth networks such as Apple Seed, Radio Yatsani Youth Express, BUSA and Family Legacy have integrated peace education, psychosocial work and human rights awareness as their core business. Kemper argues that the application of all three approaches in implementing youth programmes is more effective in achieving a more youth friendly and peaceful environment.

Findings show that more than half of the youth networks in Bauleni have a peace education component for their constituents as part of their core business. From this premise, it can be argued that the Youth networks are complimenting peace education espoused in Toh's Flower-Petal model in the community in addition to what the formal school system is offering. The findings reveal that the peace education component driven by youth networks covers human rights, environmental education, inner peace and dismantling a culture of violence. This does not come as a surprise given the large number of youths in Bauleni, with a high likelihood that a sizeable number maybe out of school since the entire community does not have a secondary school. The argument advanced by Ardizzone (2003) on youth networks and their contribution to peace education is relevant in this context. Ardizzone argues that youth organizations have a demonstrated impact on youth's personal growth, buttressing an ethic of social responsibility and pro-social behaviour, and can therefore serve as models for formal and non-formal peace education that provide youth with opportunities that may not be available in schools.

5.2 Forms of Conflict in Bauleni

There were thirteen different forms of conflict that all fifty respondents classified as the most common in Bauleni. Among these, the conflicts with the highest responses were alcohol and drug abuse, teenage pregnancies and marriages and poverty induced thefts. This does not come as a surprise given that Bauleni has a large youth population. According to the CSO Census of housing and population (2010), Lusaka city had more than 62% of its population under the age of 24 years with the highest population density in Zambia at 4,853 people per square km as at 2010, and therefore it follows that Bauleni, being part of Lusaka, would most likely experience the same demographic conditions.

The conflict situation prevailing in Bauleni can ably be articulated by Yvonne Kemper's Model of Youth programming. It cannot be doubted that there some issues pertaining to the rights of youths, economic and socio-political inadequacies that have resulted in a problematic environment characterised by youth rebellion in the community. From the rights based approach perspective, youths under 18 years are expected to be protected from conflict through advocacy for peace processes through interventions led by Youth networks, elected representatives and local government.

It is also an expectation of the society that there should be mechanisms in place for supporting family and community responsibility in safe guarding peace. This situation is compromised when it is not addressed as a holistic approach, with some actors focusing on aspects of the rights of the child at the expense of the economic and socio-political approaches. This compromises the security of youths and exposes them to vices that eat at the core of the society, such as drug abuse and teenage pregnancies.

Similarly, if youths are not empowered through socio-economic programmes or feel marginalised because of their perceived political inclinations, they will feel disillusioned and direct their energies towards drugs, alcohol and all sorts of vices to occupy their minds. Access to economic empowerment by youths contributes to peace. Ensor (2013) argued that when youths are given realistic prospects of employment and education, they are less willing to engage in violence, alcohol and crime. The nature of conflicts in Bauleni points to a dysfunctional youth programming model that has not balanced socio-economic, rights based and socio-political considerations of youths.

The conflicts that stand out as the most common in Bauleni have a heavy inclination towards ones behavioural orientation or socialisation into the community. For example, infidelity in marriages, teenage pregnancies and marriages may point to lack of a breakdown of cultural values or simply lack of information on the expectations of an active and responsible member of a community. The home environment may not have provided that guidance and most of the youths in Bauleni may be out of school children. This underscores the need for targeted and refined peace education, to equip youths with knowledge and skills to co-exist peacefully and resolve conflicts amicably.

The flower-petal peace education model (Toh, 2004) is an important tool for effectively schooling youths to desist from all forms of conflict, and focuses on inculcating sustainable peace as a way of life. It embraces all aspects of the conflict issues that are replete in Bauleni but requires a paradigm shift to foster a progressive community. For example, sports and football in particular has been used as an effective tool for breaking down a culture of war through promoting and enhancing team spirit rather than individual effort.

The flower petal model embraces all aspects of conflict experienced in Bauleni, from alcohol and drug abuse, GBV, marriage related, to poverty related, land encroachment and political and land related disputes. This is because the model addresses in a holistic manner all aspects to do with dismantling a mind-set focused on competition and fighting, sustainable management of the environment, fair trade and business equity, civil rights and liberties, co-existence and inter-cultural tolerance and the consolidation of inner peace. This aspect requires concerted effort of multi-stakeholders in scaling up and strengthening at the home, community and school level to curb the conflicts that are prevalent in Bauleni as it provides a solid foundation for youths to be ambassadors of peace.

5.3 Role of Youth networks in promoting peace and conflict resolution in Bauleni

The majority of key informants (76%) affirmed that Youth networks in Bauleni were involved in peace and conflict resolution activities with the most notable ones falling within the remit of church and Christian outreach activities, grassroots sports and socio-political activities. There is compelling evidence from the responses that peace education as a specific intervention or activity in Bauleni requires more targeted attention and this may perhaps explain the high incidences of alcohol and drug abuse, teenage pregnancies and marriages. The role played by the Youth networks in peace and conflict resolution can be summed up in three broad categories:

- Promoting education for human rights
- Building capacity of constituents and partners in justice and compassion; and
- Enhancing economic and social development needs of youths

The findings on the three broad categories of roles performed by Youth networks above reverberates with the tenets of Yvonne Kemper's model of Youth programming that entrenches the rights based, economic and socio-political approaches. A Youth network can choose one or all three programming approaches in pursuit of its work with youths. The Youth networks in Bauleni working to advance the promotion of human rights such as Family Legacy Missions follow the Rights based approach that aims at providing youths (and especially children under 18 years) with human needs and human security, including upholding their individual rights.

Other Youth networks such as Trail Blazer work to empower youths set their personal development and growth targets and therefore work within the remit of the socio-political approach under Kemper's model. This approach adopts a long term perspective compared to other approaches and works on transforming youths from spoiler agents to facilitators of peace. Youth's self-perception and their relationship with the community are given prominence and considered important for peacebuilding. Trail Blazer mentors youths to develop personal development plans that are transformational and impact on the community in the medium to long term.

In and Out of the Ghetto is a youth network focused on enhancing economic and social development needs of youths, through creative arts, music and other income generating activities. The interventions speak directly to the economic approach under Kemper's model, which is aimed at sustaining youth's livelihoods by themselves. It is under this approach that youths are exploited particularly during elections, by paying them to fan violence targeted at opposition politicians. This is so because money and employment are strong incentives for youths to be involved in various activities. Youth networks such as In and Out of the Ghetto instead work with youths to develop their capacity and provides them with income generational skills and opportunities.

Networking appears to be an integral part of the youth networks in Bauleni as demonstrated by all the eight youth network representatives who consented to working with other partners on issues of peace. The collaborators or partners from outside Bauleni provide support in peace education, particularly focusing on dismantling a culture of war or conflict and enhancing education for human rights. Focusing on peace education recognises the potential impact inherent in youth led interventions to influence change and peace in society. This stance also assists in steering the confidence of the youths if they are aware that their peace building and conflict resolution efforts and initiatives are being recognised and appreciated by sub-national and national decision makers.

Del and Wisler (2007) underscores the importance of acknowledging the youths role in peacebuilding by conceptualising, documenting and amplifying in order to reverse marginalisation of youths contributions to peace processes. One of the key challenges that this study brings out through the youth networks is their marginalisation by key decision makers.

The activities of the church based Youth groups comprise the informal youth networks and these seem to have demonstrated some impact on peace and conflict processes because they deal with behavioural change issues, from a spiritual dimension. For Example, the SDA Youth group in all its engagements with peers emphasises non-alcoholism and freedom from drugs as a non-negotiable shrill message. Ardizzone (2003) asserts that youth organisations or networks such as church groups have a huge effect on youth's personal growth, because they have a systematic way of emphasising and inculcating social responsibility and pro-social behaviour. As such they easily serve as models of formal and non-formal peace education. This way youths are provided with opportunities to learn ethos of peace, some of which may not be provided through the school system. A community setting like Bauleni has a huge population of children out of school who may benefit from scale up approaches through such interventions to create a future cadre of good citizens.

A major role played by youth networks in Bauleni revolved around environmental management. Findings from the youths in the FGDs showed that the youths were involved in four out of the five environment programmes that were implemented in Bauleni. These covered sanitation and health programmes and cleaning surroundings in the locality to make it more habitable. This underscores the importance of investing in peace education covering the various categories of the Flower Peace model in an integrated manner in order to achieve sustainable peace. It's important for youths to raise their voices on these issues because they affect the quality of life and peace in the community.

The youth networks appeared hopeful that they could do more in initiating and leading peace and conflict processes if they got coordinated cooperation from the government. A number of other challenges that negatively impacts on what they can positively contribute to the community in peace processes included lack of interaction and consultation with elected representatives, discrimination and marginalisation of youths, poor communication and information management by the governors inadequate peace education and limited skills and capacities by youths to effectively engage relevant actors on peace and conflict issues.

5.4 Community innovations in addressing peace and conflict resolution

All the eight Youth networks appeared to have actively engaged their constituents on matters of peace and conflict resolution. Most of the Youth networks seem to have employed either music, drama or sports in driving messages of peace and resolution of conflicts. Some of the youths were involved in the composition of jingles with messages of peace and national unity during the 2016 elections.

The concept of involving youths in media reporting is quite innovative in that the youths themselves go out and gather the stories and then are given an opportunity to air them on Yatsani Radio station, with provision for inviting relevant stakeholders depending on the subject. The stories took different angles but some of them focused on peace reporting where issues were raised in order to be resolved amicably by bringing various parties concerned to air their views on radio, which provided a bigger platform to engage. This approach curtails speculation and gives an opportunity for conflicting parties to share their perspectives, and opens up a window of amplifying the facts before the public eye. In all this the youths took lead in driving the interlocution process. It can be argued that this approach not only sought to raise awareness on different aspects of social development affecting youths, but also provided an opportunity to provide peace education to radio audiences using the Flower-petal model. Different stories covered included those focusing on encouraging non-violence, human rights awareness, environmental management and emotional management.

The use of sports at grassroots level brought out some interesting dimensions to how young people view leadership, team work, competition and conflict resolution processes. When the eight Youth networks in Bauleni were asked what role other Youth networks play in peacebuilding and conflict resolution, the majority made reference to efforts directed at dismantling a culture of violence through sports. Sports plays a big role in advancing the flower-petal peace education model in Bauleni. Youth networks such as BUSA use sports such as Football³ to address a range of social topics spanning from gender equality, dialogue, leadership and peacebuilding. An interesting dimension to the sport of football³ is that it is played without referees, allowing players the opportunity to resolve conflicts that may arise during the match through dialogue and compromise. It therefore provides a life changing peace mechanism for

empowering young people to take responsibility for their actions and treat others fairly while promoting learning for communication and mutual respect, both on and off the pitch. This also enhances the promotion of inner peace through the application of emotional skills by managing the youth's tempers through sports.

5.5 Legal framework and coverage of Youths in peace and conflict resolution

The findings showed that half of the Youth networks (4 out of 8) felt that the legal framework in Zambia covers youths in terms of how they are involved in peace and conflict resolution processes. This was predominantly attributable to participation of youths in election activities, especially with regards to production of information and educational communication materials with specific messages of peaceful and non-violent campaigns and national unity. Some youth networks such as In and out of the Ghetto were commissioned by the Electoral body and other governance agents to produce jingles with peace messages for airing on the national radio and television stations. This activity provided important aspects of the flower-petal peace education model covering the dismantling of violence, diversity of cultures and the responsibilities that come with good citizenship and protecting human rights.

However, as noted in the findings, the most common forms of conflict in Bauleni included alcohol and drug abuse, teenage pregnancies and marriages, thefts, political conflicts and GBV related issues. It can be argued from a youth programming perspective that according to Kemper's model, the government has not put in place adequate measures to economically empower youths in order for them to sustain their livelihoods. There is compelling evidence provided in this study that points to the fact that lack of dialogue between elected representatives and youths, discrimination and marginalisation of youths have had negative effects on empowering the youths. For example, when youths were asked what empowerment programmes they were involved in, the majority (40%) said that they were not involved in any. From the youth's responses, the church appeared more active in providing economic opportunities in comparison to the government. It is therefore important for government to effectively mainstream youth issues across all its sectoral planning breadth to curb marginalisation of youths. To buttress this point, Ensor (2013) affirmed that youths in South Sudan reported a

significant lower chance of engaging in crime and violence when given realistic prospects of employment and education by the state. To this end, the youth policy in Zambia requires strengthening so that it effectively integrates Kemper's three youth programming approaches and the flower-petal peace education model in order to tap into the potential of youths in building sustainable peace and conflict resolution processes. It is therefore cardinal that a platform that captures the perspectives of youths on matters of peace and conflict resolution at sub-national and national level be put in place through the policy.

5.6 Respondents perceptions on how government can empower youths in peacebuilding and conflict resolution

This research generated strong evidence pointing to the need for strengthening peace education along the themes articulated in the Flower-Petal peace education model and the importance of holistically integrating Kemper's three approaches of youth programming; economic, human rights and socio-political. Peace education must be coupled with actual empowerment initiatives that keep youths fully engaged in activities that have a solid bearing on sustainable livelihoods. The majority of the fifty respondents were of the opinion that the government needed to invest more resources in establishing youth skills, recreation and knowledge centres. This entails the provision of skills training in vocational areas such as carpentry, bricklaying, welding, mechanical repairs, as well as community sports and other educational, informational and library services.

Respondents also felt that more needed to be done to publicise guidelines for youth empowerment programmes. Half of the key respondents who by virtue of their standing in the community were ideally knowledgeable on the subject matter said that they were not aware of any youth empowerment programmes in Bauleni. Other perceptions revolved around the need to introduce a transparent Youth Venture Capital Fund, developing effective responsive partnerships with grassroots Youth networks, strengthening accountable governance mechanisms, increasing access to public services and creating an accessible platform for peace and conflict resolution. This evidence all speaks to the need to mainstream youth issues in all

major policy decisions. In doing that it is important to adopt an integrated approach that holistically considers all three approaches espoused in Kemper's model of youth programming. This model provides a useful mechanism for integrating concerns and needs of youths for ensuring sustainable peace and effective conflict resolution processes.

The national Youth Policy of Zambia does not have a strategy or framework of how youths will be engaged and involved on issues of peace and conflict resolution. It spells out seven key themes with accompanying objectives, strategies and key activities covering mainly issues around skills and entrepreneurship development, health, creative arts and environment management. Peace education, which is fundamental to peacebuilding and conflict resolution in the event of conflicts across all themes is not encapsulated in the policy. From the perspective of Kemper's model of Youth programming, the rights approach that articulates how to provide for youths (below 18 years) human needs and security and the socio-political approach focusing on youth transformation and self-perception are not adequately espoused in the policy.

Chapter Six

Conclusion and Recommendations

6.0 Introduction

This chapter sums up the research study that sought to ascertain and bring out the roles that Youth networks play in advancing peace and conflict resolutions processes in Bauleni. Based on these findings, the conclusions and recommendations drawn from this study can generally be simulated across a larger part of the country around the role of youth networks in the area of peace.

6.1 Conclusions

6.1.1 Study respondents

The findings reveal that most of the authorities drawn from the Youth networks as well as the key informants who participated in the study had tertiary qualifications and therefore relatively well informed given the general demographic characteristics of the study site in this regard. It is therefore not surprising that the respondents understanding of the concepts of peace, conflict and conflict resolution in relation to the definitions provided in this report were fairly good across board.

6.1.2 Youth Networks operating in Bauleni

The findings show that there is a significant number of youth networks working in Bauleni in relation to what respondents were able to tabulate across Lusaka, which mostly comprised formal Youth networks. The informal networks identified in Bauleni were within the realm of recreation and the ecumenical set up. It is highly likely that there were a few more informal networks given the high population density of Bauleni.

6.1.3 Most common forms of Conflict

It is evident that alcohol and drug abuse, teenage pregnancies and marriages and poverty related thefts were the most common conflicts in Bauleni. These conflicts can best be articulated by Kemper's model of youth programming that enshrines three approaches of dealing with youths and peace building: socio-political; economic and human rights based. When governments and communities do not look at these approaches from a holistic and integrated perspective, an offshoot of problems such as the conflicts noted in Bauleni will typically emerge. The conflicts identified in Bauleni also require a medium to long term and community targeted peace education strategy, specifically the Flower-Petal peace education model. This model provides a relevant learning model for Bauleni since it embraces various forms of conflicts experienced in Bauleni. It is desirable for the community because it also focuses on dismantling the culture of violence, promotes sustainable management of the environment, equitable business dealings, upholding civil rights and liberties, co-existence and intercultural tolerance, emotional discipline and management.

6.1.4 Role of Youth networks in Peace and Conflict resolution

The study concluded that most Youth networks were involved in peace and conflict resolution activities, led by the church Youth networks and focusing on grassroots sports and socio-political activities. There is evidence that Bauleni requires more targeted peace education and this may explain the high responses attributable to alcohol and drug abuse, thefts and teenage pregnancies and marriages. The study found that the role of the Youth networks cut across three strands namely promoting education for human rights, building capacity of constituents and partners in justice and compassion and enhancing economic and social development needs of youths.

6.1.5 Innovations in Peace and Conflict resolution processes

From an innovative perspective, the study found that two initiatives stood out. The first is the use of youths in media reporting where youths are empowered to cover their own stories on peace and conflict resolution and the second is the use of grassroots street soccer known as football3 that encapsulates several social topics including leadership and peacebuilding. Football3 provides a life changing peace dimension for empowering youths to take responsibility for their actions and treat others with fairness while promoting openness and information exchange at all times.

6.1.6 Legal framework and Peace and conflict resolution

The study also noted that the Youth networks operating in Bauleni indicated that the legal framework in Zambia covers the actions of youths in terms of how they are involved in peace and conflict resolution processes. This was largely attributable to the previous participation in elections where youths were commissioned to produce information and educational communication materials with messages on peace and the need for unity. The downside to this, as is evident in the forms of conflict identified by respondents in Bauleni, is that from an economic perspective and where money is used as an incentive, other youths can be used to fan violence and engage in reckless alcohol abuse.

6.2 Recommendations

Based on the issues highlighted in this research report, the following recommendations are made in connection with strengthening the role of youth networks in peace and conflict resolution processes in Zambia generally;

- Youth programmes and interventions both at the sub-national and national level should embrace intentional and multi-faceted peace education programmes such as the flower-petal peace education model as medium to long term strategies for ensuring sustainable peace and effective conflict resolution mechanisms
- Planning processes involving youth networks, peace and conflict resolution should pay particular attention to how the economic, socio-political and human rights approaches impact on youth's livelihood. A holistic approach ensures the attainment of sustainable peace and an informed conflict resolution agenda;
- Youth mainstreaming should be undertaken more strategically and should be informed by evidence across sectors that capture how youths participate within those sectors;

- Skills audits across various sectors should be treated as an integral part of youth planning processes in order to ascertain areas or sectors requiring government support or empowerment initiatives and their impact on the national employment metrics because inactive youths easily get targeted for churning chaos in communities;
- Channels or platforms for engaging youths should be created using bottom up approaches so that grassroots based Youth networks interact fully with their constituents in bringing out issues of concern in peace and conflict resolution
- The 2015 National Youth Policy should elaborate how youths can champion and participate in peace and conflict resolution processes at all levels of society;
- Government should reach out and strengthen partnerships with Youth networks in the communities by creating workable participatory bottom up governance interface platforms for interacting on issues of peace and conflict resolution.
- The council must enforce the liquor licencing laws that regulate trading and dealing in alcohol to curb abuse and the resultant conflicts by youths.

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Annexes

Annex A: Questionnaire for Youth networks



UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY POSTGRADUATE PROGRAMMES

INTERVIEW GUIDE FOR YOUTH NETWORKS

RESEARCH TOPIC: ROLE OF YOUTH NETWORKS IN PEACE AND CONFLICT RESOLUTION-A CASE STUDY OF BAULENI COMPOUND

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Science degree in Peace, Leadership and Conflict Resolution. I am undertaking a study on the role of Youth Networks in peace and conflict resolution in Zambia using Bauleni Compound as a case study. The study seeks to explore and identify roles played by youth networks in peace and conflict resolution by providing some illustrations of their unique and untapped potential in this area.

I would be grateful if you could assist me complete this questionnaire. The information gathered will provide critical input and knowledge that will greatly assist in this study. However, please note that your information will be treated as highly confidential and shall only be used for research purposes.

I shall highly appreciate your time and cooperation in completing this interview.

SECTION 1: Identification Data

Name of Youth Organisation (or Youth Network):
Questionnaire ID number:
Date Interview Completed:
Start Time:
End Time:

Section 2: Respondent Characteristics

Sex: (a) Male (b) Female

Age: (a) 18- 25(b) 26- 30 (c) 31- 35 (d) Above 35

Education Level: (a) Primary (b) Secondary (c) College (d) Undergraduate (e) Post Graduate (f) None

SECTION 3: Youth Organisational/Network operational and Programme/Projects implementation information

Q1. What is your core business?

.....
.....

Q2. How is your Organisation involved in promoting peace and resolving conflicts in the community?

.....
.....
.....
.....

Q3.Can you identify any other youth organisations or networks working on peacebuilding and conflict resolution processes in Lusaka and Bauleni in particular? a) Yes b) No

If yes, list organisations/Networks

a) Lusaka.....
.....
.....
.....

b) Bauleni.....
.....
.....
.....

Q4.Are you aware of any informal youth networks within the community that are engaged in peacebuilding and conflict resolution processes? a) Yes b) No

If yes, list the youth networks

.....
.....
.....
.....

Q5.What do you think are the most common forms of conflict in Bauleni Compound?

.....
.....
.....
.....

Q 6. Does your organisation work with other formal or informal Youth networks in promoting peace and conflict resolution? a) Yes (b) No.

If yes, list the networks.

.....
.....
.....
.....

Q7.What roles do the other Youth networks play in peacebuilding and conflict resolution?

.....
.....
.....

Q 8. Has your Organisation/Network implemented any innovative approaches/activities in addressing issues of peace and resolving disputes and conflicts in Bauleni over the last five years? a) Yes b) No

Q8.1 What was innovative about the approaches/activities that you implemented?

.....
.....
.....

Q9.What are some of the constraints that your Organisation/network faces in addressing issues of peace and conflict resolution?

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Q10.Do you think that the legal framework in Zambia covers how youths can be involved as instruments of peacebuilding and conflict resolution? a) Yes b) No

Q10.1 If yes, how are the youths covered

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Q10.2 What measures do you recommend to government to empower youths in peacebuilding and conflict resolution processes.

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End of Interview

Thank you for your time and attention.

Annex B: Questionnaire for Key Informants



UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY POSTGRADUATE PROGRAMMES

INTERVIEW GUIDE FOR KEY INFORMANTS

RESEARCH TOPIC:

ROLE OF YOUTH NETWORKS IN PEACE AND CONFLICT RESOLUTION-A CASE STUDY OF BAULENI COMPOUND

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Science degree in Peace, Leadership and Conflict Resolution. I am undertaking a study on the role of Youth Networks in peace and conflict resolution in Zambia using Bauleni Compound as a case study. The study seeks to explore and identify roles played by youth networks in peace and conflict resolution by providing some illustrations of their unique and untapped potential in this area.

I would be grateful if you could assist me complete this questionnaire. The information gathered will provide critical input and knowledge that will greatly assist in this study. However, please note that your information will be treated as highly confidential and shall only be used for research purposes.

I shall highly appreciate your time and cooperation in completing this interview.

SECTION 1: Identification Data

Questionnaire ID number:
Date Interview Completed:
Start Time:
End Time:

Section 2: Respondent Characteristics

Description of Key Respondent (or Vocation).....

Sex: (a) Male (b) Female

Age: (a) 18- 25(b) 26- 30 (c) 31- 35 (d) Above 35

Education Level: (a) Primary (b) Secondary (c) College (d) Undergraduate (e) Post Graduate (f) None

SECTION 3: Information on Youth Networks and Peace and Conflict Programme/Projects

Q1. What is your understanding of the following?

a) Peace?

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b) Conflict

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.....

c) Conflict Resolution

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Q2. Do you think that youths in Bauleni are involved in peace and conflict resolution activities?What kind of peace and conflict resolution activities are youths involved in?

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Q3.Are you aware of any Youth Networks that are involved in promoting peace and resolving conflicts in Lusaka and in particular Bauleni?

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Q 4.What do you think are the most common forms of conflict in Bauleni Compound?

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Q5. Are you aware of any youth empowerment programmes being implemented in Bauleni? Who are championing the empowerment programmes?

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Q 6. Are you aware of any form of consultation between elected representatives and Youths in Bauleni on matters regarding peace and conflict resolution?

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Q7.What constraints do you think Youths face in addressing issues of peace and conflict resolution?

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Q8. What measures do you recommend to government to empower youths in peacebuilding and conflict resolution processes.

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End of Interview

Thank you for your time and attention.

Annex C: Focus Group Discussion Guide (Youths)



UNIVERSITY OF ZAMBIA AND ZIMBABWE OPEN UNIVERSITY POSTGRADUATE PROGRAMMES

FOCUS GROUP INTERVIEW GUIDE

RESEARCH TOPIC:

ROLE OF YOUTH NETWORKS IN PEACE AND CONFLICT RESOLUTION-A CASE STUDY OF BAULENI COMPOUND

Dear Sir/Madam,

Welcome to this open discussion session. I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Science degree in Peace, Leadership and Conflict Resolution and I will moderate this discussion. I am undertaking a study on the role of Youth Networks in peace and conflict resolution in Zambia using Bauleni Compound as a case study. The study seeks to explore and identify roles played by youth networks in peace and conflict resolution by providing some illustrations of their unique and untapped potential in this area. You have been invited to this group discussion because you are an important stakeholder in the research.

This discussion has no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said. I have a recorder with me and I will record the discussion as I do not want to miss out any of your valuable comments/responses. Kindly be assured that this discussion is being conducted with utmost confidentiality and no names will be revealed to anyone beyond this location. The information gathered here will be used for research purposes only.

I shall highly appreciate your time and cooperation in completing this interview.

SECTION 1: Identification Data

Questionnaire ID number:
Date Interview Completed:
Start Time:
End Time:

Section 2: Respondent Characteristics

Description of Youth FGD:

Name of Youths in FGD: Of which: Male.....
Female.....

SECTION 3: Role of Youths in Peace and Conflict Resolution

Q1. What is your understanding of the following?

a) Peace?

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b) Conflict

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.....

c) Conflict Resolution

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Q2. As youths, are you involved in peace and conflict resolution activities?

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Q3. What kind of peace and conflict resolution activities are you involved in?

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.....
Q4. Do you belong to any other Youth Network that are involved in promoting peace and resolving conflicts?

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Q5. Are you aware of any other youth organisations or networks working on peacebuilding and conflict resolution processes in Lusaka and Bauleni in particular?

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Q 6. What do you think are the most common forms of conflict in Bauleni Compound?

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Q7. Are you aware of any youth empowerment programmes?

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Q8. What empowerment programmes are you involved in as youths?

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Q9. Are you aware of any environmental management programmes? How are you involved?

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Q 10. Have you ever been consulted by your Area Councillor or MP to assist her/him to promote or address peace issues and resolve conflicts?

Q11.What are some of the constraints that you face as Youths in addressing issues of peace and conflict resolution?

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Q12 What measures do you recommend to government to empower youths in peacebuilding and conflict resolution processes.

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End of Interview

Thank you for your time and attention.

Annex D: List of identified Youth Networks in Lusaka and Bauleni Compound

Name of Youth Network	In Lusaka(outside Bauleni)	In Bauleni
1.Peace and Justice Commission(Catholic Church)	✓	
2.Ludovico Movement (Catholic Church)	✓	
3.St Anne Catholic Movement	✓	
4.Chikumbuso	✓	
5.In and Out of the Ghetto		✓
6. Family Legacy Missions	✓	✓
7.SWAZ		✓
8.YALI	✓	
9.DREAMS	✓	✓
10.Global Platform	✓	
11.Trail Blazer Youth Project		✓
12.Holy Childhood	✓	✓
13.Bauleni Sports Academy(BUSA)		✓
14. Barefeet	✓	
15.Grassroots Soccer	✓	
16. Apple Seed		✓
17. Chiparamba Youth Academy	✓	
18.Sport in Action	✓	
19. Chris Youth Theatre Group		✓
20. Young Encounter Saviour (YES)		✓
21.Future Changes		✓
22.The Map Hooker		✓
23.St Mathias Mulumba Youth Choir Group		✓
24.Film Friday Youth Group		✓
25.Don Bosco		✓
26.Youth Friendly Corner		✓
27.SDA Youth Religious Liberty		✓
28.Bauleni Youth Choir Group		✓
29.Bauleni Street Kids		✓
30.Zambia Civic Education Association	✓	✓
31.Radio Yatsani Youth Express	✓	✓
32.Edu Sport	✓	
33.International Youth Fellowship	✓	
34.Young Men's Christian Association	✓	
35.Young Women's Christian Association	✓	
36.Zambia Street Football Network	✓	
37.American International School	✓	
38.National Youth Development Council	✓	
	22	21