THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

INSTITUTE OF REGIONAL INTEGRATION AND DEVELOPMENT (IRID)

MASTER OF ARTS IN REGIONAL INTEGRATION

ASSESSMENT OF THE EAST AFRICAN COMMUNITY YOUTH AMBASSADORS' PLATFORM IN PROMOTING A COLLECTIVE REGIONAL IDENTITY AMONG THE YOUTH

BY

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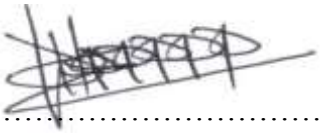
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DECLARATION

I **Gasparino Haule** declare that this research is my original work achieved through personal reading, studying and critical reflection. It has never been submitted to any other college, university or higher learning institution for any academic credit. All information from other sources have been fully acknowledged.

Signature ……Date…….

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SUPERVISORS' DECLARATION

This thesis has been submitted for examination with our approval as the University Supervisors.

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DEDICATION

I dedicate this thesis to my parents Gordian Haule and Margaret Komba for their love and support.

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ACRONYMS AND ABBREVIATIONS

ASEAN:	Association of the South East Asian Nations
EAC:	East African Community
EAC-NCPR:	East African Community Nyerere Centre for Peace Research
EAC-YAP:	East African Community Youth Ambassadors Platform
EALA:	East African Legislative Assembly
EU:	European Union
GIZ:	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Society for International Cooperation)
IRI:	International Research Institute

ABSTRACT

Through this research, I do an assessment of the East African Community Youth Ambassadors Platform in promoting a collective regional identity among young people in Tanzania and Kenya from the year 2012 - 2018. I start by evaluating the quality of institutionalization of the East African Community Youth Ambassadors platform by looking at the existing and non-existing institutional and policy frameworks. I then document experiences of the EAC Youth Ambassadors from their inception to date. In this, I focus on the activities and population segments that the youth ambassadors engaged with. I go deeper to understand the experience beyond the formal meetings focusing on whether there have been inter cohort collaborations or any sort of formal work plan in the chapters. I have also looked at the similar mechanisms and studies from other regional blocs such as the European Union (EU) and ASEAN to see whether there are things to learn from these studies. In this study, I have based on constructivist, essentialist and functionalist views on identity and link them to theories of institutionalization and identity engineering so as to draw a solid stand for my arguments. The aim is to generate a proposal for making the East African Community Youth Ambassadors' Platform more effective in playing its role.

Key words: *Collective identity, East African Community, East African Community Youth Ambassadors' Platform, Youth.*

CHAPTER ONE

INTRODUCTION

Background of the study

Collective identity, institutions, and culture are the most analyzed social structures in studying regional integration. Constructivists emphasize on the role of collective identity and regional institutions in influencing the strengths and function of any regional block. According to Delhey, (2004:3) the level of integration of the community is determined by the scope and level of amalgamation not only between member states but also between individual and social units within that community. Taking inspirations and insights from Karl Deutsch (1912-1992); Integration means the attainment, within a territory, of a sense of community and of institutions and practices strong enough and widespread enough to assure for a long time, dependable expectations of a peaceful change (Deutsch et al. 1966:2). It is this sense of community, institution, and practices that make one identify themselves with a certain group or community.

On the other hand, identity construction by nationalists is viewed from the argument that, instruments such as culture, media, language, youth, and education are crucial for homogenization of regional groupings and national building (Walkenhorst, 2008:6). Nationalists put much emphasis on culture and politics in explaining collective identity in regional integration. In this study, I focus on the role of the youth in promoting collective regional identity whereas my case study is the East African community Youth Ambassadors' Platform.

The East African Community is the regional intergovernmental organization of the republics of Kenya, Uganda, Rwanda, Burundi and the United Republic of Tanzania (EAC Treaty,

1999). According to the East African Community Youth Policy of 2013, the youth comprises of more than 63% of the total population in the East African Community. East Africa is a very youthful region. Soucat, Nzau and Cunha (2016:13) argue that youth are powerful agents of change and when given support, they can actively work together to promote regional integration through finding solutions to present-day problems to create a better future. This is also supported by the EAC Youth Policy (2013) which highlights that youth talents and abilities should be nurtured and reinforced as they mature and influence new opportunities for new generations. Given the fact that the EAC integration aims to be a peopled centred integration, the youth therefore, have a potential to foster creativity, innovation, leadership and sharing of information, and nurture a bond of *"East-Africanness"* with a distinct East African identity that is very much desired (EAC secretariat, 2013).

As it is acknowledged that, lack of participation of the private sector and civil society in the integration process was one of the factors that actually led to the collapse of the first East African Community in the 1970s, it is crucial that the EAC draws its legitimacy directly from the people of East Africa by involving the relevant stakeholders of the private sector and the civil society. Taking that fact into consideration the East African Community through its secretariat and the Nyerere Centre for Peace Research (NCPR) thought of a need to involve the youth in the integration process as one of the key stake holders of the EAC integration. This is in line with, Article 120 (c) of the *Treaty for the Establishment of the East African Community* which provides for adoption of a common approach for involvement of the youth in the integration process through education, training and mainstreaming youth issues into EAC policies, programmes and projects as one of the strategic interventions towards the realization of a fully integrated Community.

The East African Community Youth Ambassadors Platform (EAC-YAP) was therefore established with the objective of bridging the information gap on the EAC integration, fostering youth participation in the integration process and finally creating the spirit of "*East-Africaness*" among the youth.

1.1.2 The role of the EAC Youth Ambassadors

The Terms of Reference for the EAC Youth Ambassadors to the Republic of Kenya, Uganda, Rwanda, Burundi and the United Republic of Tanzania as prepared by the EAC secretariat in September 2013, highlights the following as the role of the EAC Youth Ambassadors:-

a) In collaboration with the EAC Secretariat and Ministries of East African Affairs (MEACAs), organize national sensitization forums, dialogues, and debates to raise awareness among the youths/students on the EAC integration process
b) Enhance the participation of the youths/students in the EAC integration process through the EAC Youth Ambassadors Platforms (EAC-YAP) and its programs;
c) Act as a liaison representative of the youth and the EAC Secretariat on integration initiatives in his/her respective Partner State;
d) Enhance the participation of University students in the EAC integration process through the creation and promotion of Model East African Community (MEAC) clubs in Universities;
e) Initiate and contribute to vibrant discussions on the EAC integration in social media networks;
f) Promote and support the full implementation of the EAC Youth Ambassadors Platforms (EAC-YAP);
g) Attend and participate as a member in the Annual EAC Youth Ambassadors' Dialogue

h) Serve as EAC youth representatives of their respective Partner States at EAC events, on task forces, and advisory teams as may be required by the EAC Secretariat;

i) Work collaboratively with the youth in their respective Partner States

j) Provide prompt assistance upon request by phone or email to the EAC Secretariat staff;

k) Run EAC-YAP programmes at country level in collaboration with other youth bodies/societies/NGOs as deemed appropriate; and

l) Be a role model in advocating for a people, and especially youth centered EAC integration process.

From this terms of reference the impression is that, the EAC Secretariat together with the Nyerere Centre for Peace Research (NCPR) were envisioning a programme that will complement the EAC Secretariat activities to engender the spirit of "East-Africaness" among the youth.

1.2 Problem statement

The East African Community in its treaty aspires for the establishment of a political federation as the ultimate goal of the community. *Article 5(2)* of the Treaty on the Establishment of the East African Community states that "…*the Partner States undertake to establish among themselves and in accordance with the provisions of this Treaty, a Customs Union, a Common Market, subsequently a Monetary Union and ultimately a Political Federation in order to strengthen and regulate the industrial, commercial, infrastructural, cultural, social, political and other relations of the Partner States…".* From the Treaty itself, it is clear that attainment of the aspired political federation by the EAC is not an overnight event but rather a process that requires collective efforts from different stakeholders in the EAC integration. Etzioni (2001: xxii) argues that, in the regional integration process what is required to attain full "supranationality" is consistent with the attributes of a federal state

namely adoption of binding institutions to which states are accountable but must also include a transformation of relations among people to the extent that they see themselves as one people sharing a common fate and a common destiny. This is to say, for the East African Community to have a fully-fledged political federation, it is important to promote a sense of common identity and belongingness especially amongst the majority groups of the population. Taking that into consideration, several initiatives to promote the spirit of "*East-Africaness"* have been employed by the East African Community. The initiatives include; declaring Kiswahili as an official language of the community, establishment of a common EAC passport and the East African Community Youth Ambassadors Platform.

The EAC Youth Ambassadors platform is made of EAC youth ambassadors from the partner states who are appointed during the annual EAC students' debate. On merit basis the EAC secretariat shortlist 6 students from each partner state to compete in the EAC students' debate each year. This makes the total of 30 participants. From the debate the EAC Secretariat appoints (5) EAC Youth Ambassadors and (5) deputy EAC Youth Ambassadors from each partner state on a one-year non-renewable term. The EAC Youth Ambassadors assume their new roles upon appointment at the culmination of the EAC University Students' Debate. The EAC Youth Ambassadors act as focal points in their respective partner states and Universities, to collaborate with the EAC Secretariat in sensitizing their peers on the EAC integration processes, benefits and challenges. The rest of the debate participants together with all the young people that the youth ambassadors have or will engage with as well as the alumni youth ambassadors become members of the East African Community Youth Ambassadors Platform.

Since the first debate in 2012 there is a total number of 174 debate participant of which 58 have served as youth ambassadors in their respective partner's states. Each partner state with exception of Burundi has 36 youth who have participated in the EAC university students'

debate and or served as either youth ambassadors or deputy youth ambassadors. Burundi has 30 members of the platform due to failure to attend the 5th EAC university students' debate in Rwanda. There are also more than 10,000 members of the EAC students' club at various universities in the partner states. The youth ambassadors are mandated with the duty to sensitize the youth in East African Community on the EAC integration process and instil the spirit of *"East-Africaness"* to their peers.

As much as we know that there is such a youth platform to promote collective regional identity among the young people in the region, we still don't understand how it functions and how its character influence it in doing its work. The question is whether there are institutional and or policy frameworks guiding the functionality of the East African Community Youth Ambassadors Platform and how is the existing or non-existing of such frameworks influence the platform in performing its mandated role.

It is on this basis that I seek through this study to understand the features of the EAC Youth Ambassadors Platform and see the extent to which these features facilitate the platform to play its role. The study is titled "assessment of the East African Community Youth Ambassadors Platform in promoting collective regional identity among the young people in the East African community"

1.3 Research objectives

The following objectives will guide this study: -

I. To assess the quality of institutionalization of the EAC Youth Ambassadors Platform
II. To document experiences of the EAC-YAP members in creating awareness on the EAC integration process.
III. To generate a proposal for making the platform more effective in playing its role

1.4 Research questions

This study seeks to answer the following questions: -

1. What is the quality of EAC-YAP institutionalization?
2. What are the experiences of the EAC-YAP members in creating awareness on the EAC integration process?
3. What can be done to make the platform more effective in playing its role?

1.5 Justification of the study

Since August 2012, the EAC Youth Ambassadors have engaged and empowered young people to enhance their contribution to the EAC integration agenda through effective peer training. Guided by the realities facing young people in the EAC region and anchored in the belief that young people are a catalyst for peace, democracy, equality, and good governance and an essential resource for sustainable development and poverty eradication; The EAC Youth Ambassadors have been the voice of the youth on the EAC integration agenda yet little is understood about their contribution. Hence doing an assessment for such a group is important.

1.6 Significance of the study

There have been ongoing discussions on the future of the platform both at the EAC secretariat and among the members themselves. In these discussions several issues have been raised including: - The leadership structure of the platform, member's commitment in implementing the activities of the platform as well as the EAC secretariat's commitment to support and institutionalise the platform. There have also been instances where the platform has failed to stand as one due to lack of interstate collaboration and organisation. For example during the 5th EAC students' debate which was held in Kigali Rwanda, Students from Burundi could not participate due to the ongoing misunderstandings between the government

of Rwanda and Burundi. This led the platform to be divided in two sides, those who wanted the debate not to take place in the absence of Burundi and those who were willing to participate without Burundi. The outcome was that one of the then outgoing youth ambassador from the republic of Uganda was chased out of the debate venue for influencing his fellow youth ambassadors to boycott the debate in absence of the republic of Burundi. This shows that there is no clear coordination and leadership that makes difficult for the platform to come up with one stand.

The findings of this study therefore, inform policy makers in the region on the matters pertaining to youth and regional identity. It also informs the EAC secretariat especially the Nyerere Centre for Peace Research on whether the tool employed is effective or not and where to improve. Furthermore, the study helps the youth ambassadors themselves to reflect on their journey from its inception to date and see what can be done to make the platform more effective in playing its role.

1.7 Scope and delimitation of the study

The scope of the study indicates the boundaries of the study in terms of content, target group and geographical spread (Ogula, 2009). The scope of this study is limited to the functions and activities of the East African Community Youth Ambassadors' Platform in promoting collective regional identity among young people in Kenya and Tanzania from its establishment in 2012 to 2018.

Although the East African Community Youth Ambassadors are in 5 Partner States of the East African Community this study will be limited to only Tanzania and Kenya. Tanzania and Kenya have a long history in the EAC Integration process. There have always been antagonistic stereotypes between Tanzania and Kenya which makes studying a platform that gives citizens from the two countries an opportunity to work together worthwhile.

1.8 Limitation of the study

In this study I focus on the two East African Community partner states namely Tanzania and Kenya. Data collection took place in Tanzania and Kenya only. I could not interview all of the EAC Youth Ambassadors from all the partner states due to financial, time and infrastructural constrains. I asked respondents to give their answers not only from the individual and chapter perspective but also from a general perspective of the East African Community Youth Ambassadors Platform including activities in other partner states. I also adopted triangulation methodology by requesting clarification from the respondents through interviews. In some cases, were specific information from a partner state that was not in my study was needed, I didn't hesitate to seek for information from the focal points of the EAC-YAP in that particular partner state. This all was necessary to this study so as to avoid the fallacy of generalisation.

1.9 Definition of Key Terms and concepts

The following key terms and concepts will be used throughout the study and hence it is important to conceptualise their definitions here: -

1.9.1 East African Community

The East African Community (EAC) is the regional intergovernmental organization of the Republics of Kenya, Uganda, Rwanda, Burundi, the United Republic of Tanzania and the Republic of South Sudan. The main objective of the Community is to develop policies and programmes aimed at widening and deepening co-operation among the Partner States in mainly political and economic, social and cultural fields, research and technology, defence, security, legal and judicial affairs, for the partners' mutual benefit (EAC website, 2019)

1.9.2 East African Community Youth Ambassadors Platform

This is a network of young people who are University students from various universities in the East African Community. The EAC on an annual basis appoints 10 Youth Ambassadors, two from each Partner State on a yearly term as honorary EAC Youth Ambassadors. During their tenure as Ambassadors, their chief role is to coordinate youth dialogue, sensitization and awareness creation on the integration process. The platform includes also the members of the EAC students' club in their respective universities (EACYAP Terms of References, 2013).

1.9.3 Collective Identity

According to Whooley (2007:33) Collective identity refers to the shared definition of a group that derives from its members' common interests, experiences, and solidarities. It is an individual's cognitive, moral, and emotional connection with a broader community, category, practice or institution. Furthermore, Chime (1977:32) as sites in Biira (2017:51) defines collective identity as an interactive and shared definition produced by several individuals (or groups at a more complex level) and concerned with the orientation of action and the field of opportunities and constraints in which an action takes place. In summary identity refers to the shared sense of belongingness to a group or community.

1.9.4 Young people (Youth)

Youth is a more fluid than a fixed age group. Defining who is a youth depends on several contexts including culture, social existence and even economic values. According to the United Nations (UN) a youth is referred to be a person between the age of 15 and 24 years. But for the sake of this research a youth refers to a person male or female aged between 18 and 35 years. The youth from the age of 18 to 35 have the potential to foster integration process not only in East Africa but throughout the World. This is the age group that has energy, motivation, influence and time to do a lot of activities. If this group is well equipped with knowledge and resources with regard to regional integration, one can predict a positive

future for regional integration in East Africa. This is what influenced me to conduct a study on this age group's role in promoting collective regional identity among their peers.

In the next chapter I will review different literature on collective identity. I will also look at the theoretical frameworks with regards to collective identity and participation and link the two with the similar studies on collective identity among the youth from other regional blocs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter I review different literature that I have used in this study. I focus on the concept of identity in regional integration and how this identity can be instilled among the young people. I will look at different theories of identity and link them with the activities of the East African Community Youth Ambassadors Platform. I also review different publications, policy papers and articles that informs the role of the youth in promoting collective regional identity and later look at similar initiatives to promote collective regional identity from the other regional blocs to find out what can be borrowed from such initiatives.

2.2 Collective identity

Identity is the most contested concept not only in regional integration but also in other social sciences disciplines such as psychology, anthropology and social development studies. "Different scholars have been struggling to reach a commonly accepted definition of identity and despite all the controversy the common agreement is that individuals and groups cannot live without at least a certain form of identity" (Eisenstadt and Giesen, 1995:77).

Identity is our understanding of who we are and who other people are, and, reciprocally other people's understanding of themselves and others. As for "understanding who we are" Klandermans and de Weerd (2000) distinguish an individual personal level and a collective group level. On the individual level klandermans and de Weerd rely on the distinction made by Tajfel and Turner (1979), who argue that a person has one personal and several social identities whereby personal identity refers to self-definition in terms of personal attributes, and social identity refers to self-definition in terms of social category memberships. Collective identity at the collective group level concerns "the shared definition of a group that

derives from members' common interests, experiences, and solidarity" (Taylor & Whittier 1992). Klandermans and de Weerd further argue that, group identification forms the link between collective and social identity, and thus forms the bridge between the individual and collective level of identity. Kowert and Legro (1996:2) as cited in Biira (2017:72) explains that, identities are prescriptive representation of actors themselves and their relationship to each other. It is that part of the individual's self-concept which derives from his knowledge of membership of a social group (or groups) together with the value and emotional significance attached to that membership". This definition is also reflected in the three components Risse (2001) ascribes to identities, namely a cognitive, affective, and evaluative component. The cognitive element refers to the knowledge the individual has of his membership of a social group. First, the individual should be aware of his membership and second, s/he should also have a basic understanding of what this membership encompasses and what the social group stands for Hence to talk about collective identity is to acknowledge the existence of individual unit identities.

Taylor & Whittier (1992:76) define collective identity as "the shared definition of a group that derives from members' common interests, experiences, and solidarity". Group identification forms the link between collective and social identity, and thus forms the bridge between the individual and collective level of identity. Identity is not a given fact but a practical accomplishment; it is a process hence identifying ourselves or others is a matter of meaning, and meaning always involves interaction, communication, convention, innovation and negotiation (Jenkins 2004). Taylor and Whittier (1992:77) show how strong bonds existing in social networks contribute to the formation and politicization of collective identities. It is within these networks that individuals come to see themselves as part of a group when some shared characteristic becomes salient and is defined as important. Collective action is an important instrument to influence collective identities as the

Elaborated Social Identity Model (Reicher, 1996:124) holds: "identities should be understood not simply as a set of cognitions but as practical projects." In this account, identities and practice are in reciprocal interaction, each mutually enabling and constraining the other. As Stets & Burke (2003) substantiate, identity is based on a reciprocal relationship between the individual and society or community. The individual influences society through his or her actions thereby creating organizations, networks, institutions and groups. In return, society shapes the life the individual through shared language, norms and values. This reciprocal relation creates a community in which a socio-cultural identity is passed on through either formal institution such as schools and the government or informal institutions such as family or religious groups, thereby creating a society or community to which people feel they belong.

2.3 Identity Engineering

Relations between groups and collective actions has been a focus of collective identity research. Identity creation process is crucial to the study of any social groupings in regional integration.in this study it is therefore important to understand how collective identity is constructed for the better analysis and interpretation of data from the findings in this study. I therefore explore different literature on identity construction and link them to the theoretical foundations of this study as well as the main objectives that I seek to achieve through this study.

2.3.1 Construction of collective identity

There are two crucial elements of collective identity; one, the individual must accept the identity not having perceivable incentives or coercion and two; there must be some social recognition by those within the group (Eisenstadt and Giesen, 1995: 72). This second element is what distinguishes personal identity from a collective identity. For example, my cultural

heritage may make me an East African, and I might have an individual agreement to being East African, but unless other East Africans recognize my membership as an east African, my identity as a collective cannot be fulfilled. In other words, collective identity is being with others.

Literature on this topic has also found three avenues through which collective identities are articulated. The first is the mobilization of individuals through social movements and organizations (Melucci, 1995:124). In this avenue collective action is seen as the arena where individuals develop a sense of "we-ness" in a process of interaction through which identity domains become relevant. Second, is the personal experiences, events and episodes that make the individual feel he/she shares a particular set of features that constitute the identity of a collective (Johnston, 1991:22). The third is on the role of institutions as identity builders. Bruter (2005) argues that, political institutions through different types of policies can create a sense of belonging to a particular community in the population at large. These policies are the outcome of decisions taken by politicians and implemented by bureaucrats.

As collective identity is considered to be the result of collective actions, purpose and resources it therefore cannot be considered as the simple effect of structural pre conditions or expression of values or believes (Johnston, 1991:22. Individuals acting collectively construct their actions by means of organised investiments. Individuals acting collectively, define the field of posibilizies and limits they perceive while at the same time acting their relationship so as to give a sense to their being together and the goals they persue.

2.4 Collective identity as a Precondition or Outcome of Integration

Biira (2017:73) brings out a very challenging debate on whether collective identity is a precondition or an outcome of integration. This discussion is very important for this study as it brings in important inputs with regards to collective regional identity especially among the

youth. In her discussion (ibid: 73) explorers whether, how and to what extent identity markers emerge in social process and in normative discourses. Citing (Rector 2009:85) Biira (2017:73) argues that, for each partner state to embrace norms that exists in an international level, the elites of those states should be able to share a common perspective of what they stand for and equally abide by them so as to influence the level of citizenry. She further add, once the citizenry have been socialised along the same lines, the commonality of aspiration or the so called "we-ness" is created among citizens of different states and it is this collective identity that may lead people to live together under a single state.

Others acknowledge on the linkage between collective identity and political integration however, they don't agree that collective identity should be a pre-condition but it should be an out of the full process of integration (ibid: 73). Conceptualization of collective identity and political integration according to (ibid) is categorised into two one being the nationalism perspective and the other being social constructivism perspective. One cannot talk about collective identity in regional integration without confronting the question nationalism (Padmore, 1971: 91) defines nationalism as organizationally heighted and articulated group demands directed towards securing control of the distributive system in a society (Biira, 2017:74). This nationalism can be either state led or state seek nationalism whereas the former relates to the rulers speaking in the name of the nation demanding that citizens identifies themselves with that nation and subordinate other interests to those of the state and the later representatives of some population that do not have collective control of the state claim autonomous political status or even separate state basing of the grounds that the population has a coherent cultural identity (ibid). The nationalism perspective with regard to identity, nationalism and regional integration points out that homogenisation of regional groupings for purposes of national building through instruments such as language, policy,

culture, media, youth and education is a typical nationalistic approach to identity construction construction (ibid: 76)

These literatures brought a number of reflections to my assessment of the EACYAP in promoting a collective regional identity among the young people. First is the idea of common interest, experiences and solidarity as expounded by Taylor & Whittier (1992:76). We cannot talk of collective identity leaving behind common interests and experiences that build the collective sense of identity. From the objectives and research queries of this study one can point out the incorporation of the idea of commonality in the activities and functions of the East African Community Youth Ambassadors' Platform. The foundation of this study has been structured to find out the common interests and experiences of the EAYAP in promoting collective identity among the young people. Second is the avenues in which collective identity can be instilled especially among the young people. In this I have looked much on the sense of "we-ness" as articulated by (Melucci, 1995:127). This sense of "we-ness" is directly connected to the idea of common interest, experiences and solidarity by Taylor & Whittier (1992:76). For one to feel that sense of belonging to a certain social group there should be shared interest, activities or experiences that make one to feel part of that group. The third reflection is based on the discussion on whether collective identity is a precondition or outcome of integration. This is much linked with the third research question of this study where I seek to provide recommendations on what can be done to make the platform more effective in performing its functions. The main functions of the platform is sensitization on the EAC integration process to the youth in East Africa. The ultimate goal of these sensitization activities is to create the sense of *"East-Africaness"* among the youth in the partner states. However, what we might not have known is whether instilling collective identity among the youth will foster the EAC integration process or vice versa. For this purpose, I reviewed a chapter titled "Collective identity as a precondition or outcome of

integration" in the book "Crafting a Political Union: *Collective identity Dynamics in East African Comminity"* by Biira (2017) and the findings from this chapter have informed a number of findings in this study. These arguments are supported by the theoretical framework on collective identity and institutionalization as follows.

2.5 Theoretical framework

As I have identified what collective identity is by looking at different scholars and their thoughts on collective identity, it is important to link these scholarly findings with the existing identity theories so as to establish a solid foundation for the findings that I seek to discover through the objectives in this study. I grounded the study on several identity and institutionalization theories including constructivism and essentialism.

2.5.1 Identity theories

2.5.1.1 Constructivism

According to constructivists, identities should not be 'fixed' or static instead they should be understood as a process of 'becoming' within which they are continually mediated and influenced by other factors (Appiah, 1990:88). For Constructivists identity is fluid, often changing, and is shaped by social factors such as language, institutions and different types of power. They furthermore argue that, identity can be, and constantly is constructed and reconstructed and usually what most influences and shapes these changes in identity are social factors and social elements. Hence according to constructivists identity is primarily socially constructed. These identities are all shaped by social processes and are the result of our everyday social interactions. Our sense of continuity, past and future, is part of our present self in memories, habits, knowledge, feelings, expectations and aspirations. This phenomenological or social constructivist approach allows us to look at identity as a reflexive feature.

For constructivists, social interaction within social and political units (usually States) gives us our identity and in turn our 'interests' our own way of living (Mahalingam, 1998:93). The society and State in which we live constructs our identity as knowledgeable social and political citizens of that society. Our identity as citizens is 'constructed' every day by the social determinants of our actions. People make the society and the society make people According to Appiah (1990:88), ideas shape institutions and the institutions in turn promote rules, values, beliefs, norms and practices which produce collective 'identity' (way of life citizens identifies with). So, ideas about identity matter as they have structural characteristics through state and societal institutions - and those 'ideas' interact with the individual citizen's social material experiences. This is referred to as ideational socialization.

Constructivism theory is important to this study as it helps to establish a strong theoretical background of how collective identity can be created in a social group. Arguments such as ideas shape institutions and institutions promote values, beliefs norms and practises are very useful to this study as the directly connect with the objectives of this study which one of it is to assess the extent of EACYAP institutionalisation.

2.5.1.2 Functionalism

The functionalism was primary driven by the need to find a working international system that could ensure peaceful relations among states (Biira, 2017:53). An important element in functionalism is how to achieve the association of nations for common action. Functionalists emphasise on international cooperation as a means of addressing practical needs without necessarily federation of the sates. The functionalist argument is that, the more indirect social relations are, the more important become social carriers such as texts or songs or buildings which store collective identities (Mitrany, 1966:99-104) sited by Biira (2017:53). The extent that collective identities are linked primarily to individuals in concrete interaction situations; emotional ties such as the sense of pride and shame become an important mechanisms for

reproducing collective identities. To the extent that collective identities are linked to objects as their carriers, these objects become carriers of generalized emotions that are built into the object, into images or texts. Such generalized emotions are embodied in what can be called "narratives". The argument takes seriously the emotional aspect of identity constructions to bring a concept that, there is something in the social relations that goes beyond the sense of shared interests and reciprocal solidarity (Gioia, 1998: 74).

Functionalists further argue that, a practical response to common problems, concerns and interests cannot be solved by a federation of states unless the political divisions with other units are integrated. This is to say, even if federations are adopted, the political division with other units would obstruct the necessary coordination of interests which are common to the populations belonging to different territorial entities. Functionalism develops a very strong argument for this study; the political federation in East Africa if adopted will be obstructed by the divisions in the political units that belongs to different partner states. Given the fact that youth are the majority of these population units in EAC, it is important that this East African identity is instilled in them before constitutional federation of states.

2.5.1.3 Essentialism

Essentialism is an approach that believes in and looks for the 'essence', or 'true core', of objects, values, identities and cultures. There are essential core values and beliefs, essential cultural characteristics, and essential aspects of a way of life that make people X identify themselves as X (Crenshaw, 1995:26). Essentialism looks on the true core of identity by not only looking at what is to be an East African for example but by going deeper and look at critical questions such as: *How one gets to be an East African? Do they claim or are just assigned? And for what essence.* Citing Benhabib (2002:5), Berg, Holtug and Lippert-Rasmusses (2010:39) highlight that, grouping identity requires essentialized and naturalized conception of groups as internally homogenous, clearly bounded, mutually exclusive and

maintain specific determinate interests. The core quality of a particular group of people in inherent, eternal and unalterable. According to essentialists, these qualities of essence categorise race, ethnic, national as well as social groupings (ibid). Collective identity in the essentialist conception looks much on the thing that the group (substance) wants to realize. Linking the essentialism theory of identity to this study, the most important attribute is what the EACYAP wants to realise through their efforts to promote collective regional identity. The theory gives a foundation for a critical assessment of the platform in promoting collective regional identity among the youth by looking at what the platform seeks to realise after this collective identity is created. The theory also provides grounds to the researcher to meet the objectives of this study by adding a critical question of essence. This is to say, in this study I will not only be able to meet my objectives according to the study, but I will also be able to show the essence of the findings of this study to several stakeholders in EAC integration process.

2.5.2 Institutionalisation theory

Institutionalisation refers to the process of embedding beliefs, norms, social rule or a particular value within an organization, social group or a society. It is a process of developing or transforming norms or rules that influence a set of human interaction. According to Berger and Luckmann (1967:245) institutionalization is a core process in the creation and perpetuation of enduring social groups. On the other hand, Zucker (1977:137) highlights that institutionalization is both a process and a property variable. The most important question here is what influence institutionalisation of a group or organisation and how such influence can shape the degree of similarity or non-similarity among sets of organizations.

The functionalist institutionalization of organisation is based on the assumption that both organisational and individual actors are potential influencers of the institutionalisation of any organisation (DiMaggio, 1988:215). Turner (1974:73) points out two assumptions with

regards to institutionalization of a social group. The first assumption is that the structural components of a system must be integrated in order for the system to survive, since the components are interrelated parts of the whole. This is to say for the organization or social group to be institutionalised there should be internal integration among the actors or members. This is supported by the second assumption of the functionalists which argues that the existing structures contribute much to the institutionalisation process and functioning of a social group. The existing structure should contribute to at least balance the institutionalisation of the social group otherwise the group will not survive.

One of the key processes of institutionalization is "objectification". Zucker (1977:135) expounds that, some sets of behaviour become habitualized and adopted by an actor or set of actors in the social group. Such behaviours are habitualized to the degree that they are evoked with minimal decision-making effort by actors in response to particular stimuli. Reciprocity in their use involves the development of shared definitions or meanings that are linked to these habitualized behaviours. Through this process informal behaviours become formal and hence institutionalised.

2.6 Similar studies on collective regional identity among the youth in other regional blocs

Here I look on the different studies on collective regional identity among the youth that have been done by other scholars in different regional blocs around the world. The aim is to find out what was the problem that necessitated such studies, the methodology or techniques used, findings and how those findings informed policy decisions in that regional bloc. The rationale is to know what is similar to or different from this study and to find out what value these studies can add in my research.

2.6.1 European Union (EU)

In the European Union EU the Eurobarometer showed that there was lack of young people's participation in European Union Integration (Flash Eurobarometer 2004). Following the rejection of the European Constitution in 2005 (Flash Eurobarometer 2005: 11) and the Lisbon Treaty in 2008 (Flash Eurobarometer, 2008: 6) whereby most of the young people voted no, a study on the potential European political identity among young people was conducted by Petra Huyst from Centre for EU-studies Ghent University Belgium. The study presented a research framework that combined both a quantitative and a qualitative approach drawing upon an in-depth case-study of a specific target group, namely young Europeans between the age of 17 and 24, in the European Union. Another multidisciplinary and multiregional research project entitled *Orientations of Young Men and Women to Citizenship and European Identity* (Jamieson 2005) whereby young Europeans (18-24) from different regions in different countries (Spain, UK, Slovak Republic, Czech Republic, Germany and Austria) were asked about their orientations to European identity, their feelings of being European, and their sense of European citizenship (research on young people and European identity).

Findings in these studies helped the European Union Commission to renew its youth strategy by presenting the *Engage, Connect and Empower* youth strategy. By "engage" the commission aimed at fostering young people's participation in civic and democratic life whereas "connect" aimed at connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding. The youth strategy also aimed at supporting youth empowerment through quality, innovation and recognition of youth work. Furthermore, these studies have helped the European Commission over the last couple of years to make more effort to connect with

its youngest citizens to raise interest and to stimulate participation. Plan D for Democracy, Dialogue and Debate, for instance, mentions a focus in its communication strategy on young people and the importance of getting them involved. The commission also came up with a new position of EU youth coordinator whose role is to channel voices of young people to the Commission, hence allowing young people to contribute to shaping EU policies across areas. The coordinator's role is also to strengthen the dialogue with young people, especially through the European Youth Portal and the EU Youth Strategy Platform. This is more or less similar to what the EAC secretariat is doing through the Nyerere centre for peace research. Although the EU commission is not conducting students' debate as the EAC does, the roles of the EU youth coordinator are similar to the roles of the EAC youth ambassadors and this makes studying the approached used valuable to this study. Scholars in these researches such as Du Bois-Reymond (1998) and Jamieson (2005) suggest that qualitative research and focus groups, in particular, are well suited for the task of unfolding the different dimensions of identity. This study has therefore borrowed some of the techniques (including the incorporation of both qualitative and quantitative research methodology also known as triangulation) from these studies to understand and document promotion of collective identity by the EAC Youth Ambassadors.

2.6.2 Association of the Southeast Asian Nations (ASEAN)

A study by Jones (2004) titled *Forging an ASEAN Identity* is also be used to examine the similar approached to this research. Jones' study was aimed at answering questions such as: - *How might ASEAN develop strategies to enable citizens in transitioning from nation-state mentalities to regional and possible cultural citizenry? How will the regional and national governing bodies facilitate the necessary empowerment of diverse populations to form an ASEAN identity? What sorts of affiliations will engender the necessary social capital to develop civic-minded people with a sense of belonging together?* As well as, *how might*

education play a role in this process? In his study (ibid) employed both qualitative and quantitative methodology. He sampled a certain group that went through trainings on ASEAN integration with the aim of spreading information on ASEAN integration to their peers and another group that has not been in any training about ASEAN integration. He then studies the sense of identity that these two different groups have by looking at the levels of cooperation and communication between youth from different ASEAN countries between these two groups.

ASEAN is an association with great diversity that is composed of societies and political constituencies. The study hence employed a research framework that combined both a quantitative and a qualitative approach in order to understand the foundation of ASEAN identity formation. Through that study ASEAN has been able to come up with the project named "Forging ASEAN identity". The project aims at instilling collective ASEAN identity among the youth. The youth comprises 60 percent of the ASEAN population. For this reason, the ASEAN Foundation aims to instil the Southeast Asian Identity to the youth sector; targeting the future leaders of the nations for active involvement in workshops and conferences and providing opportunities for them to build genuine friendships.

The study by Jones (2004) is effective in answering the third research question of this study by giving out suggestions on how to ensure that the youth that have undergone through the trainings by the EAC secretariat and the East African Community Youth Ambassadors Platform have real knowledge about the EAC integration process and have the capacity to promote collective regional identity among their fellow young people. The study also informs improvement in the methodology form this particular study by including focused group discussions which provide a more critical analysis and interpretation of findings.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

Kothari (2004:31) defines research design as "an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". It is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data

In this study I used triangulation method approach; this is a procedure for collecting, analysing, interpreting and reporting both quantitative and qualitative data in the research process within a single study to understand a research problem more completely (Brayman, 2001:44). When used in combination, quantitative and qualitative methods complement each other and allow for more complete analysis. There are incidences where there were contradictions in responses, and I had to get back to the respondents and ask for more clarification on their responses. In other cases, when more information was needed from respondents outside the scope of this study, I also looked for additional or supporting information from those respondents. This integration of methods has been done so as to avoid committing fallacy of generalization as well as adding value to this study. Thus, the choice of methodology and design for this study has been highly influenced by the need to provide a better understanding of the research problem, better collection of data, critical interpretation, analysis and systematic presentation of finding that this study encountered.

3.2 Research Site

This research took place in Tanzania and Kenya. In Tanzania respondents were drawn from the Nyerere Centre for Peace Research (NCPR) at the East African Community Headquarters in Arusha, the EAC-YAP Tanzanian chapter as well as the Ministry of East African

Community in Dodoma. In Kenya the study drew respondents from the Ministry of east African Community and Regional Development and the EAC-YAP Kenyan chapter.

3.3Targeted population

The study targets the EAC Youth Ambassadors from the year 2012 to 2018, the officials at Nyerere Centre for Peace Research, the Political federation department of EAC secretariat and the desk officers at the Ministry of East African Community in the respective partner states. Since its inception the EACYAP collaborates with the EAC Secretariat in sensitizing the peers on the EAC integration process, benefits and challenges. The platform has a total number of 174 members who have participated in the past 6 debates. The number was to be 180 as each partner state has equal slots of representation (6 students from each partner state) and hence 30 participants per each state in the 6 debates conducted. However, the republic of Burundi didn't attend in the 5th EAC University students' debate in Rwanda in 2016 hence falls short of 6 members to make 24 debate participants from Burundi. 54 members have served as youth ambassadors in their respective partner states where as the remaining 120 participants who were not appointed as youth ambassadors have been working closely with the youth ambassadors to conduct sensitization programs and other activities of the platform. My focus was on the debate participants including the appointed youth ambassadors in the two partner states Tanzania and Kenya. For the purpose of this study hence, Tanzania had 36 respondents and Kenya had 36 respondents. The rationale behind selection of the targeted population above which is the universal set is their participation in the EAC university students' debate as well as participation in different activities aiming at raising awareness of the EAC integration process and creation of the spirit of "East-Africaness" among the youth.

3.4 Selection of respondents

In this study I selected all the debate participants including serving and alumni youth ambassadors from Tanzania and Kenya. The reasons for selecting debate participants only is their active participation in sensitization activities with different segment of population in their respective partner states. I also selected the officials at the political federation department of the EAC secretariat as well as the officials from Nyerere Centre for Peace Research. Their selection was influenced by their role not only as coordinators and guardians of the EAC-YAP but also as the initiators of this platform. The desk officers of the ministries of EAC affairs in Tanzania and Kenya have also been tracking and keeping records of the sensitisation activities done by the EAC youth ambassadors hence their inclusion as respondents in this study was crucial.

3.5 Sampling design

A sample design is a definite plan for obtaining a sample from a given population (Cochran, 1963:122). It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. For this study I used purposive sampling design where I took the universal set of respondents. In this type of sampling, items for the sample are selected deliberately by the researcher; his/her choice concerning the items remains supreme (Kothari, 2004:56). The selection of this sampling design has been influenced by the nature of the respondents that I had information on this study.

The advantage of using purposive sampling is that it avoid inclusion of respondents that are of no use to the study and hence saves time for the researcher. It is also precise and provides a wide range of non-probability sampling techniques for the researcher to draw on (Sharma, 2017: 751). Although it can be prone to researcher bias, the judgements for purposively

selection of such a group of respondents have been based on the objectives of this study as well as the theoretical framework underlying this study, hence reduce the researcher biasness.

3.6 Methods of data collection

For this research the following instruments were developed, pilot-tested, revised and then administered to collect data from various respondents.

3.6.1 Interviews

In depth interviews are personal and unstructured interviews, whose aim is to identify participant's emotions, feelings, and opinions regarding a research subject (Kothari, 2004:97). Interview guide were used to obtain information from the officials at Nyerere Centre for Peace Research, Ministry of EAC affairs and some of the EAC youth Ambassadors that participated in the initiation of the East African Community Youth Ambassadors' Platform. I asked the respondents a series of questions in a face-to-face situation or phone and in a language of the Respondent's choice (English or Swahili). I record the responses (i.e., the answers) provided by the respondent after obtaining permission from the respondent to do so. The advantages of this approach are that the response rate is usually high as it involves personal and direct contact between interviewers and interviewees not only that but also the interviewer has the opportunity to clarify his or her questions whereas the respondents also have the opportunity to clarify their answers. Although interviews consume much time and resources, they were used to collect data from this group so as to obtain more detailed information about the EACYAP from the respondents. Some of the interviews were also done through phone calls for the purpose of saving time and resources

3.6.2 Questionnaires

Questionnaires were administered to the EAC Youth ambassadors both serving and alumni as well as the debate participants in the respective partner states. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms for respondents to fill in (Kothari, 2004:100). Questionnaires were administered through "google forms" which is an online tool for online collection of data. Respondents were able to fill in this questionnaire using their mobile phones or computers and hence saves time and resources. Questionnaires' major disadvantages includes, low rate of return of the duly filled in questionnaires, bias due to no-response as well as possibility of ambiguous replies or omission of replies altogether to certain questions. To overcome these dis advantages I employed a triangulation method where questionnaires were supported by phone interviews for further clarifications especially where there were ambiguities in the responses from the respondents.

3.7 Systematic analysis and interpretation of primary data from the field

The data under consideration in research have been obtained using questionnaires that were distributed to the respondents in a set format as well as structured interviews which I conducted. Close and open-ended questions were used, where the respondent picked up the answers from a given number of options or (in some questions) explain their answers in details. 72 questionnaires were distributed, 4 face to face and 2 phone interviews were conducted. All questionnaires (72) were returned full filled.

3.8 Data analysis procedures

Data analysis in this study was mainly based on the research questions that I seek to answer through this study. Data were analyzed using both qualitative and quantitative procedures. I categorized the instruments into their homogenous groups, coded the quantitative information

and summarized them into frequencies and percentages. These were then presented using frequency tables and graphical representations. I arranged into written form all data obtained from interviews by categorizing key words and phrases that were similar in meaning according to their topics. Not only that, but also, I compared responses from different groups and establish trends and patterns. I then summarized the quantitative information into frequencies and percentages. Narrative and interpretive reports were written to depict the situation as it was on the ground. Since the main research instruments for data collection were questionnaires and interview guides, the study used both quantitative and qualitative approaches in data collection, analysis and interpretation. The use of qualitative and quantitative methods helped me to obtain more valid responses regarding the role of the EAC Youth Ambassadors' Platform in promoting a collective regional identity among the youth.

3.9 validity and reliability of research instruments

3.9.1 Validity

Validity indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004:73). Mugenda (1999) explain validity as "the extent to which results obtained from the analysis of the data actually represents the phenomena under study". Kothari (2004:73) argues that, "no researcher developed test instrument is perfectly valid, hence a researcher needs some kind of assurance that the instrument being used will result into an accurate conclusion". In this study I therefore submitted my research instruments to be scrutinized by my two supervisors from the Catholic University of Eastern Africa. They verified the validity using a non- statistical method as explained by (ibid). The inputs and suggestions from these supervisors were used to revise and improve my instruments before going to the field. The use of triangulations also helped to enhance validity of the instruments used in this research. Questionnaires and interviews were the instruments used to collect data in this study whereas data was collected from the debate participants, the EAC youth

ambassadors, officials at the EAC secretariat, Nyerere Centre for Peace Research and the ministries of EAC affairs.

3.9.2 Reliability

Reliability is a measure of the level to which the instrument is providing consistent results. A measuring instrument is reliable if and only if it provides consistent results over times (Kothari, 2004:74). The recommended value of 0.7 was used as a cut off of reliabilities. In social sciences, acceptable Cronbach's alpha coefficients more than 0.7 show that the data is more reliable. The reliability coefficient for the youth ambassadors' questionnaire was 0.767. The above Reliability Coefficients were between 0.6 and 1.0 showing that the questionnaires were reliable.

3.10 Ethical consideration of the study

In carrying out this study, I considered ethical issues pertaining to the research. Saunders, Lewis and Thornhill (2000), defines research ethics as the appropriateness of one's behavior in relation to the rights of the participants of the study or those affected by it. Not only that but also Kothari (2004:9) identifies five ethical concerns to be considered when conducting survey research. These guidelines deal with; voluntary participation, not harming respondent, anonymity and confidentiality, identifying purpose and sponsor, analysis and reporting. Cooper and Schindler (1999) further states that ethical issues that affect the research process include the privacy of the participants, voluntary nature of participation and the right to withdraw, maintenance of confidentiality, consent of participants and the behavior of researcher. According to Pauline (1966:262), observation of ethics aims at ensuring that no one is harmed or suffers adverse consequences from research activity. In this study, I ensured that participation was completely voluntary. Respondents' identity was protected by exercising their anonymity and confidentiality. I allowed all the participants to know the

purpose of the research and the institution supporting it. Where it was necessary to record the interviews with the respondents, sought for their consent before recording. In the introductory remarks of either the questionnaire or the interview guide I provided the purpose of the study indicating that through this study I needed to do an assessment of the East African Community Youth Ambassadors' Platform in promoting collective identity among the youth. I also explained that the results of the study would be used in a research project as a partial fulfilment for a master's degree.

CHAPTER FOUR

DATA PRESENTATION AND INTEPRETATION OF FINDINGS

4.1 Introduction

In this chapter I interpret data and discuss the research findings. The chapter is arranged in various parts according to the research questions for which I sought information. I first provide a general description of data and respondents and then present findings and analysis for the first research question which is on the quality of institutionalization of the East African Community Youth Ambassadors Platform (EAC-YAP).

4.2 Demographic characteristic of the East African Community Youth Ambassadors' Platform

Table 4.1 Demographic characteristic of the East African Community Youth Ambassadors' Platform

Demographic information	**Frequency**	**Percentage**
Gender		
Male	96	55.2
Female	78	44.8
Age		
15-20	-	-
21-25	75	43.1
26-30	49	28.2

31-35	50	28.7
Serving Year (cohort)		
2012-2013	30	17.2
2013-2014	30	17.2
2014-2015	30	17.2
2015-2016	30	17.2
2016-2017	24	14
2017-2018	30	17.2
Nationality		
Burundi	30	17.2
Kenya	36	20.7
Tanzania	36	20.7
Rwanda	36	20.7
Uganda	36	20.7

N= 174

From the table above, the platform has more male members (55.2%) than female (44.8%) hence portray unequal distribution of Youth Ambassadors basing on gender. There is also less representation of Burundi as it has 17.2% of all the debate participants while the rest of the partner states have 20.7% each. This is due to the fact that Burundi didn't participate in

the 5th EAC university students' debate which took place in Rwanda due to political tension between the two countries. In this study I focused on the activities and experiences of the East African Community Youth Ambassadors' platform in Tanzania and Kenya only. In my selection of respondents, I considered taking the universal set of respondents in the respective countries. This is to say the respondents in this study are mainly the EACYAP members in Tanzania and Kenya as well as key personnel from the EAC secretariat and the EAC ministries.

4.3 Demographic characteristics of Respondents

In this section I give information on the demographic characteristics of the respondents involved in this research. I analyse and interpreted respondents' profile before the presentation of findings and discussion on the EAC Youth Ambassadors Platform and promotion of collective regional identity among young people. I analyse and interpret respondents' profile such as gender, age, nationality and level of education for easy understanding and interpretation of data.

4.3.1 Demographic Information of the EAC Youth Ambassadors

The demographic information of the EAC Youth Ambassadors involved in this study included Gender, age, level of education, year of serving and nationality as shown in the table below.

Table 4.2 Demographic Information of the EAC Youth Ambassadors in Tanzania and Kenya

Demographic information	**Frequency**	**Percentage (%)**
Gender		
Male	41	56.9
Female	31	40.1
Age		
15-20	0	0
21-25	17	23.6
26-30	37	51.3
31-35	18	25.1
Serving year		
2012-2013	12	16.65
2013-2014	12	16.65
2014-2015	12	16.65
2015-2016	12	16.65
2016-2017	12	16.65
2017-2018	12	16.65
Nationality		
Tanzanian	36	50
Kenyan	36	50

Level of Education		
Bachelor degree	54	75
Master degree	18	25
PhD	0	0

N= 72

Respondents were asked to indicate their gender. The gender of the respondents was of interest to the assessment not only because there has been a call to equalization of opportunities (gender equity) in all spheres of life but also it provides more information to research questions and add value to the findings of this study. Furthermore, respondents were asked to indicate their age where as results shows 23.6% of the respondents from the EACYAP are aged between 21 and 25; 51% are between 26 and 30 years where as 25.1% of the respondents from the East African Community Youth Ambassadors' Platform are between 31-35 years. This proves that majority of the respondents to this study are the young people.

On education level, 75% of the respondents from the youth ambassadors have a bachelor's degree, 25% hold master's degree and no one holds a PHD.

4.3.2 Demographic information of the EAC secretariat and Nyerere Centre for Peace officials involved in the study

Table 4.3 Demographic information of the EAC secretariat and Nyerere Centre for Peace officials involved in the study

	NCPR		EAC Secretariat	
Demographic information	**Frequency**	**Percentage (%)**	**Frequency**	**Percentage (%)**
Gender				
Male	-	-	2	67
Female	1	100	1	33
Age				
20-29	-	-	-	-
30-39	1	100	-	-
40-49	-	-	1	33
50-59	-	-	2	67
60 and above	-	-	-	-
Level of education				
Bachelor's degree	1	100	-	-
Master's degree	-	-	3	100
PhD	-	-	-	-

N= 4

An important fact about the respondents from the EAC secretariat and the NCPR is that 2 respondents are in the age group of 30- 49 and 2 are above 50 years. As these are the

coordinators of the EAC youth Ambassadors activities, the EAC-YAP has a benefit of having both fellow youth and experienced adults working with them.

4.3.3 Demographic information of the Ministry of EAC affairs officials

Table 4.4 Demographic information of the Ministry of EAC affairs officials

Demographic information	**Frequency**	**Percentage (%)**
Gender		
Male	1	50
Female	1	50
Age		
20-29	-	-
30-39	1	50
40-49	1	50
50-59	-	-
60 and above	-	-
Nationality		
Tanzania	1	50
Kenya	1	50

N= 2

As indicated in table 4.3; 50% of the respondents from the Ministries of EAC affairs are male and 50% female. 50% have are in the 30-39 age bracket and the remaining 50% belongs to 40-49 age bracket. Furthermore, 50% of the respondents are from Tanzanian Ministry of EAC affairs and 50% from the Kenyan ministry of EAC affairs.

4.4 The quality of EAC-YAP Institutionalization

In this section I present findings on the quality of EAC Youth Ambassadors Platform institutionalization.

4.4.1 Institutional and policy framework

Respondents were asked to rank the quality of EAC YAP institutionalization by pointing out existing and non-existing institutional and policy framework for EAC-YAP.

All of the respondents from EAC secretariat indicate that there is an agreed concept note and terms of reference guiding the establishment of the EAC youth ambassador's platform. Responding to the interview question on the existing institutional and policy framework guiding the establishment of the EAC Youth Ambassadors one of the EAC secretariat officer said:

"…the terms of reference explain the rationale for the establishment of the EAC youth ambassadors, their appointment process, their role as the EAC youth ambassadors, the reporting mechanism and the expected output"

Respondents also mentioned that there is the EAC Youth Policy of 2013 which acts as a policy framework regarding engaging the youth on regional integration and hence complementing the role and functions of the EAC youth ambassadors in promoting collective identity among the youth in the East African Community. The details on the terms of reference and the concept note for the EAC youth Ambassadors are presented here below:

4.4.2 The terms of reference for the EAC Youth Ambassadors

The terms of reference for the EAC youth Ambassadors to the Republics of Kenya, Uganda, Rwanda, Burundi and the United Republic of Tanzania highlights that the EAC through its treaty provides for the adoption of a common approach for involvement of the youth in the

integration process through education, training and mainstreaming youth issues into EAC policies, programmes and projects as one of the strategic interventions.

The respondents further commented that, the Office of the Deputy Secretary General Political Federation through the Nyerere Centre for Peace Research has through partnerships worked to provide youth with the necessary skills, knowledge and a platform to enable them to realize their potential as stakeholders in the EAC integration. This has been done through different engagements including the EAC University student's debate from which the EAC Youth ambassadors are selected. The respondent added that a number of platforms in partnership with Inter University Council of East Africa (IUCEA) and the East African Business Council (EABC) have also strengthened networking between youth, students Universities and Higher learning institutions, academia and the business Community through the East African Higher Education Forum.

4.4.3 Objective of the appointment of the EAC Youth Ambassadors

On the objective of the appointment of the EAC youth ambassador respondents from the EAC secretariat and the Nyerere Centre for Peace Research commented that, the main objective for the appointment of EAC Youth Ambassadors is to champion and promote continuous dialogue among the youth and interest them in advocating for regional integration initiatives. One respondent further added:

…"*It is worth noting that the EAC integration is people centred. To this end, the Youth have the potential to foster creativity, innovation, leadership and sharing of information and nurture a bond of "East-Africanness" with a distinct East African identity that is very much desired*"

4.4.4 Appointment of the EAC Youth Ambassadors

Respondents were asked on the process of the appointment of the EAC youth Ambassadors and the answers were as follows. The EAC Secretariat advertises the call for application to participate in the EAC students' debate. From the applications the EAC secretariat shortlists six (6) participants from each partner state. These participants make a total of 30 finalists for the debate in one of the partner states. The debate takes the EAC debate model, which is a representation of the EAC organs and how they relate with each other in discharge of their responsibilities in a bid to support EAC achieve its mission and vision. The model comprises of the affirmative team made up of the EAC secretary General, a chairperson of the council of the ministers, amicus curiae and a counsel to the community. On the other hand, the alternative to strategy team comprises of the Attorney Generals from each partner states. While the affirmative team suggest strategies and policies in achieving the community vision, the alternative team offers different solutions on achieving the same. At the end of the debate during the dinner gala debaters are presented with certificates of participation and the top debater from each partner state are appointed as EAC youth ambassadors and the first runner up is appointed deputy youth ambassador on a one-year non-renewable term. The EAC Youth Ambassadors assume their new roles upon appointment at the culmination of the EAC University Students Debate. The appointed EAC Youth Ambassadors must be persons of high integrity, with a passion and knowledge on the EAC integration.

The EAC student debate therefore, acts as a platform for selection of the EAC Youth Ambassadors. The judges of the EAC students debate who are drawn from the EAC secretariat, the University professors, East African Legislative Assembly members and the Alumni youth ambassadors evaluate the following in the selection of the ambassadors during this debate:-

I. *Content:* in this the judges looks at the ability to interpret the motion, quality of research, knowledge on EAC organs and institutions and how they relate as well as reference to policy and legal instruments.

II. *Posture:* here the judges of the EAC university students' debate look on the voice, the use of language, self-presentation, audibility, eye contact, persuasiveness as well as use of notes and humour.

III. *Team work:* The EAC University students' debate judges also consider how well the individual debater's group work together and how coordinated it is.

IV. *Rebuttal/Cross examination:* the judges evaluate the ability of the debater to identify weakness in the opposing team's argument and defend their arguments against attack or challenge.

V. *Speaker's role and Time management:* the judges look on how well the speaker fulfils his or her responsibilities in the allocated debating position as well as how the debater is able to utilise his or her time efficiently and effectively.

4.4.5 The role of the EAC Youth Ambassadors

The Terms of Reference for the EAC Youth Ambassadors to the Republic of Kenya, Uganda, Rwanda, Burundi and the United Republic of Tanzania as prepared by the EAC secretariat in September 2013, highlights the following as the role of the EAC Youth Ambassadors: -

a) In collaboration with the EAC Secretariat and Ministries of East African Affairs (MEACAs), organize national sensitization forums, dialogues and debates to raise awareness among the youths/students on the EAC integration process

b) Enhance the participation of the youths/students in the EAC integration process through the EAC Youth Ambassadors Platforms (EAC-YAP) and its programmes;

c) Act as a liaison representative of the youth and the EAC Secretariat on integration initiatives in his/her respective Partner State;

d) Enhance the participation of University students in the EAC integration process through creation and promotion of Model East African Community (MEAC) clubs in Universities;
e) Initiate and contribute to vibrant discussions on the EAC integration in social media networks;
f) Promote and support the full implementation of the EAC Youth Ambassadors Platforms (EAC-YAP);
g) Attend and participate as a member in the Annual EAC Youth Ambassadors' Dialogue
h) Serve as EAC youth representatives of their respective Partner States at EAC events, on task forces, and advisory teams as may be required by the EAC Secretariat;
i) Work collaboratively with the youth in their respective Partner States
j) Provide prompt assistance upon request by phone or email to the EAC Secretariat staff;
k) Run EAC-YAP programmes at country level in collaboration with other youth bodies/societies/NGOs as deemed appropriate; and
l) Be a role model in advocating for a people, and especially youth centered EAC integration process.

4.4.6 The role of Alumni EAC Youth Ambassadors

Upon successful conclusion of the one-year term as an EAC Youth Ambassador, one automatically assume the status of alumni EAC Youth Ambassador and shall have the following roles:

a) Act as an advisor to support the serving EAC Youth Ambassadors on various issues relating to their roles;

b) In collaboration with the newly appointed EAC Youth Ambassadors, organize sensitization forums, dialogues and debates to raise awareness among the youths/students on the EAC integration process at the national level;

c) Be a role model in advocating for a people, and especially youth centered EAC integration process;

d) Provide guidance and assistance to Model East African Community (MEAC) clubs in Universities and Institutions of Higher Learning in their respective Partner States;

e) Attend as a member and participate in the Annual EAC Youth Ambassadors Dialogue;

f) Work collaboratively with all youths in their respective Partner States;

g) Serve as EAC youth representatives of their respective Partner States at conferences, on task forces, and on advisory teams as may be required by the EAC Secretariat and the EAC-YAP;

h) Provide prompt assistance upon request by phone or e-mail to the EAC Secretariat staff; and

i) Protect and support the full implementation of the EAC Youth Ambassadors Platforms (EAC-YAP).

4.4.7 Expected Output

The EACYAP is expected to give the following output.

a) Increased awareness amongst the youth/ students on the EAC Integration process.

b) The Ambassadorial initiative will complement the EAC – NCPR programme on students exchange programmes to engender the spirit of "*East-Africanness*"

c) Continuous and vibrant discussions among the youths on social media networks, on the EAC integration process, as well as other issues concerning the youth across the region.
d) Full implementation of the EAC youth policy. Collaboration between the Students / Youth and the business community initiated to strategize on how to develop effective higher education systems in East Africa that would be linked to the industry;
e) Active participation of the youth in the EAC Integration process through the EAC University Students' Debate and the EAC Consultative Dialogue Framework among others.
f) Identification and selection of youths who are passionate about the EAC integration process, and who will help in raising awareness on the EAC integration amongst their peers.

4.4.8 Reporting Mechanism

In assessing the quality of EAC YAP institutionalisation respondents were asked to explain the reporting mechanism that the EAC youth ambassadors use to report progress of their activities to the NCPR and the EAC secretariat.

All of the respondents answered that, the serving and alumni EAC Youth Ambassadors closely liaise with and submit monthly reports to the department of political federation through Nyerere Centre for Peace Research, on their activities and engagements. Not only that but also prior to organising or participating in any events, the EAC Youth Ambassador informs the Department of Political Affairs, through the Nyerere Centre for Peace Research for coordination and support.

4.5 EAC Youth Ambassadors Response on the institutional and policy framework for EAC YAP

(60%) of the respondents didn't know of any existing policy or institutional framework guiding the EAC YAP. (30%) of the Youth Ambassadors are aware of the existing institutional framework whereas 10% of the respondents are not sure of the existence of policy or institutional framework for the EAC YAP. When breaking down these findings basing on nationality and gender the results are. 70% of the 60% who don't know about any existing policy and institutional framework are from Tanzania and 30% of the same are Youth Ambassadors from Kenya. 55% of the 10% who are not sure about the existence of policy and institutional framework are from Tanzania and 45% are from Kenya. Furthermore, out of the 30% of respondents who are aware of the existing policy and institutional framework guiding the EAC-YAP 60% of them are from Kenya whereas Tanzanians constitute 40%. Basing on respondents' gender, results shows that 65% of the 60% percent with no information about existing policy and institutional framework about the EAC-YAP are female whereas the male constitute 35% out of 60%.

From these findings the conclusion is that, there is little or no understanding of the institutional and policy framework guiding the EAC YAP among the majority of Youth Ambassadors themselves. There is also an evident weakness in communication between the EAC secretariat and the members of the EAC-YAP as the secretariat is mentioning policies and documents whose existence the youth ambassadors are not aware of. Another finding is that, the EAC YAP members from Kenya are more aware of the policy and institutional framework for the EAC-YAP than the ones in Tanzania. On top of that, taking gender into consideration, male members of the EAC YAP are more aware of the institutional framework that female members. Although this might have been influenced by the fact that the platform has more men than women members but still it is a finding that should not to be taken lightly.

4.6 The EAC Youth Policy

In one of its objectives, the EAC youth policy of 2013 highlights the inclusion of the youth in the integration process to promote the spirit of "East-Africaness". This involves putting in structures to address issues facing the youth in the region. The policy also stresses on the establishment of a regional mechanism that will promote and sustain youth culture, values, morals and ethics. Culture and values are important aspects of collective identity (Risse, 2001). Benedict Anderson (1991) in his book *"Imagined communities"* points out that cultural values are always the cornerstone for a community to survive, thrive and strengthen itself.

Explaining about the EAC youth policy, respondent from the EAC Secretariat highlighted that the youth policy is a policy framework guiding youth engagement in the East African integration process. In the foreword of the youth policy, the former EAC secretary general Ambassador Dr. Richard Sezibera comments "the youth policy provides for a common approach to address the various youth issues at EAC level and ensures that the programs initiated at regional level are youth centred. It also aims at ensuring that the youth in general are fully engaged and play their roles and responsibilities alongside other citizens in the development of their countries and in the EAC integration process" (EAC Youth Policy, 2013). Furthermore, the EAC Youth Policy gives the definition of the youth basing on the constitutions in the Partner States as follows. The youth are defined by the Constitution of each EAC Partner State. In Kenya, youth are persons in the age bracket 18 to 35 years, whilst in Burundi and Tanzania, youths are defined as persons between the ages of 15 and 35 years. Ugandan's Constitution defines youths as any male and female between the ages of 18 and 30 years, while the Rwandan National Policy defined the youth as females and males between the ages of 14 and 35 years.

When asked about the process for the adoption of the EAC youth policy an officer from the EAC secretariat responded:

"…There are several processes that have led to the development of this policy. They include Council Decisions based on the recommendations of the EAC Forum of Ministers responsible for Social Development made during its first, second and third meetings held in Kigali, Bujumbura and Nairobi"

He further added that, the policy has been developed by the EAC Secretariat after wide consultations both at Partner States level and at the EAC regional level. National consultations involving a myriad of stakeholders including government, development partners and civil society were conducted to ensure ownership and understanding of the obligations and responsibilities of all stakeholders.

4.6.1 EAC Youth Ambassadors' response to the EAC Youth Policy

Majority 59% of the EAC YAP members are not aware of the EAC youth policy as well as the processes used to formulate the EAC youth policy. 30% of the youth ambassadors have little knowledge about it and its existence whereas the 11% of the Youth ambassadors participated in the draft of the EAC youth policy. Contrary to the response from EAC secretariat, majority of the EAC youth Ambassadors shows that they were not involved in the processes for the development of the EAC youth policy.

From these findings it is noted that the youth policy came into force after the establishment of the EAC Youth Ambassadors platform however majority of the EAC YAP members claim not to be involved in the whole process of the EAC youth policy drafting as one of the youth ambassadors commented:

"...we were just invited to participate in the 2nd EAC youth convention in 2014 where one of the items on the agenda was launching of the EAC youth policy. Personally, I didn't know what that was until that same day at the launching"

4.7 Conclusion

Findings on the quality of institutionalization of the EAC-YAP shows that there are some agreements, terms of reference and concept note guiding the establishment of the EAC YAP. Findings further shows that there is an EAC youth policy which is a policy framework regarding engaging the youth in the EAC integration. However, there has been a disconnection between the formulators of such policies or documents and those that the policies are being formulated for. If majority of the representative of the young people in the region who have been titled youth ambassadors are not aware of such policies and documents it is easy to predict that majority of the East African youth who are represented by these youth ambassadors are also not aware of these policies or any efforts that the EAC is putting in place for youth engagement in the region. Hence it is important both the youth representatives and the EAC secretariat to find ways to overcome this disjointedness. In the next chapter I present findings on the experiences of the youth ambassadors in promoting collective regional identity among the youth.

4.8 Experiences of the EACYAP members

In this section, I present findings on the experiences of the EAC Youth ambassadors in creating awareness on the EAC integration among the youth. I will first document the general experiences of the EAC youth ambassadors and then later document the experiences in chapters.

4.8.1 Activities and population segment that the EAC Youth Ambassadors engaged

Sensitization campaigns

Youth ambassadors conduct sensitization programs in the higher learning institutions in the partner states. The terms of reference for the EAC youth ambassadors' highlights that the first function of the EAC youth ambassadors is sensitization. The targeted population for these campaigns are the young people in the higher learning institutions. Sensitization activities are conducted by the youth ambassadors in collaboration and guidance from the Nyerere Centre for Peace Research, the Political Federation department of the EAC secretariat and the ministries of East African Affairs in the partner states.

The objective of the sensitization activities include; to increase awareness on the EAC integration process among the university students; to discuss with the youth on opportunities and challenges of integration as well as the role the youth can play in fostering a prosperous East African integration.

Methodology of sensitization

The East African Community secretariat through its Nyerere Centre for Peace Research upon selection of the EAC Youth Ambassadors conducts a training of trainers, advocacy and campaign program to the appointed youth ambassadors. During this training youth, ambassadors are equipped with the knowledge, methods and techniques of advocacy, which is the essential component of Sensitization. Youth ambassadors are also trained on communication and diplomacy to help them communicate with different population segment in their campaigns. At the end of this training together with the EAC secretariat, youth ambassadors from each chapter identify the higher learning institution they want to visit in their country. They further identify areas of interest for the targeted groups of students and then propose themes for different sensitization programs. The youth ambassadors are given a

month period to go and look for all necessary requirements for the sensitization campaign including permits from the university administration to allow them conduct these sensitization programs in that particular university. Upon the receipt of the confirmation, the EAC secretariat provides the youth ambassadors with the necessary resources for implementation of the intended activity. The youth ambassadors provide feedback in terms of quarterly reports to the EAC Secretariat on all sensitization program conducted.

An officer at NCPR said that, in a year, each platform conducts an average of 10 sensitization activities and one activity has an average of 200 participants. This means one chapter reach an average number of 2000 of students each year, which translate, to 10,000 students in a year by all five chapters. The officer added that the number of activities could be multiplied to reach a larger number of youth, but budgetary constraints makes it difficult.

As sensitizations programs are conducted by each chapter separately, different chapters have been using different methods of sensitization. The Tanzanian chapter for example has been using the media to sensitize the youth on the EAC integration. The media used includes radio and TV stations as well as print media. Responding to the interview guide one of the alumni youth ambassador from Tanzania said:

"The advantage of using the media is that you not only reach your targeted population who are the youth but also the rest of the population who are non-youth"

However, he clarified that they target youth friendly programs in these radio and TV stations to reach the young people more and achieve their goal. The use of the media by the Tanzanian chapter has made the chapter to reach more than 5000 youth. This has been proven by the response they get through short messages and phone calls during the radio or TV interviews.

On the other end, the youth ambassadors in Kenya have been using the internet to conduct their sensitization projects to reach the larger population. The youth ambassadors have been using Twitter and Facebook to spread awareness on regional integration to the youth in Kenya. The chapter started a twitter account with a handle "EACYAPkenyanchapter" which they use to pass different information, conduct discussions and seek opinions on youth engagement on the EAC integration process. The feedback on these engagements is sent to the EAC secretariat for further considerations. *"Most of the young people are now on social media, this makes social one of the big platforms for exchange of information."* said one EAC youth ambassador from Kenya.

Online platforms

In 2014, the EAC YAP in collaboration with the EAC secretariat introduced an online platform for discussion about EAC integration among the young people. The online platform aimed at reaching more youth through a youth friendly platform. The campaign ran on Facebook, Twitter and YouTube where youth from all-over East Africa were given an opportunity to discuss about several topics with regard to EAC integration. One day a month the EAC Secretary General's twitter account was linked to this platform and youth could ask different questions with regard to EAC integration and get answers from the Secretary General directly.

The online platform was ran by one or two members of the EAC YAP who would took voluntary internship at the Nyerere Centre for Peace Research for a period of up to six months. Findings shows that in 2015 the online platform was able to reach more than five thousand youth in East Africa. However, due to lack of funding the online platform operated for one term only, which was 2014/2015.

Respondents in this study were asked to give out their experience in organising or participating in these online discussions. The majority of the participants commented on how the online discussion made the youth closer to the EAC than they were before. One of the Youth Ambassador from Tanzania said:

"…the online discussion made the youth to chat and exchange directly not only with the officials at the EAC secretariat but also with the EAC Secretary General. This helped many youths to feel that their contribution matters in the EAC integration process."

4.8.2 Engagement between the EAC YAP and other Stakeholders in EAC integration

Engagement with Ministries of EAC Affairs

The terms of reference for the EAC youth ambassadors mandates the youth ambassadors to liaise with the EAC ministries in the respective partner states to conduct sensitization programs to the youth. Upon appointment by the EAC secretariat, youth ambassadors are introduced to their respective ministry of EAC affairs by the EAC secretariat. In the introduction letter, the EAC secretariat explains the reasons for the appointment, expected functions, outcomes and requests the ministry to provide the youth ambassadors with necessary support for the effective conduction of sensitization programs.

The Kenyan chapter has received support from the EAC ministry in all of their sensitization campaigns. When asked to rate the level of support the youth ambassadors have received from the ministry of EAC affairs in Kenya, 80% of the respondents responded that the ministry has been supportive in the sensitization programs. The ministry dedicated an officer to deal with the youth matters. This officer has been working hand in hand with the youth ambassadors in Kenya to identify, plan and coordinate sensitization programs in different higher learning institutions. The ministry has been giving not only sensitization materials to the youth ambassadors but also experts to talk with the youth in the sensitization program. An

officer from the Ministry of EAC and regional development in Kenya commented that, the ministry is ready to work with the youth in Kenya in creating awareness on EAC integration. The officer added that the ministry has also been conducting a social media campaign named "ushirikianoDigital" which is aimed at not only increasing awareness on EAC integration among the youth in Kenya but also to make these youth to tap the opportunities that comes with the EAC integration. Among the focal points of this campaign was an alumni youth ambassador from Kenya. This shows that the engagement between the ministry of EAC in Kenya and the EACYAP is strong.

On the other hand, findings from Tanzania shows little support from the EAC ministry. Respondents from Tanzania said that, there was some kind of support from the ministry before it was merged with the ministry of foreign affairs to form the ministry of foreign affairs and East African cooperation. One of the respondents argued that, it is difficult now to know who to go to in a big ministry like that. The same contact person that used to attend youth issues is no dealing with foreign relations and not EAC issues anymore. When interviewed for this research officers from the ministry of foreign affairs and EAC cooperation in Tanzania acknowledged that the merge has made the cooperation between the ministry and the youth ambassadors to face difficulties.

Engagement with the East African Legislative Assembly (EALA)

The EAC YAP has been collaborating with the East African legislative assembly in several programs. Youth ambassadors were asked to share their experience on working with the EALA and the following are the findings.

Sensitization programs

EALA sensitize the citizens of East Africa on opportunities and challenges of the EAC integration. The assembly conducts sensitization activities in all the EAC partner states.

EALA engage different stakeholders including the youth ambassadors in these sensitization programs. Youth ambassadors commented that, they are happy that EALA recognise them as one of the stakeholders in the EAC integration process and invite them to their sensitization programs. Although EAC YAP and EALA are not having a formal agreement on the terms of cooperation and partnership, the informal cooperation seems to work perfect well between the two. The EACYAP has also been inviting EALA members to participate in their sensitization programs and this has helped to increase the capacity of the EAC-YAP to conduct more sensitization events.

Petitions

This is another way in which the EAC YAP has been engaging with the East African Legislative Assembly. EALA rules of procedure provide that any citizen of the Partner States, natural or legal person residing or having its registered office in a Partner State, shall have the right to address and seek answers from the Assembly, individually or in association with other citizens or persons, through a petition to the Assembly on a matter which comes within the Community's fields of activity and which affects him, her or it directly. Using this clause, the EAC YAP has petitioned EALA two times. The first petition was on youth inclusion awhile the second was on harmonization of student's fee policy in East Africa.

Findings in this research shows that all of the two petitions by the EACYAP to EALA originated from the voices of the youth during the sensitization programs that the EACYAP conducts. The two petitions were registered, forwarded to the speaker of EALA and later to the committees responsible. The youth ambassadors have also been called to appear before these committees responsible for the two petitions for hearings where the feedback from these committee was sent to the speaker and tabled for discussion in the assembly. The

assembly agreed to the motions and the deliberations were forwarded to the council of ministers for further deliberations.

"*It was so inspiring to work with the East African Legislative Assembly and mostly to represent the voices of the youth in East Africa. Through these petitions the EAC YAP has provided evidence that it is an umbrella of the youth in East Africa."* One EAC youth ambassador said.

Engagement with other youth networks in the region

Findings from this research shows that the EAC YAP has been engaged with different youth networks in the region. The EAC YAP has been engaging with the national youth councils and youth organizations in the respective partner states.

The republic of Kenya has a functioning youth council and hence the EAC YAP Kenyan chapter has directly been engaged with the Kenyan youth council in its different programs. Findings also shows that a partnership between the EACYAP and the youth council is beneficial not only to the EACYAP activities but also to the Youth Council growth. On the other hand, the EACYAP in Tanzania has been championing the establishment of the National Youth Council in Tanzania. The EACYAP Tanzanian chapter has been involved in the discussion, dialogues and lobbying meetings with the parliament of Tanzania on the bill for the establishment of the national youth council in Tanzania. When asked to share her experience on the engagement between then EAC YAP and the other youth networks in the region an officer from Nyerere Centre for Peace research said.

"*All youth networks and chapters in the region support efforts for the establishment of the national youth councils in the partner states collectively"*

She added, *"…the idea is to have all the partner state establish a national youth council and once all the partner states have a functioning youth council, the East African Youth Council can be formed"*

4.8.3 Experiences in EACYAP chapters

Organization in the chapters

EAC youth ambassadors were asked whether the chapters they are organized with a work plan. The results are shown in the table below.

Table 4.5 Response of the EAC youth ambassadors on whether the chapters are well organized with a work plan

	Yes		**No**		**No opinion**	
	F	%	F	%	F	%
Tanzania	9	14.1	20	31.2	3	4.7
Kenya	10	15.6	22	34.4	-	-
Total	19	29.7	42	65.6	3	4.7

Findings on table 4.4 shows that, majority (65.6%) of the respondents are of the view that the EAC YAP chapters are not well organized and do not have a work plan. On the other hand, 29.7% agree that the chapters are organized with a work plan where as 4.7% of the respondents had no opinion on whether the chapters are organized with a work plan or not. Kenya has more respondents who said the chapters are not organized (15.6%) than Tanzania (14.1%). This can be interpreted that the EAC YAP Kenyan chapter is less organized than Tanzanian chapter. Furthermore, findings shows that, 4.7% of the youth ambassadors have no opinion on whatever is happening in their chapters. This could translate to either less

information about the activities in the respective chapter or the respondents are not engaging themselves in the activities of the chapter. An interesting part is that, all the "no opinion" response have been recorded from the Tanzanian respondents of which Tanzania has less "no" answers on whether the chapters are well organized with a work plan. This means that the Kenyan chapter despite of having no work plan and organization, it has managed to keep its members together than the Tanzanian chapter. The researcher wanted to know further, why these 4.7% of the ambassadors don't know of anything that is going on in their chapter. The response was that they are not involved or at least informed about the activities in the chapters. One of the respondents commented.

"It has been a very long time since I have been informed about any activity or event that is happening in my chapter. I made some efforts to contact my colleagues but there was no any response"

Inter cohort collaborations within the chapters

Respondents were asked to state whether different cohorts of youth ambassadors collaborate in different activities in their respective chapters. The results are shown in the table below.

Table 4.6 EAC youth ambassadors' response on inter chapter and cohort collaboration in the respective chapters

	Yes		**No**		**No opinion**	
	F	%	F	%	F	%
Tanzania	25	39.1	5	7.8	2	3.15
Kenya	26	40.6	4	6.2	2	3.15
Total	51	79.7	9	14	4	6.3

Findings from table 4.5 on inter chapter and cohort collaboration shows that majority 79.7% of the youth ambassadors agree that EACYAP has inter chapter and cohort collaboration. Kenya has more inter cohort collaboration (40.6%) than Tanzania (39.1%). 14% of the respondents from the youth ambassadors disagree that there is inter cohort collaboration in the chapters and 6.3% of the respondents had no opinion on whether there is inter cohort collaboration or not.

4.8.4 Resources

The major source of the resources for the EAC YAP activities is the EAC secretariat through its partners such as the GIZ and Agha khan foundation. Respondents were asked whether they have been receiving resources elsewhere apart from the EAC secretariat and the Ministries of EAC affairs and their response was that there have been other institutions that have shown interest in supporting the EACYAP activities. For example, Plan International Tanzania and the International Republican Institute (IRI) supported the first high level EAC Youth Ambassadors Dialogue in November 2018. There have also been support from different embassies such as the Germany and France embassies in the respective partner states. The major challenge for such funds however is that the platform is not registered as an organization with a separate bank account that can easy the process of channeling funds and resources to the platform directly.

4.9 Proposal for making the EACYAP more effective in playing its role

In this section I present a proposal on what can be done to make the EAC youth ambassadors' platform more effective in playing its role. In the previous sections I have presented findings on how the EACYAP is formed and how it works to promote East African integration among the youth in the region. I have also presented findings on how the platform collaborate or engage with different stakeholders in East African integration and the outcomes of such

engagements. In this chapter therefore I present findings on what to be done to make the platform effective in playing its role which is sensitizing the youth in East Africa on the EAC integration process. However, before presenting a proposal it is worthy to first present the challenges that the EAC YAP is facing currently. It is these challenges that will help generate a good proposal on how to make the platform more effective.

4.9.1 Challenges facing the EAC YAP

Table 4.7 the challenges facing East African Community Youth Ambassadors Platform

The challenges faced by the EAC youth ambassadors	**Replies of respondents**	**Number of respondents**	**Percentages (%)**
Insufficient support from relevant and concerned National offices such as the National Youth Councils and MEACs	Strongly Agree	69	95.8
	Agree	3	4.2
	Disagree	-	-
	Strongly Disagree	-	-
	Total	72	100
Delays in Funds	Strongly Agree	67	93
	Agree	3	4.2
	Disagree	2	2.8
	Strongly Disagree	-	-
	Total	72	100
Lack of an established network with key resource personnel	Strongly Agree	66	91.6
	Agree	4	5.5
	Disagree	1	1.45
	Strongly Disagree	1	1.45
	Total	72	100

Lack of knowledge and understanding of the EAC matters among the young people	Strongly Agree	70	97.1
	Agree	1	1.45
	Disagree	1	1.45
	Strongly Disagree	-	-
	Total	72	100
Lack of coordination between east Africa youth ambassadors and the EAC secretariat	Strongly Agree	46	63.9
	Agree	12	16.6
	Disagree	9	12.5
	Strongly Disagree	5	7
	Total	72	100

Findings from the table above show that; Insufficient support from relevant and concerned national offices such as MEACs, delays of funds, Lack of an established network with key resource personnel, Little knowledge and understanding of the EAC matters among the young people and lack of coordination between East African youth ambassadors and the EAC secretariat, are the challenges facing the EAC youth ambassadors platform. Majority of the respondent have strongly agreed that the mentioned challenges are the major challenges facing that EAC youth ambassador's platform. It is therefore from these challenges that I develop a proposal for making the EACYAP effective in playing its role.

4.9.2 Making EAC YAP more effective in playing its role

Respondents were asked to give suggestions on what can be done to make the platform more effective in playing its role. The following are the results as presented in table 6.2

Table 4.8 how to make the EACYAP effective in playing its role

Policies that characterizing improvement	Reactions of respondents	Number of respondents	Percentage (%)
Lobbying for funds from other partners apart of the Secretariat	Strongly Agree	72	100
	Agree	-	-
	Disagree	-	-
	Strongly Disagree	-	-
	Total	72	100
The platform to be registered with its own leadership structure	Strongly Agree	68	94.4
	Agree	3	4.2
	Disagree	1	1.4
	Strongly Disagree	-	-
	Total	72	100
Commitment from both the Secretariat and the platform it self	Strongly Agree	72	100
	Agree	-	-
	Disagree	-	-
	Strongly Disagree	-	-
	Total	72	100
Regular engagement of ambassadors (it should not be event based as it is now)	Strongly Agree	69	95.8
	Agree	2	2.8
	Disagree	1	1.4
	Strongly Disagree	-	-
	Total	82	100

Findings from the table 4.7 shows that, majority of the respondents have mentioned, lobbying for funds from other partners apart of the EAC Secretariat, registration of the platform with its own leadership structure, commitment from both the Secretariat and the platform itself and regular engagement of ambassadors instead of being event based as it is now, are the major reforms that can make the platform more effective in playing its role. The platform is supported financially by the EAC secretariat through its Nyerere Centre for Peace Research and donors such as the GIZ. However, there is no clear budget allocation for the platform from the EAC secretariat a situation that has hindered effectiveness of some of the activities of the platform. University students' debate which has been declared as an EAC annual event be the council of ministers has failed to take place in the planned time due to delays of funds from the EAC secretariat. Through findings in this study, I therefore propose that the platform lobby for funds from other stakeholders apart from the EAC secretariat. The EAC secretariat can also support this lobbying to give the platform a bigger voice in front of the funders. Availability of funds will change the platform from being event based as it has been portrayed by some of the respondents in this study to be an active platform with regular engagement and activities.

The platform lacks formal recognition from some of the stakeholders in the EAC integration due to lack of formal documentation of the platform at both national and regional level. Not only that but also there is no clear leadership structure of the platform. It is not known who the leaders are in the chapters and in the platform as a whole. This causes barriers in communication when one wants to engage with the platform in one way or another. Through this study I therefore propose that the platform organize to have a clear leadership structure and a formal registration bot at national and regional level. This will help the platform to be more effective in performing its role.

Furthermore, for the platform to be more effective and perform its activities efficiently, there is a need of a strong commitment to support the platform from the EAC secretariat. The EAC secretariat as the mother of this platform has the obligation to sustain the platform by committing strongly to support its activities. The EAC secretariat should also push the ministries of EAC affairs in the partner states to give necessary cooperation and assistance to the youth ambassadors and their activities. Youth ambassadors should not be left alone in their chapters without a guidance from the EAC ministries. In cooperation with the EAC ministries and the members of the platform, the EAC secretariat should also after a reasonable time of period conduct an assessment to see whether the platform is playing its role or not. There should be timely evaluations to see the extent to which the objectives for the establishment of such a platform are met. This will not only help the platform to improve its efficacy in promoting collective identity among the youth in the East African region but also it will help the EAC secretariat and the ministries of EAC affairs in the respective partner states to assess the effectiveness of the methodology employed to promote that collective regional identity among the youth.

4.9.3 Incorporation of the republic of South Sudan into the EACYAP

One of the pressing comment from the respondents from the EAC youth ambassadors was the issue of the republic of South Sudan not being able to attend in the debate and hence not to have the chance to be part of the EACYAP. South Sudan is the newest member of the East African Community, it is also referred to as the youngest nation in Africa after gaining independence on 9 July 2011. South Sudan joined the East African Community in April 2016. 3 years now after their succession into the EAC but they have not been able to participate in the EAC university students' debate and be part of the East African Community Youth Ambassadors' Platform. A critical question one should ask is how the engagement of the republic of South Sudan in the East African community Youth Ambassadors' Platform

will affect the platform. Will it make the platform better, bring it down or will have no any impact to the platform.

When asked those questions, majority of the respondents argued that, it would have been to the advantage of both the platform and the youth in South Sudan engaging the republic of South Sudan in the East African Community Youth Ambassadors' platform. Knowing the challenges facing the youth in South Sudan, the EACYAP could provide a platform for these challenges to be heard and acted upon by the EAC partner states. Their inclusion will also give power to the EACYAP due to the increasing of the numbers of the youth ambassadors championing the EAC integration to their peers. Hence it is important that efforts are made by the EAC secretariat and Nyerere centre for peace research to engage the youth from South Sudan into the EAC university students' debate and ultimately into the East African Community Youth Ambassadors' Platform.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Collective Identity is an important component of regional integration. Identity makes members of a group to define themselves in terms of ideas in terms of ideas with which they can positively identify, and which make them distinct from other groups. In regional integration, collective identity plays a role of unifying different units of integrating parts as one. One cannot deny the role of the youth in shaping social, political and economic aspects of the society. The youth are the driving force of regional integration in the present world. Their role in shaping the integration process cannot be left unnoticed.

Through this study I sought to do an assessment of the East African Community Youth Ambassadors Platform (EACYAP) in promoting a collective identity among the young people. I looked at the platform's institutionalization by focusing on the institutional and policy framework guiding the platforms activities. I also documented experiences of the EAC youth ambassadors in promoting collective regional identity among the young people by looking at the activities conducted, segment of population engaged with as well as collaborations with different stake holders in the EAC integration process. In this study I have also explored similar studies and techniques used in other regional blocs to promote collective regional identity among the young people. I have looked on studies and mechanisms to promote collective regional identity among the youth in the European Union and Association of the South East Asian Nations. Not only that but I have also looked at the challenges facing the EACYAP in promoting collective regional identity and provide for suggestions or recommendations to make the platform more effective in playing its role.

I have been able to address the three research questions and objectives through findings in this research. On the first objective and question the EACYAP institutionalization process in question needs to be addressed by both EAC secretariat through Nyerere Centre for Peace Research and the EAC youth ambassadors themselves. Findings in this study have shown lack of proper understanding on the institutional and policy framework for youth inclusion in the integration process. If the youth ambassadors who are the bridge between the EAC secretariat and the rest of the youth in the partner states prove little or no knowledge on the policies and institutions that mandate them to act as representatives of the youth at a regional level, then there is a high risk of them giving contradicting information to their peers. The study has also highlighted on lack of proper coordination of the platform activities. It is very difficult to tell who the focal point for a Tanzanian chapter is for example or Kenya. The same is for the rest of the chapters. When looking for respondents for this study I encountered difficulties not only in locating the respondents but also getting their contacts was a challenge. This shows lack of coordination in the platform itself a thing that needs to be solved.

The second research objective was to document the experiences of the youth ambassadors in promoting collective regional identity among the young people. Here there have been interesting findings on the different experiences that ambassadors have faced both individually as well as a group. Findings shows that youth ambassadors have participated in sensitization activities in different university and been able to reach out to the large number of the young people in the respective partner states. An interesting aspect of the experiences is on how different chapters utilized to their full capacity different resources and methods at their disposal to spread this "gospel of integration". There are chapters that went beyond the normal university sensitization activities and explored other channels such as the media including print, broadcast as well as the internet. This shows the move within the youth

ambassadors themselves to take this matter of integration as their own baby that they have to take care and make him/her grow. Youth ambassadors provided a series of their experiences including the challenging ones.

The third objective of the study was to generate a proposal for making the platform effective in playing its role. This objective has been met through recommendations that have been made in the previous chapter that are geared toward making the EACYAP a more effective platform for promotion of collective identity among the youth in the East African region. Some of the recommendations includes: - Lobbying for funds from other partners apart of the EAC Secretariat, official registration of the platform as well as strong commitment from both the youth ambassadors and the EAC secretariat. There is also a proposal to the ministries of EAC affairs in the respective partner states to incorporate the EACYAP activities in their annual calendar for proper planning and coordination. Some of the recommendations are so specific hence I have expounded them here below as follows:

5.2 Recommendations to the EAC Secretariat and Nyerere Centre for Peace Research

The EAC secretariat through its Nyerere centre for peace research coordinates the EACYAP activities throughout the regional. Through this study I have interacted with different stakeholders including the members of the EACYAP (ambassadors and debate participants), officials from ministries of EAC affairs in the respective partner states as well as different literature with regards to collective regional identity among the young people in East Africa. This interaction has made me to come up with the following recommendation to the EAC secretariat.

- Implementation of the existing policy frameworks advocating for youth inclusion in the EAC integration process. This includes implementation of the issues highlighted in the EAC youth policy of 2013 which has important issues for the proper

engagement of the youth and their voices in the integration process. The EAC youth policy stresses on the establishment of a regional mechanism that will promote and sustain youth culture, values, morals and ethics. This involves putting in structures to address issues facing the youth in the region at large. Thus, its implementation is crucial for the youth of the East African region.

- Reviewing of the EACYAP progress at least after every 2 years. Review should be made from the selection process of the debate participants, the appointment of the youth ambassadors during the students' debate and the activities done by the youth ambassadors after their appointment. This will help the secretariat not only to track the progress of the platform but also to have proper information and documents about the platform.
- Working closely with the Ministries of the EAC affairs in the partner states to ensure effective support to the EACYAP by these ministries. Findings shows that the ministries act with no hesitation when being consulted by the EAC secretariat directly than when ambassadors represent individually to their ministries. Therefore, there is a need for the EAC secretariat to remind the ministries on the assistance they should provide the youth ambassadors with.
- The need to provide a clear position on the status of the EACYAP as one of the youth groups recognized at a regional level. This should reflect in the EAC policies and plans. Findings have shown that the EACYAP has been treated as the issue of a certain EAC Secretary General and hence when left office the platform left with him. There should be clear documentation of the platform so that even when the Secretary General changes the platform still continue to be recognize by the incoming Secretary General.

- On the mode of engagement, the EAC secretariat should consider engaging the youth that are out of the education institutions. The EACYAP is more elitist platform and hence fails to accommodate the interests of the youth who are not elites, yet they are the majority. There is a need for the EAC secretariat to consider the way of engaging this other group of the youth who are neither in schools nor universities as they form the majority of the youth in the region. On the other hand, the EAC youth ambassadors should also be equipped with techniques on how to interact and engage with the youth who are not in schools. This will make the EACYAP relevant not only to educated class of the young people but also to the youth who are not in schools.

5.3 Recommendations to the EAC Youth Ambassadors

The following are the recommendations to the EAC youth Ambassadors. These recommendations have been obtained through analyzing different literature, interview guides and questionnaires conducted to different respondents who participated in this study.

- The first and foremost important recommendation to the youth ambassadors through the findings of this study is EACYAP identity and commitment. The youth ambassadors cannot achieve their mandated goal if they work in separation. EAC youth ambassadors should work as a single unit aiming at attaining the common goal which is sensitizing the youth on EAC integration and create the spirit of *'East Africanes'.* The Youth ambassadors need to also be committed to the platform and take its activities seriously. Commitment starts from attending different meetings for planning of the annual activities of the platform as well as take part in different activities of the platform at both chapter and regional level. This will in turn help the platform to be credible enough to seek support from the stakeholders on EAC integration.

- The EACYAP also need to have a formal leadership structure at both chapters and regional level. This should also include the incorporation of the alumni youth ambassadors in the leadership structure. The alumni youth ambassadors have the advantage of experience and networks that can help the serving youth ambassadors in their different sensitization activities. However, the alumni youth ambassadors also should be ready to provide assistance to the serving ambassadors when reached out for help. The alumni youth ambassadors are also encouraged to form an alumni network with a defined structure and functions. A formal leadership structure will solve the problem of coordination as well as ease up the process of acquiring resources elsewhere.
- The platform needs to explore different sources of both financial and technical resources for a smooth conduct of its activities. This includes lobbying for funds from different stake holders or making membership to the platform on subscription basis where members have to pay a certain amount of money annually for them to be active members of the East African Community youth ambassadors' platform. It is not a bad thing to rely on the EAC secretariat for the resources but findings in this study have shown delays and sometimes no funding at all of the EACYAP activities. The youth ambassadors' platform if well-structured has the potential to tap a number of resources from different stake holders on EAC integration.
- Cooperation with different stakeholders is also very important for the platform's growth. The stakeholders such as the East African Legislative Assembly, the Agha-Khan Foundation, different embassies, consulates and high commissions in the respective partner states have from the findings in this study shown interest in supporting youth activities in the region. It is therefore the role of the platform to work together to tap these opportunities for the effective and efficient implementation

of the platform's activities and promotion of a collective regional identity among the young people in the region.

- Following up on the past efforts to make the platform more effective and vocal in advocating for youth matters in the EAC integration process. This involves follow up on the two petitions to the East African Legislative Assembly (EALA) in 2015 and 2016. Findings in this study have shown little or no follow up on the deliberations reached by the EALA in these two petitions. This can be a good starting point to make the EACYAP more effective in performing its role.

5.4 Recommendations to the Ministries of EAC Affairs

The ministries of EAC affairs in the respective partner states work hand in hand with the EAC secretariat and the EAC youth ambassadors in conducting different sensitization activities on the EAC integration process. In this study I therefore give the following recommendations to the ministries of EAC affairs.

- The ministries of EAC affairs in the partner states have a role to support the EAC youth ambassadors in their activities by providing them with technical and expert support in their sensitization activities. Findings in this study have shown in some partner state little support to the EACYAP activities by the ministries of the EAC affairs in the respective partner states. It is important that the ministries provide the EACYAP with the necessary support for the effective conduct of their activities.
- Incorporating the EACYAP activities in the ministry calendar. When documenting their experiences, youth ambassadors have pointed out incidences where the ministry couldn't provide them with the needed support as their activities were not included in the ministry annual calendar. Through this study I therefore point out this as a

recommendation to the EAC ministries in the respective partner states to include the EACYAP activities when planning for their annual calendar.

- In the partner states that don't have the National Youth Councils yet, the ministry of EAC affairs should work closely with the youth ambassadors for lobbying in national parliament and other processes that are necessary for the establishment of the National Youth Councils. This is important for the attainment of the East African Youth Council which will advocate for the matters of the youth in the region and unite youth as one with the common east African identity.

5.5 Recommendation to different stakeholders who are not directly involved in the EACYAP activities

There are several stakeholders that are not directly involved in the activities of the EACYAP but they have influence in shaping the future of the platform. The following recommendations hence are important to such stakeholders.

- The East African Legislative Assembly (EALA) through the office of the speaker of the assembly has been eager to listen to the voices of the youth in the regional. EALA has received two petitions from the EACYAP in the past four years. However, findings in this study shows that there has been a slow implementation of the deliberations reached by this decision-making organ of the community. In this I would like to recommend that EALA to not only stop at making deliberations but also to follow up on the implementation of such deliberations either at the EAC secretariat or in the partner states. Through different EALA committees it is possible to make follow up on such deliberations.
- The study has also identified other stakeholders that have in one way or another supported the EACYAP activities such as the Agha-khan Foundation, the GIZ and

Plan International. Other stake holders included, the International Research Institute (IRI) different embassies, high commissions and consulates in the respective partner states. The recommendation to these stake holders is to continue to support youth activities for the betterment of the young people in the region.

5.6 Possibility for further studies

In this study I limited myself to the functions and activities of the East African Community Youth Ambassadors Platform in Tanzania and Kenya only. Lack of enough financial and time resources as well as the purpose for which this study has been conducted which is partial fulfillment for the criteria for obtaining a master's degree in regional integration, have limited my study to that scope. However, when conducting this study, I came across several interesting findings that could inform further research at a higher level. Areas such as collective identity among the youth in all the partner states, the role of the EACYAP in incorporation of the fellow youth from the newly joined partner state the Republic of South Sudan and its implication to the EAC integration process have been areas of interest that I have encountered when conducting this study. Lastly but not least, beyond the scope of this study, anyone doing further studies can research with a broader population. It is my hope that any person who will have a chance to read this thesis will be motivated to conduct further research on the role of youth in promoting collective regional identity in the East African community.

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APPENDICES

Appendix 1: Interview guide for the Youth Ambassadors

Introduction

My name is Gasparino Haule a research student of Master of Arts in Regional Integration at The Catholic University of Eastern Africa, Nairobi. As partial fulfillment of the requirements for this award, a research is conducted, and a dissertation written on a topic and research proposal approved by the University. This particular research is entitled: "Assessment of the EAC Youth Ambassadors' platform in promoting a collective regional identity among young people"

You have been identified as a key player in the integration process of the East Africa community with immense knowledge and information on this topic. You are kindly requested to spare time to contribute to this study by answering a few questions along the interview guide.

This interview guide has been designed to assess the role of the East African Community youth ambassadors in promoting collective regional identity among the youth. Your personal information, personal views provided will be treated with utmost confidentiality and will only be used for academic purposes. Please feel free to discuss with the researcher if you have any concerns on the study.

Thank you for accepting to contribute and share your knowledge and experience on this topic.

Date …… Signature ……..

SECTION A

MOTIVATION FOR THE ESTABLISHMENT OF THE YOUTH AMBASSADORS

This section seeks to identify the factors that contributed to the establishment of the East African Community Youth Ambassadors.

1. What was the idea behind establishment of the youth ambassadors?

2. Was the idea influenced by any other similar arrangement from other regional bloc?

3. Is there some form of agreement or terms of reference in regards to the EAC youth ambassadors?

4. Are there any other documentations regarding the establishment of the EAC Youth Ambassadors? If yes, what are those documents?

SECTION B

EXPERIENCES OF THE EAC YOUTH AMBASSADORS

This section seeks to document the experiences of the EAC youth ambassadors

1. What has been your experience as the EAC youth ambassador?

2. What changed after you were appointed an EAC Youth Ambassador?

3. What population segments have you engage with as a youth ambassador?

Thank you for accepting to favor us with your valuable time.

Appendix 2: interview guide for Nyerere Centre for Peace Research

Introduction

My name is Gasparino Haule a research student of Master of Arts in Regional Integration at The Catholic University of Eastern Africa, Nairobi. As partial fulfillment of the requirements for this award, a research is conducted, and a dissertation written on a topic and research proposal approved by the University. This particular research is entitled: "Assessment of the EAC Youth Ambassadors' platform in promoting a collective regional identity among young people"

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Thank you for accepting to contribute and share your knowledge and experience on this topic.

Date …… Signature ……..

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SECTION B

EXPERIENCES OF THE EAC YOUTH AMBASSADORS

This section seeks to document the experiences of the EAC youth ambassadors

1. What has been your experience as the EAC youth ambassador?

2. What changed after you were appointed an EAC Youth Ambassador?

3. What population segments have you engage with as a youth ambassadors?

Thank you for accepting to favor us with your valuable time

Appendix 3: Interview guide for the EAC secretariat

Introduction

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Thank you for accepting to contribute and share your knowledge and experience on this topic.

Date …… Signature ……..

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1. What was the idea behind establishment of the youth ambassadors?

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SECTION B

EXPERIENCES OF THE EAC YOUTH AMBASSADORS

This section seeks to document the experiences of the EAC youth ambassadors

1. What has been your experience as the EAC youth ambassador?

2. What changed after you were appointed an EAC Youth Ambassador?

3. What population segments have you engage with as a youth ambassador?

Thank you for accepting to favor us with your valuable time

Appendix 4: Questionnaire for EAC youth ambassadors

Assessment of the EAC Youth Ambassadors' Platform in promoting a collective regional identity among young people

My name is Gasparino Haule a research student of Master of Arts in Regional Integration at The Catholic University of Eastern Africa, Nairobi. As partial fulfillment of the requirements for this award, a research is conducted and a dissertation written on a topic and research proposal approved by the University. This particular research is entitled: "Assessment of the EAC Youth Ambassadors' platform in promoting a collective regional identity among young people"

You have been identified as a key player in the integration process of the East Africa community with immense knowledge and information on this topic. You are kindly requested to spare time to contribute to this study by answering a few questions along the questionnaire.

This questionnaire has been designed to assess the role of the East African Community youth ambassadors in promoting collective regional identity among the youth. Your personal information, personal views provided will be treated with utmost confidentiality and will only be used for academic purposes. Please feel free to discuss with the researcher if you have any concerns on the study.

Thank you for accepting to contribute and share your knowledge and experience on this topic.

* Required

1. **Email address** *

Basic Information

I would like to know the basic facts about you which will inform my research. Kindly feel free to share your information with me

2. **Gender** *
   Mark only one oval.
   - ◯ Female
   - ◯ Male

3. **Country** *

4. **Age** *
   Mark only one oval.
   - ◯ 20 and below
   - ◯ 21-25 years
   - ◯ 26-30 yrs
   - ◯ 31 and above

Your Experience as the EAC Youth Ambassador

kindly share with me your experience as the EAC Youth Ambassadorn by reponding to a few questions here below.

5. **When did you save as the EAC Youth Ambassador?** *
Mark only one oval.

- ◯ 2012-2013
- ◯ 2013-2014
- ◯ 2014-2015
- ◯ 2015-2016
- ◯ 2016-2017
- ◯ 2017-2018
- ◯ 2018-2019

6. **What activities have you been engaged with as the EAC Youth Ambassador?** *

_____

_____

_____

_____

_____

7. **Which segment of the population have you engaged with in you activities?**

_____

_____

_____

_____

_____

8. **The EAC YAP has a well organised leadership structure**
Mark only one oval.

- ◯ Strongly disagree
- ◯ Disagree
- ◯ Neutral
- ◯ Agree
- ◯ Strongly agree

Experience in Chapters

9. **The EAC YAP chapters are well organised with a work plan** *
Mark only one oval.

- ◯ I strong agree
- ◯ I partial agree
- ◯ I disagree

10. **Is there inter-cohort collaboration in the EAC YAP?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

11. **Are there Policy or Institutional framework that guide youth involvement at the EAC level?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ i dont know

12. **Is the EAC secretariat commited to support the platform?** *
Mark only one oval.

- ◯ Yes
- ◯ No
- ◯ Maybe

Making the Platform more effective

13. **What are the problems/ Challenges facing the platform?**

14. **What can be done to make the platform more effective in playing its role?**

THANK YOU FOR YOUR TIME AND ANSWERS

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