Role of Women Empowerment in Peace Building in Somalia

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ABSTRACT

The Universal Declaration of Human Rights states that everyone has the right to take part in the Government of his/her country. The empowerment and autonomy of women and the improvement of women's social, economic and political status is essential for the achievement of both transparent and accountable government and administration and sustainable development in all areas of life. The power relations that prevent women from leading fulfilling lives operate at many levels of society, from the most personal to the highly public. Across the world, women are treated unequally and less value is placed on their lives because of their gender. Women's differential access to power and control of resources is central to this discrimination in all institutional spheres that is the household, community, market, and state. Discrimination against women has resulted in violence and brutality on many women. In Somali, women are systematically discriminated against and subordinated. They face limited inclusion in decision making structures and leadership roles, limited access to reproductive health, higher rates of stigmatization from HIV/AIDS and sexually transmitted diseases, denial of due process rights, abuse of women's rights in divorce cases, denial of custody of children and denial of women's rights of property ownership and inheritance under customary law.

1. Introduction

Somalia has been in civil unrest for almost three decades, many women found themselves at the center of conflict fought between their sons, husbands and other male relatives. Due to the negative consequences of the war, various interventions were established in order to forge away for peace building including UNOSOM and UNITAF. However it was recognized that despite the effects of the war being felt by both men and women, the women have not been fully engaged in peace building in Somalia, this has been attributed to their weaker and subordinate position in the society It is against this background that the study aimed at investigating the role of women empowerment in the economic development of Somalia. The study was guided by the following objectives; To find out the effect of Women`s Political empowerment on Peace Building in Somalia, To find out the effect of Educational empowerment on the peace building in Somalia, To find out the effect of Social empowerment on Peace Building in Somalia, To find out the effect of cultural empowerment of Women on peace Building in Somalia. The survey findings indicated that majority of the respondents agreed to the fact that women`s political empowerment improves the peace building process this was shown by the mean of 3.93, the study found out that majority of the respondents agreed to the fact that access to education promotes participation of Women in peace building process as indicated by the mean of 3.99. The survey findings indicated that majority of the respondents agreed to the statement that Violence against women is destruction of their human rights as shown by the mean of 4.08. Regarding the statement on the effect of Elimination of discriminatory laws against Women on the Peace Building process in Somalia Results from the study also revealed that a large number of respondents agreed

to the statement that women should have equal rights to inherit property as men as shown by the mean value of 3.62.The study indicated that there is a significant relationship between women having equal rights and their participation in peace building. The recognition that women have equal rights as men improves their participation in the peace building process and further improves on their rights. Women's rights are the freedom and entitlement of women of human rights without discrimination or violation. Women's rights are rights inherent in nature and guaranteed by law. Therefore gender discrimination and violence against women are contrary to fundamental human rights, equity, natural justice and good governance.

Somalia, situated in the Horn of Africa, lies along the Gulf of Aden and the Indian Ocean. It is bounded by Djibouti in the northwest, Ethiopia in the west, and Kenya in the southwest. In area it is slightly smaller than Texas. Generally arid and barren, Somalia has two chief rivers, the Shebelle and the Juba.

According to the (UNDP, 2013), the population is estimated to be 10.5 million inhabitants of whom 52.3% are women and 34% of the households are headed by women and the annual growth rate is 2.9%. The average population density is about 400 inhabitants per km.

After British occupation of Aden in 1839, the Somali coast became its source of food. The French established a coal-mining station in 1862 at the site of Djibouti, and the Italians planted a settlement in Eritrea. Egypt, which for a time claimed Turkish rights in the area, was succeeded by Britain. By 1920, a British and an Italian protectorate occupied what is now Somalia. The British ruled the entire area after 1941, with Italy returning in 1950 to serve as United Nations trustee for its former territory By 1960, Britain and Italy granted

independence to their respective sectors, enabling the two to join as the Republic of Somalia on July 1, 1960. Somalia broke diplomatic relations with Britain in 1963 when the British granted the Somali-populated Northern Frontier District of Kenya to the Republic of Kenya

On Oct. 15, 1969, President Abdi Rashid Ali Shermarke was assassinated and the army seized power. Maj. Gen. Mohamed Siad Barre, as president of a renamed Somali Democratic Republic, leaned heavily toward the USSR. In 1977, Somalia openly backed rebels in the easternmost area of Ethiopia, the Ogaden Desert, which had been seized by Ethiopia at the turn of the century. Somalia acknowledged defeat in an eight-month war against the Ethiopians that year, having lost much of its 32,000-man army and most of its tanks and planes. President Siad Barre fled the country in late Jan. 1991. His departure left Somalia in the hands of a number of clan-based guerrilla groups, none of which trusted each other

According to (UNDP, 2013), there was no national government in Somalia for nearly two decades. Much of the country has been effectively governed by local authorities, in Somaliland and Punt land, but these entities were not recognized as states by the international community. There is a severe lack of capacity in every part of the country to adequately address problems. While parts of the north have been relatively peaceful, including much of the self-declared "Republic of Somaliland," the clan and inter-factional fighting have flared up with little warning, and kidnapping, murder and other threats to foreigners occur unpredictably in many regions. Since 1991, an estimated 350,000 to 1,000,000 Somalis had died because of the conflict.

During the Somali civil war many women found themselves at the center of conflicts fought between their sons, husbands and other male relatives. In Somali society it is men, specifically the elders, who traditionally have the means to make peace through dialogue and mediation. But although women are typically excluded from decision-making forums where peace accords are negotiated, their position within the clan system gives them the ability to bridge clan divisions and to act as a first channel for dialogue between parties in conflict.

In Somalia women have lacked enough space in both political engagement and decision making process. Although the constitution and laws enshrine provisions that recognize the right of women to equally participate in politics and economy, Somali women are the most disadvantaged and marginalized groups in both economic and political arena. Due to the negative consequences of the war, various interventions were established in order to forge away for peace building including UNOSOM and UNITAF, (UNDP, 2013). However it was recognized that despite the effects of the war being felt by both men and women, the women have not been fully engaged in peace building in Somalia, this has been attributed to their weaker and subordinate position in the society (UNESCO, 2012).

According to (UNESCO, 2012), Women are the backbone of every nation. They are the glue that holds and binds the nation. They are the one who usually takes care of the families no matter what or how painful and difficult it is. They sacrifice their lives and everything on their capability for the sake of helping their families. Because of the important function that women play in the society of Somalia, it was agreed by the transitional federal government in 2004 to empower women and to be included in the political decision making of Somalia, (UNDP 2012).

Therefore it is of this view that the study aims at assessing the role played by women empowerment in peace building process in Somalia.

According to the (UNDP, 2013) , in a world marred by conflict and violence, peace building is becoming increasingly important as a means of preventing continuing hostilities, Peace building missions and efforts have focused on emphasizing such factors as security and governance to prevent these potentially volatile situations from erupting into full fledged conflicts. The UNDP indicated that the approach, however, has neglected the gender dimensions of peace building.

The Universal Declaration of Human Rights states that everyone has the right to take part in the Government of his/her country. The empowerment and autonomy of women and the improvement of women's social, economic and political status is essential for the achievement of both transparent and accountable government and administration and sustainable development in all areas of life. The power relations that prevent women from leading fulfilling lives operate at many levels of society, from the most personal to the highly public. Achieving the goal of equal participation of women and men in decision-making will provide a balance that more accurately reflects the composition of society and is needed in order to strengthen democracy and promote its proper functioning (UN).

In Somali, women are systematically discriminated against and subordinated. They face limited inclusion in decision making structures and leadership roles, limited access to reproductive health, higher rates of stigmatization from HIV/AIDS and sexually transmitted diseases, denial of due process rights, abuse of women's rights in divorce cases, denial of custody of children and denial of women's rights of property ownership and inheritance under customary law.

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Objectives of the Study

1. To find out the effect of Political Empowerment of women on Peace Building in Somalia
2. To find out the effect of Educational Empowerment of women on Peace Building in Somalia
3. To find out the effect of Social Empowerment of women on Peace Building in Somalia
4. To find out the effect of Cultural Empowerment of women on Peace Building in Somalia

2. Related Literature

Theoretical Review

While there are many explanations for the status of women in society, our analyses focus on four dominant themes in the literature: (1) the classical modernization perspective that focuses on economic development, (2) the more recent human development view focusing on emancipative cultural changes that give rise to gender-egalitarian attitudes and self-expression values, (3) the historical legacies perspective which emphasizes the influence of cultural and political traditions, and (4) the institutional design perspective that is important from a political engineering perspective.

Economic Modernity (The Classical Development Perspective)

Focusing on economic development, the classical modernization perspective considers increases in democracy and human choice as a direct outcome of economic development (Nafziger, 2016). In relation to gender equality, this approach holds that economic development is central to increasing the pool of women eligible for positions of social power. These scholars establish that increased economic development associates with a more broad based distribution of educational and occupational resources. Greater access to educational and occupational resources increases women's chances of professional development, creating a larger pool of women eligible for power positions such as political office.

Cultural Modernity: The Human Development Perspective.

A more recent theory emphasizes the conversion of economic development into a cultural process of human development that gives rise to an emancipative worldview, reflected in self-expression values that emphasize human choice and autonomy, including the choices and autonomy of women (Inglehart & 2005, 2005). This rise in emancipative orientations develops mass expectations targeted at making elites responsive and inclusive. In this way, rising emancipative values lead to increases in women's empowerment throughout society and in parliament (Inglehart & 2005, 2005).

At its core, the human development perspective links social modernization to emancipative values through changes in existential constraints. The theory highlights changes in modern societies particularly conducive to women's empowerment and therefore establishes a link between cultural modernity and publics that value greater equality between genders.

In summary, modernization comes in many forms. While all the measures reviewed here relate in some fashion to women's empowerment, the strongest, most consistent findings show that gains in gender equality are most dramatic in countries with high levels of development and strong emancipative values. Thus, measures of economic development should strongly relate to the measures of women's empowerment (Reynolds, 2009).

We also expect measures of cultural modernity to strongly associate with the dependent measures. With respect to relationships between these two processes, given that the human development approach stresses the role of increasing human resources in expanding the scope of social inclusion and human choice, we expect that economic modernity will more strongly explain the initial stage of women's empowerment while cultural modernity will become more central to explanations of the higher stages.

Historical Legacies

The human development perspective and the classical modernization perspective offer theories to explain why modern societies are more conducive to gains in gender equality. This section on cultural and institutional path dependency presents historical legacies potentially capable of affecting the improvement modernization brings to women's social and political status.

The developmental trends of social modernization may face legacies of path dependent cultural and institutional organization that affect societies' abilities to improve women's lives (Kunovich & Paxton, 2005). Researchers note that the emergence of institutions, whether cultural or the result of policy, sometimes consists of types of social organization that have a continuing and somewhat determinant influence on phenomena relevant to those institutions far into the future.

This influence can take the form of an inertial tendency where institutions affect relevant phenomena that would have otherwise changed due to other social forces, like modernization. For instance, the Protestant religious traditions, which advocated for elimination of the long tradition of female suffrage, a state tradition of investing into welfare rather than coercive forces, and a tradition of leftist dominance in government formation (Welzel & Inglehart, 2003)

Depending on the nature of their traditions, religions vary in opportunity for women's emancipation. For instance, relative to other religious heritages, scholars find that a Protestant religious heritage improves the status of women in a country (Welzel, 2005).With its tradition of sectarianism and volunteerism, Protestantism holds a tradition particularly hospitable to democratic values, such as respect for individualism, reciprocity and popular sovereignty.

The Institutional Design Perspective theory

While theories of modernization emphasize the impact of economic resources and values on women's empowerment in society and historical legacies emphasize the impact of cultural and political traditions, researchers typically stress other factors to explain the representation of women in government. These researchers highlight the relevancy of the characteristics of political institutions as causal factors.

This literature holds that variation in institutional characteristics mediates mass support for women's empowerment and the pool of women eligible for political office in ways that either enable or constrain women's attainment of political leadership. Three aspects of the political system find support in this literature: the strength of democracy, the electoral system, and gender electoral quota systems.

In comparison to autocracies, it is not surprising that scholarship on explanations of women's social and political empowerment highlight the role of democratic institutions. The argument is rather straightforward. The oppressive, unequal treatment of women clashes with the democratic idea of human equality (Welzel, 2005).

As societal foundations that preserve and socialize free and equal citizenship, democratic institutions supply women with more rights and more channels for making their voices heard. Research indeed shows that the strength of countries' democratic traditions empowers their women (Inglehart & Welzel, 2005).

Researchers have also considered the impact of institutional variation within democracies on women's political representation. Most prominent among the arrangements considered is the influence of electoral systems. Electoral systems affect women's paths to parliament by structuring party elites' incentive or disincentive to run women candidates. In this line of research, the most persistent finding is the consistent, positive impact of proportional representation systems (PR) on the percentage of women in parliament (Norris, 2003).

Studies hypothesize that PR systems positively affect the percentage of women in parliament because these electoral systems have a higher number of seats per district and offer parties a greater chance of winning more than one seat per district. This results in greater turnover of officeholders and reduces the costs of increasing women's elite status by sacrificing the seat of an incumbent male (Rule 1994). The result is parties that are more likely to concern themselves with a ticket balanced according to gender (Norris, 2003).

The positive impact that PR electoral systems make on women's recruitment is crucial.

Due to differences in socioeconomic status, occupational choice and family responsibilities, in comparison to men, women candidates are likely to have greater difficulties in becoming eligible and aspiring political candidates (Inglehart & Welzel, 2005).

In this case, women are less likely to pursue political office and are likely to be lower on candidate lists if they choose to run. Thus, because PR electoral systems increase women's chances of recruitment and electability despite lower placement on candidate lists, these electoral systems provide greater opportunity for the election of women.

Feminist Theory

Women have been long associated with peace and peace building. Accordingly, the participation of women in peace building efforts has been justified on the basis of justice and equality, the necessities of policy criteria, contributions to economic growth and the strengthening of societal cohesion. However, a direct causal relationship between women as peacemakers, women as essential components of civil society and civil society as a pre requisite for peace building has not been thoroughly explored.

The exploration of this issue requires a methodology that sufficiently represents the viewpoint of women and their experiences of political and social influences. Political feminism challenges societal structures regarding gender relations. Feminist Theory is an outgrowth of the general movement to empower women worldwide. Feminism can be defined as a recognition and critique of male supremacy combined with efforts to change it.

The goals of feminism are: To demonstrate the importance of women, to reveal that historically women have been subordinate to men and to bring about gender equity. Feminists fight for the equality of women and argue that women should share equally in society's opportunities and scare resources. Feminism indicates that all people are created equal and should not be denied equality of opportunity because of gender, Liberal Feminists focus their efforts on

social change through the construction of legislation and regulation of employment practices.

Conceptual Framework

A conceptual framework is used to outline the possible courses of action or the preferred approach to an idea. The conceptual framework highlights the independent variables and the dependent variable. The interaction between the dependent variable and the independent variables of the study is shown by the figure below
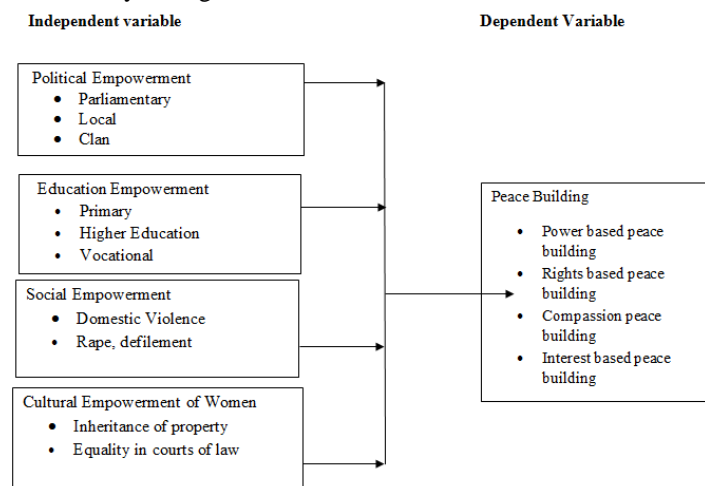

Figure 2.1. Conceptual Frame work.

Effect of Political Empowerment of women on Peace Building

Every human being has the right to participate in decisions that define her or his life. This right is the foundation of the ideal of equal participation in decision-making among women and men. This right argues that since women know their situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public spheres of their lives, from the local to the global (Miranda, 2005).

The UN Fourth World Conference on Women in 1995 recognized this key condition for women's empowerment, which in turn is required for democratic governance, identified as one of twelve critical areas of concern in its Beijing Platform for Action (BPA), Women in Power and Decision-making. For this concern, the platform recommends two strategies: First, "Take measures to ensure women's equal access to and full participation in power structures and decision-making" and second, "Increase women's capacity to participate in decision-making and leadership." Both strategies are proposed to be addressed by "Governments, national bodies, the private sector, political parties, trade unions, employers' organizations, research and academic institutions, sub-regional and regional bodies, and non-governmental and international organizations (Miranda, 2005)."

Many women especially in developing countries when asked if they would consider entering politics, i.e., consider becoming a candidate for an elective position in public office or appointed to a decision-making position in government, answer in the negative.

Foremost among their reasons is that politics is reputed to be dirty, where methods employed include the illegal and the unethical to win in elections and assume power, and where the corruption of public service for personal and narrow group interests has been the accepted norm. They say that they are intimidated and threatened by these dark sides of politics which they are likely to be pressured to join as their entrance

fee into mainstream politics (Inter-Parliamentary Union (IPU), 2005).

Through numerous dialogues and networking at various governance levels from local to national, regional and international, many women in developing countries have come to some consensus that politics has to be transformed, and that political transformation needs the active involvement of women. Therefore, women who believe in serving the public trust and can commit to public accountability should enter politics to effect this transformation (Inter-Parliamentary Union (IPU), 2005).

Effect of Educational Empowerment of women on Peace Building

The female education lowers the fertility rate by reducing desired family size and that this, in turn, is because education raises the value of women's economic activities by raising the labour market rewards from going out of the home for work. In other words, the opportunity-cost of staying at home for child bearing and rearing increases as women become more educated and educated women desire smaller families. (UNDP, 2006)

Education may also change women's preferences about the quantity versus the quality of children, with educated women choosing fewer children but of better "quality". Mother's education has a greater impact on the educational attainment and school achievement of children than father's education. This is plausible given the greater interaction between mother and children in most families since, in most countries, fathers are usually the main earners in the household. In this way, education of females contributes more significantly (than the education of males) to increases in human capital, productivity, and economic growth not only in their own generation but also in the next generation.

Educating girls and women is probably the single most effective investment a developing country can make, whether or not women work outside the home. It creates a multitude of positive remunerations for families including better family health and nutrition, improved birth spacing, lower infant and child mortality, and enhanced educational attainment of children.

Countries in the Middle East are increasingly integrated in world markets for manufactured goods. Their ability to compete in these markets and in globalizing service markets will depend on the excellence of human capital they bring to the competition. Ensuring that all citizens are educated and numerate, that many possess a wide range of problem solving skills beyond the basic level, and that some have world class professional skills will necessitate new curricula, improved teacher programs, and academic methods that encourage higher order cognitive skills.

Effect of Social Empowerment of Women on Peace Building

Violence against women and girls is one of the most systematic and widespread human rights violations. It is rooted in gendered social structures rather than individual and random acts; it cuts across age, socio-economic, educational and geographic boundaries; affects all societies; and is a major obstacle to ending gender inequality and discrimination globally (United Nations General Assembly, 2010).

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life" (Australian Agency for International Development, 2010).

Violence against women manifests itself as physical, sexual, emotional and economic. The most universally common forms include domestic and intimate partner violence, sexual violence (including rape), sexual harassment, and emotional/psychological violence. Other widespread forms around the globe include: sexual exploitation, sexual trafficking, and harmful practices, such as female genital mutilation/cutting (FGM/C), forced and child marriage (UNDAW; UNODC, 2010)

Violence against women and girls is a grave violation of human rights. Its impact ranges from immediate to long-term multiple physical, sexual and mental consequences for women and girls, including death. It negatively affects women's general well-being and prevents women from fully participating in society. Violence not only has negative consequences for women but also their families, the community and the country at large. It has tremendous costs, from greater health care and legal expenses and losses in productivity, impacting national budgets and overall development (United Nations General Assembly, 2010).

Violence against women and girls takes place in various public and private settings including the home; within the community, such as in and around schools, on streets or other open spaces (e.g. markets, public transportation), places of work (e.g. offices, farms and factories); and state-run or custodial institutions, such as correctional, police, health and social welfare facilities. Refugee and displaced persons camps and areas related to armed conflict, such as military compounds or bases, are also often sites of violence (United Nations General Assembly, 2010).

Violence against women and girls is related to their lack of power and control, as well as to the social norms that prescribe men and women's roles in society and condone abuse. Inequalities between men and women cut across public and private spheres of life, and across social, economic, cultural, and political rights; and are manifested in restrictions and limitations on women's freedoms, choices and opportunities. These inequalities can increase women's and girls' risks of abuse, violent relationships and exploitation, for example, due to economic dependency and limited survival and income-earning options, or discrimination under the law as it relates to marriage, divorce, and child custody rights (USAID, 2009).

Violence against women and girls adversely affects a country's human, social and economic development. It hinders poverty reduction efforts and has inter-generational consequences. The UN Millennium Project Task Force on Gender Equality recognized that ending violence against women and girls is one of seven strategic priorities needed to achieve the Millennium Development Goals (World Bank, 2001)

Gender inequality and violence hamper countries' efforts to reduce poverty. Women and girls are half of the human capital available to reduce poverty and achieve development.

Yet gender-based violence undermines human rights, social stability and security, public health, women's educational and employment opportunities, and the well-being and development prospects of children and communities (Yodanis & Godenzi, 1999).

Violence against women reduces productivity and drains public budgets. Violence against women has enormous direct and indirect costs for survivors, employers and the public

sector in terms of health, police, legal and related expenditures as well as lost wages and productivity. According to a study in India, a woman loses an average of at least 5 paid work days for each incident of intimate partner violence, while in Uganda, about 9 percent of violent incidents forced women to lose time from paid work, amounting to approximately 11 days a year (United Nations, 2006).

Sexual violence deprives girls of education. School-related violence limits the educational opportunities and achievements of girls. In a study in Ethiopia, 23 percent of girls reported experiencing sexual assault or rape en route to or from school. In Ecuador, adolescent girls reporting sexual violence in school identified teachers as the perpetrator in 37 percent of cases.1 In South Africa, 33 percent of reported rapes of girls were perpetrated by a teacher. Many girls changed schools or left school as a result of hostility after they reported the violence (United Nations, 2006).

Effect of Cultural Empowerment of Women on Peace Building

Social and legal discrimination against women remains a major obstacle to economic development in emerging and developing countries. Women's social and economic situation is dependent on a range of interlocking factors, which need to be understood in a holistic manner. Thus women's disadvantage in the waged labour force reflects not just prejudice in the workforce itself, but also their unequal access to power and resources more generally, whether in the family, in education, in access to property, or personal security (UN WOMEN, 2012).

In many countries, women are subject to laws which discriminate against them in relation to property or land ownership, succession, and family law, and these laws undermine women's economic opportunity, welfare and autonomy. Further structural barriers to women's access to social and economic rights include: women's responsibilities for child-caring and the elderly; women's unpaid work in the home and in family concerns; the undervaluation of women's work; lack of access to credit or social security; lack of appropriate education or training, violence against women in the public space, the workplace and in the home; and stereotypes which are prejudicial to women (UN WOMEN, 2012).

In many situations, women are excluded from the most fundamental legal protection, namely the right to physical security and protection against violence, whether by husbands, employers, peers or the State itself. Poverty and violence interact in a vicious cycle. Women facing sexual harassment at work, violence at home or violence on the streets are unlikely to be able to participate on equal terms in the paid labour market. Poverty also forces women to carry out daily economic activities which put them at higher risk, such as fetching wood and water, accessing work-places at night, working as domestic workers in other people's households, or engaging in precarious work generally. Women who lack sufficient economic resources may have to engage in transactional sex, exposing them to heightened levels of violence (United Nations General Assembly, 2010).

3. Methodology

The researcher used a survey design method for the study. Survey design is a design in which data is collected using questionnaires (Owens 2002). This study was conducted in Mogadishu City, the capital of Somalia. The target population of this study was 114348 residents of Hodan District (UNFPA, 2014). In order to provide valid estimates, 384 respondents will be selected with Simple random sampling and only those present at that time will be chosen. The respondents will be selected from the different segments of the society including; politicians, University students and civil society members

3.4 Sampling Frame and Sample Size

The population of settlers in Hodan district is 114348 hence the researcher used Cochran's (1963:75) formula to yield a representative sample for the proportions. A sample size of 384 persons was obtained using Cochran equation and was deemed ideal for this kind of study.

$$\text{Sample size} = \frac{Z^2 PQ}{e^2} = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2} = 384$$

This is valid where, Z^2 is the abscissa of the normal curve that cuts off an area α at the tails (1 − α equals the desired confidence level, e.g., 95%), e is the desired level of precision, p is the estimated proportion of an attribute that is present in the population, and q is 1-p.
P will be 0.5, so q = 1 − p = 0.5. Using e = 0.05)

4. Discussion of Findings

Statement on the effect of Political Empowerment of women on Peace Building in Somalia

The study thought to establish the effect of women`s equal participation in politics on the peace building process in Somalia. The survey findings indicated that majority of the respondents agreed to the fact that women`s participation improves the peace building process, this is shown by the mean of 3.93.

Through the history of humans, there have been uncountable wars occurring between different groups of people all around different areas in the world. Wars can occur as a matter of disagreement between different actors or groups, ethnical and religious differences, or other matters of political issues like national borders or natural resources. What war leaves behind are numerous tragic incidents, like a fractured society, broken infrastructures, psychological affliction among a big part of the surviving population, and the worst part is many dead soldiers and civilians. Women have always been one of the most vulnerable. Nevertheless, their voices are rarely heard when it comes to peace building and the rebuilding of the nation. In most cases, they are not even invited to the negotiation table in the aftermath of the war.

Increasing the representation of women in peace negotiations in post-conflict and making room for women to be a part of decision making regarding security, and in disarmament, demobilization and reintegration efforts, helps to put an end to impunity for crimes affecting women. We can no longer afford to minimize or ignore the contributions of women and girls to all stages of conflict resolution, peacemaking, peace-building, peacekeeping and reconstruction processes. Sustainable peace will not be achieved without the full and equal participation of women and men.

The survey findings found out that majority of the respondents agreed to the fact that women politician have high activism for peace as it is revealed by the mean value of 3.83 from the table below. Advocates for greater female representation say that women are essential because they bring a more comprehensive peace plan to the negotiating table by addressing societal needs rather than solely focusing on what will make the warring parties happy.

Women do have a positive and significant impact on peace, as encouraging their participation increases the

probability of violence ending. However, restrictions do apply. Including a woman from outside the conflict, like from the UN or the African Union, does not necessarily result in a more durable peace agreement. Rather, local women from the conflict are vital for creating a lasting peace agreement. This distinction is extremely important because it reveals that female presence does not necessarily provide the key to peace.

The survey findings of the study indicated that respondents agreed to the statement that Women's participation in any peace process will bring women's concerns to be listened to and considered as shown by the mean of 3.92 from the table below. Women must be allowed to participate in peace negotiations as well as be a part of the transition process after a conflict. A peace process raises new opportunities for women to have their concerns and experience of conflict heard and to play a part in their country's reform. If successful, they can influence the entire political and legal framework of the country. For this reason, international legal standards, in particular UN Security Council Resolution 1325 of 2000, provide that women should be involved in peace negotiations and that peace agreements should incorporate a gender perspective.

The study findings showed that respondents agreed to the statement that the male dominance of peace negotiations and peace processes seem to overlook the importance of women's inclusion. It is represented by the mean of 3.79 in the table below. This is a clear indicator that women`s views are under looked due to the male dominance of peace negotiation and politics.

The study also found out that majority of the respondents agreed to the statement that Lack of funding and women's poverty reduce the capacity that can bring more women in politics. This is evidenced by the mean of 3.85 with a low standard deviation among the responses of 1.044.

From the local to the global level, women's leadership and political participation are restricted. Women are underrepresented as voters, as well as in leading positions, whether in elected office, the civil service, the private sector or academia. This occurs despite their proven abilities as leaders and agents of change, and their right to participate equally in democratic governance. Women face several obstacles to participating in political life. Structural barriers through discriminatory laws and institutions still limit women's options to run for office. Capacity gaps mean women are less likely than men to have the education, contacts and resources needed to become effective leaders.

Statement on the effect of Education empowerment of women on Peace Building in Somalia

The study found out that majority of the respondents agreed to the statement that access to education promotes participation of Women in Economic Development as indicated by the mean of 3.99. The female education lowers the fertility rate by reducing desired family size and that this, in turn, is because education raises the value of women's economic activities by raising the labour market rewards from going out of the home for work. In other words, the opportunity-cost of staying at home for child bearing and rearing increases as women become more educated and educated women desire smaller families. Education may also change women's preferences about the quantity versus the quality of children, with educated women choosing fewer children but of better "quality". Mother's education has a greater impact on the educational attainment and school achievement of children than father's education.

The survey findings indicated that majority of the respondents agreed to the statement that Education facilitates transformation of post conflict areas which makes peace possible as shown by mean of 3.76.

Equitable educational inclusion within the formal education system can redress motivations and eliminate opportunities to engage in armed conflict. School socialization processes can impact social acceptance of and constraints regarding the use of violence. As a result of improved quality and safer, protective learning environments, individuals may have less motivation, as well as fewer opportunities, to engage in armed conflict.

Building up trust and cooperation (social capital) through school-based organizations can rectify grievances over lack of participation and improve relationships between individuals and groups. The various social benefits of education (including hope and possibilities for the future, as well as improved levels of socio-economic development) can raise the social, direct, and opportunity costs of engaging in armed conflict.

Educational inclusion lowers motivation and raises opportunity costs for participating in armed conflict. Government investment in formal education systems is critical for building peace. Quality education delivered in violence-free, cooperative learning environments teaches children critical lessons about nonviolent conflict resolution. The curriculum is a critical element in efforts to heighten constraints against the use of violence and promote human rights. Participatory education systems can raise the social costs of and constraints against engaging in armed conflict. Education that fosters positive socio-economic development can help prevent armed conflict.

The survey findings showed that majority of respondents agreed to the statement that Education for women reduces women discrimination as shown by the mean of 3.85. Gender discrimination and violence against women are global phenomena as old as human history. Women's rights are the freedom and entitlement of women of human rights without discrimination or violation. Women's rights are rights inherent in nature and guaranteed by law. Therefore gender discrimination and violence against women are contrary to fundamental human rights, equity, natural justice and good governance.

Women and the girl-child still have unequal access to education, healthcare, adequate housing and employment.

Table 4.7. Statement on the effect of Political Empowerment of women on Peace Building in Somalia.

	N	Mean	Std. Deviation
Women's participation improves the peace process	384	3.93	1.017
Women politicians promote high activism for peace	384	3.83	.770
Women's participation in any peace process will bring women's concerns to be listened to and considered	384	3.92	.859
The male dominance of peace negotiations and peace processes seem to overlook the importance of women's inclusion	384	3.79	1.011
Lack of funding and women's poverty reduce the capacity that can bring more women in politics	384	3.85	1.044
Valid N (list wise)	384		

Traditional cultural practices and beliefs prevalent in the African society are equally responsible for this. Among the practices and belief under reference are male-child preference, denial of women of the right to own and inherit property, child and early marriages and female genital mutilation/cutting (FGM). As harmful to women as these practices by those who practice them or subscribed to their practice; matters are not helped by the ignorance of women about their basic rights. This ignorance makes it impossible for them to question the rationality of these beliefs and practices and consciously and unconsciously they endorse their perpetuation and ultimately the infringement of their economic and social and cultural rights

Girls' education is both an intrinsic right and a critical lever to reaching other development objectives. Providing girls with an education helps break the cycle of poverty: educated women are less likely to marry early and against their will; less likely to die in childbirth; more likely to have healthy babies; and are more likely to send their children to school. When all children have access to a quality education rooted in human rights and gender equality, it creates a ripple effect of opportunity that influences generations to come.

The study found out that majority of the respondents agreed to the statement that Education is a human right for all as shown the mean value of 3.93. Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Yet millions of women and girls remain deprived of educational opportunities, many as a result of poverty.

Education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens.

The study also indicated that majority of the respondents agreed to the statement that Girls Education empowers them to participate in politics as shown by the mean of 3.71. Educated women are more politically active and better informed about their legal rights and how to exercise them. The sustainable Millennium Development Goals emphasize education's essential role in building democratic societies and creating a foundation for sustained economic growth.

Statement on the effect of Social Empowerment of Women on Peace Building in Somalia

The survey findings indicated that majority of the respondents agreed to the statement that Violence against women is destruction of their human rights as shown by the mean of 4.08. Violence against women is a violation of human rights that cannot be justified by any political, religious, or cultural claim. A global culture of discrimination against women allows violence to occur daily and with impunity. Every year, violence in the home and the community devastates the lives of millions of women. Violence against women is rooted in a global culture of discrimination which denies women equal rights with men.

Results from the study revealed that a large number of respondents agreed to the statement that eliminating violence against women promotes social development as shown by the mean value of 3.92 and low standard deviation value of 0.72 in the table below indicating very small variation in their responses.

The study also indicated that majority of the respondents agreed to the statement that Violence against women is a consequence of discrimination against women, in law and also in practice and of persisting inequalities between men and women indicated by the mean value of 3.89 and low standard deviation value of 0.82

The study indicated that the majority of the respondents agreed to the statement that Violence against women prevents peace and security which is indicated by the mean value of 3.64. Women are particularly at risk of oppression and exploitation through militarized sexual violence, such as mass and multiple rape (often leading to pregnancy), forced prostitution and sexual slavery. Targeted infection with HIV/AIDS, genital mutilation and forced abortions are also used as means of depriving women of the ability to bear children.

The aim of militarized sexual violence is to humiliate or even destroy the enemy by devastating their family and community structures.

It is not only aimed at the women themselves, but is also intended to demonstrate the powerlessness of men to protect their families and communities. The survey findings indicated that a large number of respondents agreed to the statement that Violence against women increases poverty shown by the mean value of 3.86 in the table below.

Violence against women is often interconnected with issues of economic injustice and lack of opportunities. Some women in search of economic survival get trapped in prostitution or sex slavery in an effort to support themselves and their families. Women who have survived or are living in fear of violence often feel powerless in the face of financial insecurities and are unable to escape violent situations.

Pervasive inequalities limit women's access to basic resources such as education, health care, property rights and employment opportunities. When women are unable to meet their basic needs and support themselves and their families, they may be forced into coercive sexual encounters in order to survive. These women are exponentially more vulnerable to all forms of violence like sexual, physical, emotional and psychological.

Statement on the effect of Cultural empowerment Women on Peace Building in Somalia

Results from the study also revealed that a large number of respondents agreed to the statement that women should have equal rights to inherit property as men as shown by the mean value of 3.62. Meanwhile, there is increasing evidence that where women can own and inherit property, they are better placed to support themselves and their families. Economic security can make women less vulnerable to domestic violence and protect them from needing to resort to unsafe sex in exchange for food or shelter thereby helping prevent HIV infection.

Table 4.8. Statement on the effect of Education empowerment of women on Peace Building in Somalia.

	N	Mean	Std. Deviation
Access to education promotes participation of women in Economic Development	384	3.99	.876
Education facilitates transformation of post conflict areas which makes peace possible	384	3.76	.888
Education for women reduces women discrimination	384	3.85	.892
Education is a human right for all	384	3.93	.948
Girls Education empowers them to participate in politics	384	3.71	1.001
Valid N (list wise)	384		

Table 4.9. Statement on the effect of Social empowerment of Women on Peace Building in Somalia.

	N	Mean	Std. Deviation
Violence against women is destruction of their human rights	384	4.08	.902
Eliminating violence against women promotes social development	384	3.92	.727
Violence against women is a consequence of discrimination against women, in law and also in practice and of persisting inequalities between men and women	384	3.89	.822
Violence against women prevents peace and security	384	3.64	1.061
Violence against women increases poverty	384	3.86	1.047
Valid N (list wise)	384		

It also provides a resource base enabling women to deal better with the consequences of HIV/AIDS in the household.

The survey findings indicated that majority of respondents Strongly disagreed to the statement that Somalia can have a female president as represented with a mean value of 1.46 and lower standard deviation value of 0.902 indicating low variation in their response. The study also indicated that a large number of respondents agreed to the statement that Discrimination of women prevents their full enjoyment of their basic human rights as shown by a mean value of 3.86 and lower standard deviation value of 1.047 indicating low variation in their responses.

The survey findings also revealed that a large number of respondents agreed to the statement that government should promote women`s rights, this evidenced by a mean value of 3.96 in the table below. Human rights and fundamental freedoms are the birthright of all human beings; their protection and promotion is the first responsibility of Governments. The gap between the existence of rights and their effective enjoyment derives from a lack of commitment by Governments to promoting and protecting those rights and the failure of Governments to inform women and men alike about them

The study further revealed that majority of the respondents agreed to the statement that Women and men should have equal rights as indicated by the mean value of 3.89 from the table below. Worldwide, most countries recognize that equal rights should exist between men and women. Many have produced regulations intended to fight discrimination and programs granting women access to health, education, and economic rights such as land ownership. However, the fact remains that women have fewer opportunities than men to benefit from economic development, with lower participation in the labor force

Multiple Regression Analysis

This section presents a discussion of the results of inferential statistics. The study conducted a multiple regression analysis so as to predict the role of women empowerment in the peace building process in Somalia.

Standard Multiple regression analysis

In the regression analysis the study aimed at determining the effect of the four independent variables on the dependent variable. The coefficient of determination (R squared) which indicates the extent of variation in the dependent variable that is explained by the independent variables indicates that the independent variables explain the variation in the dependent variable by 76 percent. The study used multiple regression analysis using indicators for each of the independent variables in order to determine the effect of the independent variables on dependent variable as indicated by the table below

ANOVA

From the analysis of variance the study findings indicated that the model was significant in explaining the relationship between the dependent and independent variables as shown by level of significance of 0.025 which is less than 0.05. The study used rights based approach as the indicator for the dependent variable; participation of women improves the peace process as the indicator for political participation, education role in transformation of post conflict areas as the indicator for access to education, elimination of violence against women promotes social development as the indicator for elimination of violence against women and equal rights to inherit property as indicator of elimination of discriminatory laws.

Regression coefficients

According to the regression coefficients, the model indicates that there is a significant relationship between women having equal rights (Dependent variable) and women`s participation improving peace process. It indicates that a unit increase the number of women participating in peace process improves on peace by 0.321 units or 32 percent. this is also indicated by the level of significance of 0.36, it can be concluded that at the 0.05 level of significance there is a significant relationship between Women`s equal Political Participation and peace building in Somalia.

The regression analysis reveals that there is a significant relationship between education in post conflict areas and peace building process, a unit increase in education will improve on the rights for women and their inclusion in the peace process by 0.444 units, this is also evidenced by the level of significance. Therefore at a 0.05 level of significance it can be concluded that access to education has a significant effect of peace because the 0.036 is lower than 0.05. However the model indicates that the relationship between Peace building process and elimination of violence against women is insignificant as shown by 0.103 which is greater than 0.05

Table 4.9.1. Statement on the effect of cultural empowerment of women on the peace Building in Somalia.

	N	Mean	Std. Deviation
Women should have equal rights to inherit property as men	384	3.62	1.070
Somalia can have a female president	384	1.46	.902
Discrimination of women prevents their full enjoyment of their basic human rights.	384	3.86	1.047
Government should promote women`s rights	384	3.86	1.047
Women and men should have equal rights	384	3.89	.822
Valid N (list wise)	384		

Table 4.9.2. Model Summary.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.126[a]	.763	.657	.820

a. Predictors: (Constant), Women should have equal rights to inherit property as men, Education facilitates transformation of post conflict areas which makes peace possible, Women's participation improves the peace process, Eliminating violence against women promotes social development

Table 4.9.3. ANOVA.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.090	4	1.022	1.522	.025[b]
	Residual	254.533	379	.672		
	Total	258.622	383			

a. Dependent Variable: Peace building process
b. Predictors: (Constant), Women should have equal rights to inherit property as men, Education facilitates transformation of post conflict areas which makes peace possible, Women's participation improves the peace process, Eliminating violence against women promotes social development

From the regression analysis substitution of findings into the model is;

$$Y = 4.286 + 0.321X_1 + 0.444X_2 - 0.98X_3 - 0.071X_4$$

Where Y is the dependent variable (Peace Building process), X_1 is the Women's participation improves the peace process, X_2 is Education facilitates transformation of post conflict areas which makes peace possible and X_3 is Eliminating violence against women promotes social development, X_4 is Women should have equal rights to inherit property as men

5. Conclusion

The study indicated that there is a significant relationship between women having equal rights and their participation in peace process. The recognition that women have equal rights as men improves their participation in the peace building process and further improves on their rights. Worldwide, most countries recognize that equal rights should exist between men and women. Many have produced regulations intended to fight discrimination and programs granting women access to health, education, and economic rights such as land ownership. However, the fact remains that women have fewer opportunities than men to benefit from economic development, with lower participation in the labor force.Pervasive inequalities limit women's access to basic resources such as education, health care, property rights and employment opportunities. When women are unable to meet their basic needs and support themselves and their families, they may be forced into coercive sexual encounters in order to survive. These women are exponentially more vulnerable to all forms of violence like sexual, physical, emotional and psychological. Women's rights are the freedom and entitlement of women of human rights without discrimination or violation. Women's rights are rights inherent in nature and guaranteed by law. Therefore gender discrimination and violence against women are contrary to fundamental human rights, equity, natural justice and good governance.

The study found out that Education facilitates transformation of post conflict areas which makes peace possible. Equitable educational inclusion within the formal education system can redress motivations and eliminate opportunities to engage in armed conflict. School socialization processes can impact social acceptance of and constraints regarding the use of violence. As a result of improved quality and safer, protective learning environments, individuals may have less motivation, as well as fewer opportunities, to engage in armed conflict.

Educational inclusion lowers motivation and raises opportunity costs for participating in armed conflict. Government investment in formal education systems is critical for building peace.

6. Recommendation

The study findings indicated that recognizing the rights of women plays an important part in inclusion of women in peace building process and substantial improvement in peace. Every human being has the right to participate in decisions that define her or his life. This right is the foundation of the ideal of equal participation in decision-making among women and men. This right argues that since women know their situation best, they should participate equally with men to have their perspective effectively incorporated at all levels of decision-making, from the private to the public spheres of their lives, from the local to the global.

Social empowerment of women plays a significant role in ensuring steady and smooth economic progress of a country. This can be achieved through adopting a Human Rights-based approach; Violence against women and girls is a human rights violation. As a human rights issue enshrined in the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and other international and regional human rights instruments, it should be recognized that this phenomenon violates the principle of equality between men and women and persists because of this inequality.

As such, approaching violence against women from a rights based perspective requires that gender inequality is addressed as a root cause, and that women's rights and freedoms are protected.

The State should be obligated to promote and protect these human rights and all interventions should be designed and implemented with this understanding. A human rights-based approach requires developing the capacities of 'duty-bearers', or those responsible for implementing the law (e.g. justice, security/police, health and education personnel, among

Table 4.9.4. Regression Coefficients.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	4.286	.321		13.337	.000
Women's participation improves the peace process	.321	.042	.026	.502	.036
Education facilitates transformation of post conflict areas which makes peace possible	.444	.048	.048	.918	.035
Eliminating violence against women promotes social development	-.098	.060	-.087	-1.633	.103
Women should have equal rights to inherit property as men	-.071	.039	-.093	-1.813	.07

a. Dependent Variable: Peace Building Process

others) on human rights and gender and on what these mean and how they can be applied in the context of violence against women. In practical terms, examples include Ensuring that police understand that it is their duty (at the request of the woman) to intervene in domestic violence situations, even when it occurs in the privacy of a home, Ensuring services are available, accessible and known to women and girls, Implementing awareness-raising campaigns on zero tolerance for violence to reduce stigma and change attitudes that tolerate this human rights violation, Engaging with customary, traditional and religious leaders (who ascribe to human rights and gender equality) to reach underserved populations, such as the elderly, women with disabilities, and ethnic minorities, with whom they often have contact.

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