

**INFLUENCE OF LIFESKILL TRAINING AND
MENTORSHIP ON YOUTH EMPOWERMENT: A CASE
OF LEPTA COMMUNITY PROGRAMME FOR YOUTH IN
MATHARE SLUM, NAIROBI, KENYA**

BY

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DECLARATION

This project report is my original work and has not been presented for any award in any other university or any other Institution of Higher Learning.

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DEDICATION

I dedicate this work to the youths and the people of Mathare and all the organizations working in Mathare (Lepta Community, Compassion International, Missions of Hope and others) working towards reducing and hopefully eradicating poverty in the long run. In addition, I dedicate this project to my husband John Ngare Nduiriri, who inspired this research as he understood my interest in reducing poverty in Mathare.

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TABLE OF CONTENTS

DECLARATION.....	II
DEDICATION.....	III
ACKNOWLEDGEMENT.....	IV
TABLE OF CONTENTS	V
LIST OF FIGURES	VIII
LIST OF TABLES	IX
ABBREVIATIONS AND ACRONYMS.....	X
ABSTRACT.....	XI
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background to the Study.....	1
1.1.1 Mathare Community	2
1.1.2 Youth Skill Empowerment	3
1.1.3 LEPTA Organization	5
1.2 Statement of the Problem.....	6
1.3 Purpose of the Study	7
1.3.1 Specific objectives	7
1.3.2 Research questions.....	7
1.4 Research Hypothesis.....	7
1.5 Significance of the Study	8
1.6 Basic assumptions of the Study	9
1.7 Limitations of the study	9
1.8 Delimitation of the study	9
1.9 Definitions of key terms.....	10
1.10 Organization of the study.....	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.0 Introduction.....	12
2.1 Empirical review	12

2.2 Theoretical review	20
2.3 Conceptual Framework.....	24
2.4 Summary	27
CHAPTER THREE	29
METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research design	29
3.3 Target population	29
3.4 Sample size	30
3.5 Data collection instruments.....	30
3.5.1 Validity of the Instrument.....	31
3.5.2 Reliability of the Instrument	31
3.6 Data Analysis Techniques.....	Error! Bookmark not defined.
CHAPTER FOUR.....	34
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION	34
4.1 Introduction.....	34
4.2 Response rate	34
4.3 Background information	34
4.4 Ways in which life skills training influence youth empowerment	38
4.5 Influence of entrepreneurship training on youth empowerment.....	40
4.6 Influence of internships on youth empowerment.....	48
CHAPTER FIVE	53
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	53
5.1 Introduction.....	53
5.2 Summary of the findings.....	53
5.3 Conclusions.....	55
5.4 Recommendations.....	56
5.5 Suggestions for further studies.....	56
REFERENCES.....	57
APPENDICES	61
Appendix 1: Questionnaire	61

Appendix II: Key Informant Interview Guide	67
Appendix III: Transmittal Letter.....	69

LIST OF FIGURES

Figure 2. 1: Conceptual Framework showing the influence of skills empowerment, training and mentorship on youth empowerment	25
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LIST OF TABLES

Table 4. 1: Age distribution	34
Table 4. 2: Gender distribution	35
Table 4. 3: Education level	35
Table 4. 4: Marital status	36
Table 4. 5: Duration as member of the LEPTA organization	36
Table 4. 6: Business ownership as a result of LEPTA Organization	37
Table 4. 7: Perception on employment	37
Table 4. 8: Life skills and training	38
Table 4. 9: Training duration	38
Table 4. 10: Influence of Life Skill Training on Youth empowerment and poverty reduction	39
Table 4. 11: Entrepreneurship training	41
Table 4. 12: Help from entrepreneurial training	41
Table 4. 13: Influence of Entrepreneurship Training on Youth empowerment.....	43
Table 4. 14: Influence of entrepreneurial training on youth empowerment	44
Table 4. 15: Life mentor	44
Table 4. 16: Mentorship promptness	45
Table 4. 17: Aspects of mentorship	45
Table 4. 18: Mentorship help	46
Table 4. 19: Influence of Mentorship on Youth empowerment.....	47
Table 4. 20: Youth recommendation to engage in mentorship.....	48
Table 4. 21: Internship experience.....	48
Table 4. 22: Internship roles	49
Table 4. 23: Skills and lessons learned from the internship	49
Table 4. 24: Influence of Internship on Youth Empowerment	50
Table 4. 25: Youth recommendation to engage in internship.....	51
Table 4. 26: Influence of internship on youth empowerment.....	51

ABBREVIATIONS AND ACRONYMS

CAP-YEI	:	CAP Youth Empowerment Institute's
CBO	:	Community Based Organization
EFA	:	Education Funding Agency
KEPSA	:	Kenya Private Sector Alliance
NGO	:	Non-Governmental Organization
OECD	:	Organization for Economic Co-operation and Development
PRB	:	Population Reference Bureau
UNICEF	:	United Nations Children's Fund
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the influence of life skills training and mentorship on youth empowerment with special focus on LEPTA community perspective. Specifically, the study sought to establish ways in which life skills training influence youth empowerment, to identify how entrepreneurship training influences youth empowerment, to examine the influence of mentorship on youth empowerment and lastly to investigate the influence of internships on youth empowerment. The study was guided by three theories namely: the Dreyfuss model of skill acquisition, the poverty theory and psychological theory of entrepreneurship. The study adopted descriptive research design, the study population comprised of 215 youths who have been trained by the Lepta community between the age of 15 years and 30 years and are or were living within Mathare area and 24 key informants including trainers and staff of Lepta community organization. For the study to achieve the desired sample size, it used 105 students (half the population); owing to the small size of 215 members of the LEPTA Community. Purposive sampling technique was used to get the sample population for trainers and staff; 3 trainers and 2 staff. The sample size was arrived at due to the fact that LEPTA community has a small number of registered members (215). The study was relying on primary data sources and as such, questionnaires and key informant interview guides were used to collect data. A pilot study was conducted to assess the existing scale and modify it to suit the context of study. Descriptive statistics such as mean were used to analyze the collected data and the results were presented in tables. Additionally, data from the key informant interviews was analysed using content and thematic analysis whereby, themes were developed and the responses grouped according to related themes. The study results showed that life skills training, entrepreneurship training, mentorship and internships influenced youth empowerment. It was recommended that training programs which focuses on empowering the youths technical skills which can be translated into income generating venture. On the life skills and entrepreneurship training programs a follow up structure is recommended so that the participants can be reviewed on the impact of the training and if they can be able to practice the skills gained. Regarding the mentorship program a close follow up and a prompt response from the mentors can go a long way in motivating and inspire the youths to lead a more focused life hence ensure overall empowerment of the youths and also eradication of poverty.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Youth skills empowerment, unemployment and poverty are prominent global concerns, (David, 2012). Poverty eradication being the top most objective of the United Nations Sustainable Development Goals; poverty is a world pandemic and therefore the entire world is determined to eradicate it. Poverty is generally viewed as scarcity or the state of lacking certain amount of material possessions or money. Unemployment and poverty are the two major challenges that are facing the world economy at present. The International Labour Organization (ILO) estimated that the global youth unemployment rate was expected to reach 13.1 per cent in 2016 and remained at that level through to 2017 up from 12.9 per cent in 2015. UNESCO estimates that the youth population in urban areas is larger than it has ever been, and is growing. According to UNESCO's Education for All Global Monitoring Report (2012), in one out of every five countries, the urban poor and young people have less education than in rural areas. Investing in young peoples' skills is a smart move for economic growth. The Report estimates that every USD 1 spent on a person's education, yields USD 10 –USD 15 in economic growth over that person's working lifetime.

The poor quality of employment continues to disproportionately affect youth, although with considerable regional differences. For example, Sub-Saharan Africa continues to suffer the highest youth working poverty rates globally, at almost 70 per cent. Working poverty rates among young people are also elevated in Arab States (39 per cent) and Southern Asia (49 per cent), (UN Youth 2016).

Unemployment is one of the most serious problems facing the African continent. In accordance with IMF/World Bank conditions, most of the African countries applying structural adjustment measures retrenched large number of public-sector workers. In February 1995, for example, the Zimbabwean Cabinet ordered all government ministries to reduce their staff numbers by 40 per cent, which translated into the abolition of about 10,000 posts by the middle of the year. The bad situation in Africa has been exacerbated

by demographic pressure, resulting in a high number of new entrants to the labour market annually. There has also been an increase in unemployment among university graduates in many African countries Paul (2012).

According to Samuel (2015), Kenya is ranked the sixth among top ten countries in Sub-Saharan Africa with large populations living in extreme poverty. A study by the Institute of Security Studies (UNESCO, 2012) indicated that there are 18 million people living under the poverty line and unless drastic action is taken by all the stakeholders, it will be an uphill task to eradicate poverty by 2030. The study also stated that Unemployment in Kenya stood at 40% with 70% being youths aged between 15 and 35 years. According to the World Bank (2005), in every 800,000 Kenyans waiting to join the job market each year, only 50,000 succeed in getting professional jobs. For this reason, Kenya today experiences high level of youth unemployment compared to the adult unemployment levels. As the country moves towards vision 2030, the youth continue to face challenges particularly in the economic context of livelihoods. A proportion of young people are without work and many are engaged in short-term, low paid jobs and also in informal sector.

1.1.1 Mathare Community

Mathare is the second largest slum in Nairobi, Kenya after Kibera. It is said that half a million people live in Mathare informal settlement but it could be as many as 700,000, most of whom are youths (Gordon, 2017). Mathare lies approximately 6 kilometers to the northeast of Nairobi's central business district and is bordered by Thika Road to the North and Juja Road to the South. As defined by the study, Mathare Valley comprises 13 villages: Mashimoni, Mabatini, Village No. 10, Village 2, Kosovo, 3A, 3B, 3C, 4A, 4B, Gitathuru, Kiamutisya, and KwaKariuki. The settlement sits within a valley of the Mathare and Gitathuru Rivers. Mathare is one of the oldest and largest informal settlements in Nairobi, (Muungano Support Trust *et al*, 2011).

Vulnerable characteristics of slum life is job opening. Being without a job, underemployment, informal jobs and few slum-based economic initiatives are part of the scarce options available for the slum working force. hazards, high prevalence of communicable diseases, and a lack of access to essential. Residents in Nairobi's slums

frequently suffer from tenure insecurity, while widespread poverty and violence further increase their vulnerabilities. Skills that allow them to survive in one of the most difficult urban environments in East Africa. Despite the fact that most of youths in the slums are energetic and productive, majority of them remain jobless, continue to suffer from poor health, lack enough support which is sufficient to advance their education or acquire skills that can make them secure job opportunities. Some of the youth have special needs that require special attention. These include those living with HIV/AIDS, drug addicts, street boys and girls, youth living with disabilities, school dropouts, orphans and jobless youths (Ministry of Gender, Sports, Culture & Social Services, 2006).

Providing for young people is not just a moral obligation but a means of compelling economic necessity. Various studies have shown the benefits that young people and their communities can get from investing in education, reproductive health, job skills and employment opportunities for young people (Kofi Annan, Former UN Secretary-General). The World Bank, in its report titled *Development and the Next Generation*, focused on investing in young people in developing countries. The report highlighted transitions of life that can control the growth of youth's potential when right government policies are provided. These stages include: learning, working, staying healthy, forming families and exercising citizenship which if corresponding policy decision are well made, will result to safe and proper deployment of human capital

1.1.2 Youth Skill Empowerment

Youth Skill empowerment often refers to strengthening the capacity, competencies and ability of youths. It can also ensure transition to full and productive employment and decent work for all women and men, including youth and people with disabilities. According to Peace (2015) the skills mismatch is a youth unemployment cause that affects young people everywhere. There are millions of young people out of school and ready to work, but businesses needs skills these young people never got. Young people end up experiencing a difficult school-to-work transition, and businesses are unable to find suitable candidates for their positions. Similarly, young people who have advanced degrees find themselves overqualified for their jobs, and many young

people are also under-employed, meaning they work fewer hours. There is an economic as well as a personal cost here: young people are not being allowed to work to their full potential.

Unemployment is viewed as one of the factors causing poverty while, lack of skills is viewed as one of the causes of unemployment. Most youths in major slums lack the skills needed for employment and this results in having, so many unemployed youth in our community, which results in high crime rate, insecurity and other vices. This is a clear indication that there is a need for skills identification and empowerment or improvement of existing skills.

Initiatives or extracurricular instructions that target the skills gap can focus on anything from employability skills to job hunting and interviewing to entrepreneurship to vocational education. Ideally, in the future, these kinds of education will be embedded into national curricula, tackling the skills gap.

An article by Berkeley Human Resource (2017) states that, “Skill Empowerment means developing yourself and your skill sets to add value for the organization and for your own career development. Fostering an attitude of appreciation for lifelong learning is the key to workplace success. Continuously learning and developing one’s skills require identifying the skills needed for mobility and then successfully seeking out trainings or on-the-job opportunities for developing those skills.”

Basically to develop skills, one needs to identify which skills are important to their target job, business or desired career. In this case, speaking with a mentor or a career guide will help to recognize the type of skills that will help one move forward in a particular career. Once you have identified the skills you need to develop to achieve your target goal, you will need to determine how you will develop your skills. Youths in the poor communities like Mathare, need to be empowered with the best approaches of eradicating poverty by providing them with training on employability skills, entrepreneurship and mentorship.

The private sector, government and education systems need to start collaborating to determine what knowledge and skills young people should be taught in order to find rewarding work. Considering businesses are suffering from the skills mismatch, too, they need to take a more active role in promoting appropriate education and skill-building for

young people from an early age. When thinking of skills development, we must look beyond job specific skills programming, and work to develop skills in a wide variety of settings, both formally and informally. This not only ensures that young people are central to youth empowerment, but it allows young people to develop the skills needed to be leaders in sustainable development at all levels.

1.1.3 LEPTA Organization

LEPTA is an aluminum coin that was used during the time of Jesus; the good Samaritan lady gave 3 lepta for offering. The organisation chose the name to mean they were sharing the little or much they have to make the world a better place. Lepta Community believes that despite the gloomy outlook in Mathare slums, there are great talents and brilliant minds that come from this place. Lepta Community believes that offering skill empowerment training, mentorship and entrepreneurship support is an effective way to engage the At-risk young people and help them come out of the vicious cycle of poverty. They aim at transforming the society by creating platforms that develop, equip and provide opportunities for young people to maximize their potential. Lepta Community is located along Juja road in Eastleigh, Nairobi with a focus on the people of Mathare Valley slums where unemployment is the norm and little opportunities exist for them to build a successful life.

Lepta Community believes that many pathways to success exist that are driven by working on individuals' abilities that everyone possesses. Lepta also believes that all the inhabitants of this slum have the potential to live a fulfilling life thus work to ensure that these abilities are unlocked, developed and engaged in solving issues within the community. Lepta Community is an independent charitable organisation registered in Kenya. It has in the past combined immediate practical support such as education, life-skills, counseling and food assistance with longer term economic opportunities, social enterprises and micro-credit and tertiary education programs to help create an enabling economic future. The social development programs are designed and run by people who are local and understand the diversity of the issues affecting the region. The organization has a social enterprise program that was developed with help from Ashoka East Africa.

The program calls on assistance from numerous organizations and individuals who want to use their professional and vocational skills to create opportunities for others.

Lepta Community was established in response to high rates of poverty and unemployment that result in people living in a littered, unhygienic environment. The group's vision is of "a society in which youths are empowered, self-reliant and actively involved in community empowerment". Lepta has streamlined its operations to focus on skills improvement as a major way of engaging the people and creating an environment that promotes employability. Lepta Community has seen successes and continues to build on what has worked in alleviating this crippling poverty. (Lepta's Database, 2016)

1.2 Statement of the Problem

In Mathare the youth make up the bigger percentage of the people, most of who are unemployed and lack the skills required to acquire gainful employment. This is because majority cannot afford education and lack options in attaining meaningful skills. Youths engage in crime, prostitution, drugs smuggling and abuse and other social ills as options for income and survival. They are also targeted by politicians as hired hands to wreak havoc on political opponents. In the end they get critically injured, imprisoned or lose their lives. However the government has made efforts by introducing empowerment initiatives such as *Kazikwa Vijana*, *Uwezofund*, access to government opportunities and other opportunities. In addition the private and nongovernmental institutions have also been involved in offering capacity building and training programs targeted at improving livelihoods of youths.

In spite of these opportunities, there is evidence that there is low participation of youths in the slums in initiatives offered by both government, NGOs and CBOs (Republic of Kenya, 2010). This poses a bigger problem as a lot of resources have been invested yet impact is minimal. This situation can be attributed to the fact that youths in the slums have not been equipped well enough to identify and utilize these benefits or there is a mismatch by these initiatives of interventions to the actual needs. This can create a situation where resources are continuously shared among a few who no longer represent the targeted population leading to redundancy.

Cases of increased distrust and apathy towards such initiatives amongst the vulnerable majority have been observed. Therefore this research will investigate and seek ways in which skills empowerment training and mentorship programs can be used to influence youths and eradicate poverty in Mathare slums. The research study sought to partially fill the gap in knowledge and make appropriate policy recommendation on how to strengthen youth participation in various empowerment initiatives.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of life skills training and mentorship on youth empowerment with special focus on LEPTA community perspective.

1.3.1 Specific objectives

The specific objectives of the study were:-

- i. To establish ways in which life skills training influence youth empowerment.
- ii. To identify how entrepreneurship training influences youth empowerment.
- iii. To examine the influence of mentorship on youth empowerment.
- iv. To investigate the influence of internship on youth empowerment.

1.3.2 Research questions

This study has the following questions:-

- i. In which ways does life skills' training influence youth empowerment?
- ii. How does entrepreneurship training influence youth empowerment?
- iii. To what extent does mentorship influence Youth empowerment?
- iv. How do internships influence youth's performance at work or in a business?

1.4 Research Hypothesis

H₀: There is no significant influence of skills empowerment training and mentorship on youth empowerment.

H₀: There is no significant influence of entrepreneurship training on youth empowerment.

H₀: There is no significant influence of mentorship and internship on youth empowerment.

1.5 Significance of the Study

The research was based on academic justification, policy justification and time justification. It is evident that despite initiatives in put in place by LEPTA organization, not so many youths have been registered to benefit from the diverse programs, with only 215 members being registered by 2017. This begs the question then, what is the limiting factor behind this low involvement? Therefore, it is timely for this study to be conducted so as to shed more light on this phenomena and to investigate the influence of skill empowerment, training and mentorship on youth empowerment and poverty eradication as pertaining to LEPTA organization. Additionally, it is justified to conduct this study since there is need to review or strengthen the existing policies observed and implemented by not only LEPTA but also all other organisations that deal with poverty eradication through skill empowerment, training and mentorship. In view of the literature related to this study, it is evident that there exist limited and inconclusive details on the influence of skill empowerment training and mentorship on youth empowerment and poverty eradication in Kenya as a whole and LEPTA organization to be specific. Research in this field is limited and as such, related academic knowledge is limited. Therefore, this study is justified as it will not only generate new information, but also add to the existing body of knowledge. The findings will be made available for further researchers and scholars in the field of skill empowerment, training and mentorship on youth empowerment and poverty eradication

The study is significant because it will help youths in Mathare slums as well as in Kenya as a whole, recognize the importance of skills empowerment training and mentorship in improving individual lives and the living standards of the people of Mathare. The study will assist LEPTA Organization rethink and/or improve its programs or strategic objectives that will help the youths in Mathare. Additionally, the study will help the government identify gaps in the education sector and find solution to the same, for instance finding the specific vocational training required in the concerned area more so the slums. The government will also be able to know the opportunities to create for the

graduating Youth. The study will also add to the wide academic knowledge in the field of entrepreneurship which will be used by other researchers as a reference in future. Researchers and research institutions may also use the study to come up with new research studies based on the findings and recommendations of this research.

1.6 Basic assumptions of the Study

The study assumed that that LEPTA Community, already on the ground was doing a great job and therefore worthy of studying further and even replicating their program in other parts of Mathare and Kenya in the long run. The study also assumed that the respondents would cooperate, be truthful and meticulous in answering the questionnaires and interview questions. The study assumed that all youth who had gone through Lepta community program, have received various skills training, entrepreneurship training, mentorship and internship opportunities.

1.7 Limitations of the study

will not be possible to control the attitudes of respondents during the study as respondents may choose to give socially acceptable responses that may result in the study having inaccurate findings. However the respondents will be assured of privacy and confidentiality so as to increase accuracy of the findings, this will be done by giving them a leeway to indicate or not to indicate their names on the questionnaire. In as much as the study wishes to capture views of all stakeholders about the influence of youths skills improvement program on poverty reduction, it may face difficulties of tracking and factoring in the much needed first-hand information given that it will not involve all organizations in Mathare.

1.8 Delimitation of the study

The study will target youths in Mlango Kubwa and Mabatini wards in Mathare slum and confine itself to Lepta community, this is because Lepta Community has specialized on youth empowerment and poverty reduction initiatives, which is the main area of research on this study. Although there are youth empowerment projects in other parts of the country they.

1.9 Definitions of key terms

Entrepreneurship: Entrepreneurship has traditionally been defined as the process of designing, launching and running a new business, which typically begins as a small business, such as a startup company, offering a product, process or service for sale or hire.

Internship: An internship is a period of work experience, offered by an organization, usually lasting for a fixed, limited period of time, it is typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field.

Life skills: Life skills are the skills needed to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. Different life skill will be more or less relevant at different times of life.

Mentorship: It is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise.

Skills empowerment: According to most authors, it is the process of identifying the skill gaps, and growing and perfecting these skills.

1.10 Organization of the study

This study is organized in to five chapters. Chapter one comprises of the introduction of the study and is organized into the following themes: Background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, significant of the study, basic assumptions of the Study, limitations of the study, delimitation of the study and definitions of significant terms used in the study. Chapter two contains reviewed literature from related studies, the theoretical framework and the conceptual framework which shows the relationship between the independent variable and the dependent variables. Chapter three presents the research methodology and is organized under research design, target population, sample size and sampling procedures, data collection instrument, pilot testing of the instruments, validity of the instrument and reliability of the instrument, data collection procedures, data analysis

techniques, ethical considerations and operational definition of the variables. This chapter focuses on the data analysis and presentation of the results finding. The sections covered include. Response rate, demographic information, project performance, organization related factors, user related factors, franchise related factors correlation analysis and lastly regression analysis. This chapter discussed the findings of the study in view of achieving the study objectives and answering the research questions. The chapter presented a summary of the findings, conclusions arising from the study, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses a review of literature related to this study. The chapter entails a theoretical review, empirical review, conceptual framework and a summary of the literature review.

2.1 Empirical review

The empirical review for this study is based on the analysis of specific objectives of this study in relation to existing literature and research on the main subject of this study. The review encompasses the agreeing and contradicting findings of related research and literature with a view of understanding the effects of skill empowerment, training and mentorship on youth empowerment and poverty eradication.

2.1.1 Influence of life skills training on youth empowerment

The key point in this regard is to promote socio-economic well-being for the previously disadvantaged. All skills need to be built upon a solid foundation of basic skills such as literacy, numeracy, language and social skills. Palmer (2007) explicitly states that although life skills can resolve issues of unemployment and poverty reduction, it will not be achieved unless a successful pro-poor economic strategy is developed. Life skills concerns literacy, numeracy and the generic skills -problem-solving, team work, critical thinking, talents- and more context specific skills (livelihood, health, marketing, communication, inter-personal skills) and vocational skills that are usually acquired in more formal settings.

The “skills for jobs” idea for example, draws on the assumptions of human capital theory to answer normative questions on the purpose and content of education. The notion is that education should prioritize workforce empowerment and economic growth objectives, and as such, should focus on the development of particular skills (Balwanz, 2012). The “skills for jobs” construct hypothesizes that increased skills will help address youth employment challenges and promote economic growth. Given low formal sector job

growth over the past decade, the skills development discourse in sub-Saharan Africa often highlights post-basic education and skills development for employment and self-employment in the informal sector. Developing capacity in many life skills such as on how to work in a group, organize planning, manage a budget, conduct research and take democratic decisions is a key construct that should be embedded in youth economic development programs.

The “skills for jobs” argument is echoed in several recent reports and policies. The 2013 World Development Report and 2012 EFA Global Monitoring Report identify expanding and improving youth skills empowerment as a critical priority for reducing youth unemployment and strengthening the economies of lower-middle income and lower income countries (World Bank 2012a; UNESCO 2012). In Kenya, pressure to expand and reform post-basic education and government interests in using skills development programs to help address issues of youth poverty, unemployment and inequality has led to several recent reform efforts intended to provide life skills for jobs.

The discourse on development of life skills for the current job market emphasizes the role of education in developing cognitive, non-cognitive and technical (or sector specific) skills –with an emphasis on the latter two skill categories. According to Adams (2011), cognitive skills are the basic mental abilities we use to think, study, and learn while non-cognitive skills in turn refer to personality traits and behaviors. Technical skills are skills geared toward a particular occupation. Skills (or skills gaps) are but one of several variables explaining the persistence of unemployment, sluggish growth and economic and social inequality in Kenya.

Interviews with MoYAS, KEPSA and CAP-YEI all indicated the importance of youth acquisition of life skills and business or employability skills. Some of the skills identified include work habits and attitudes, self-confidence, self-awareness and improve personal management and goal setting skills (Adams, 2011). One stakeholder from KEPSA noted that in addition to strengthening youth skillsets for employability, there is a need to change youth mindsets so youth learn to appreciate the opportunities around them.

Skills and leadership development is an important component of youth employment and poverty reduction. Youth leadership empowerment can contribute to lifting individuals out of poverty by improving access to work, increasing productivity, and fostering sustainable economic growth. Skills development can occur in formal, informal, and on-the-job settings. These trainings should help individuals become fully and productively engaged in employment opportunities or job creation. The trainings should reflect the changing demands and opportunities of the community's economy and labor market. If trainings are being hosted for the purpose of creating jobs, the skills development program should be designed with a local network (apprenticeship, internship, mentoring,) to support the training (King and Palmer, 2007)

Provide training in entrepreneurship and practical knowledge of science and technology (UNESCO, 1997; MahbulHuq, 1997; Sachs, 2005). In developed countries, education and skills levels are strongly related to a person's employability and productivity. Persons who have higher language and quantitative skills are not only more likely to find work, to earn more and to be more productive, and they are less vulnerable to long-term unemployment (OECD, 2005).

A broader framework on life skill development could draw on the Delors Report and suggest the following purposes of post-basic education: To share and create new knowledge and prepare youth for tertiary education, to support economic growth and improve individual employability and livelihood prospects, to develop and nurture identity (national/citizenship, cultural, religious), community and citizenship, to empower disadvantaged groups, to support other types of learning and human development including emotional and spiritual intelligence, learning habits, and proficiency in sports and the arts (UNESCO, 1996; World Bank, 2005).

2.1.2 How entrepreneurship training influence youth empowerment

According to Drucker (1985) entrepreneurship is a perceptiveness to change and the entrepreneur as one, who always searches for change, responds to and exploits it as an opportunity. Hill and McGowan (1999) opined that, entrepreneurship is seen as a process

which involves the effort of an individual (or individuals) in identifying viable business opportunities in an environment and obtaining and managing the resources needed to exploit those opportunities. Similarly, Timmons and Spinelli (2004) see entrepreneurship as the function of being creative and responsive within and to the environment. He stated further that entrepreneurship activity is a destabilizing force, which starts the process of “creative destruction” which is the essence of economic development. Ogundele (2000 & 2005) defines entrepreneurship as the processes of emergence, behavior and performance of entrepreneurs. He notes that a focus on entrepreneurship is a focus on the processes involved in the initiation of a new organization, the behavior of such organization and its performance in terms of profits made. Aina and Salako (2008) described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably.

Entrepreneurship training is a purposeful intervention by an educator in the life of the learner to impact entrepreneurial qualities and skills to enable the learner to survive in the world of business. Alberti, Sciascia and Poli (2004) define entrepreneurship training as “the structured formal conveyance of entrepreneurship competencies which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Entrepreneurship training, according to Mullins (2010), is the process of systematically acquiring job related knowledge, skill and attitude in order to perform with effectiveness and efficiency specific tasks in an organization. He stated further that the acquisition of knowledge and skills during training is not desired for its own sake in industrial and commercial enterprises, and that it is utility that predisposes an organization to invest financial and material resources in it. Thus, entrepreneurship training contributes immensely to the development of an entrepreneurial spirit (rising entrepreneurial self-efficacy, self-employment and risk taking tendencies) which is central to economic development.

Entrepreneurship training entails the transfer of information and skills germane to investment opportunity identification, entrepreneurial strategies and enterprise management tools to an audience and technical know-how. Business management skills include those areas involved in starting, developing and managing an enterprise. The

personal entrepreneurial skills differentiate an entrepreneur from a manager. Skills included in this classification are inner control (discipline), risk-taking, being innovative, being change-oriented, being persistent, and being a visionary leader among others (Osuagwu, 2006). Studies in the literature (Mammanet *al*, 2013; Ogundeleet *al*, 2012) have emphasized that the aim of entrepreneurship training is to provide trainees with the diverse range of skills required to pursue their career as an entrepreneur, help in the identification of innovative ideas and opportunities and transference of such ideas into practical entrepreneurial venture for the benefit of the individual, society and the economy.

Studies from the African literature have demonstrated that socioeconomic developments of African countries is essentially dependent on creating, promoting entrepreneurial awareness and the establishment of micro/cottage small and medium scale enterprises (MSMEs) through entrepreneurship training (Mammanet *al*, 2013). In an impact evaluation of entrepreneurship education on social welfare of some graduates in Ekiti, Nigeria, (Halabisky, 2014) found that the acquisition and practice of entrepreneurship skills contributed to providing a standard of living and alleviating poverty. Additionally, (Ogundeleet *al*, 2012) used a stratified random sampling technique to deduce responses from 250 entrepreneurs and apprentices. The findings of the study indicated that formal or informal entrepreneurship training and education were significantly related to youth empowerment and social welfare improvements. Respondents with technical skills felt economically empowered or had such prospects as escape routes from poverty.

Business education has a more limited coverage than entrepreneurship education and training, which include additional topics, such as innovation and risk-taking, for example. The consortium for entrepreneurship education (2004) point out that entrepreneurship education is a life-long learning process and consist of five stage namely, basic, competency awareness, creative application, start-up and growth as depicted.

Such entrepreneurship training equips the people with skills for constant improvement and innovation in their undertaking. The entrepreneurship development program in Nigeria is designed to help an individual in strengthening their entrepreneurial motivation

and in acquiring skills and capabilities necessary for playing their entrepreneurial role effectively. Wiklund and Shepherd (2003), Luthje and Frank (2002), Charney and Liecap (2000) all put forward that a positive correlation exists between education and business creation.

However, it has to be noted that only business that have been able to adopt and actually practice the principles of creativity and innovation are positively impacting the economy and add value to the life of the people. The only thing that is constant in this world is change. So, if one want to meet his or her steps with the rest of the world then in this scenario it is imperative for him or her to adopt new phenomenon, new methodologies and new technology. In this regard, the phenomenon of innovation and creativity is very important. Nowadays, businesses, entrepreneurs and individuals, are adopting the concepts of innovation and creativity. These concepts of innovation and creativity are becoming the central part of the strategies of the business and individuals, all which are motivated and acquired through entrepreneurship training (Uru and Yozgat, 2009).

Sagagi (2010) observed that citizens particularly youths in Anambra State were said to be confronted with poverty and unemployment which is caused by lack of capacity and essential productive skills for both creative employment in existing organizations and for self-employment. Many people are unemployed because they have not acquired the kind of skills that are frequently demanded in the environment they operate. Others are unemployed because their skills have been rendered obsolete by technological changes or because they have no skills at all (Kpakol, 2006). With inadequate skills and few opportunities, Anambrians particularly the youths in the state face a future of low-wage employment, unemployment and under-employment in the informal sector with little security and prospects (Dandago& Muhammad, 2014).

Multiple research studies document the social and emotional benefits that middle school students receive through mentorship especially those at risk of not completing high school (Komosa-Hawkins, 2012). By providing students with role models and mentors, many of these young people begin to believe that they can have meaningful careers and lead fulfilling lives. This is because they have greater opportunities to learn from responsible adults who they trust and emulate.

The success of entrepreneur in business depends on many factors including training and education, but these are often negligible. Most of the government efforts to reduce poverty in the country were not tailored towards entrepreneurship training and organization of training for the unemployed people in the society. As well as increasing productivity and incomes, entrepreneurial skills development will be essential for staffing the business requirements of emerging sectors of the economy.

2.1.3 The influence of mentorship on youth empowerment

A study by Halabisky (2014) shows that young people also believe mentoring provides them with the support and guidance they need to lead productive lives. In the study, young adults who had mentors, particularly those in self-employment, were more likely to report engaging in productive and beneficial activities than youth without a mentor. These activities translate into the higher self-esteem and self-confidence that are necessary traits for youth to engage in teamwork and community work, and to be successful in life. Mentees in some situations want to serve as mentors, indicating both an endorsement of mentoring and a powerful proofpoint that mentees are empowered to contribute to the world around them (Isike, 2008). When quality mentoring is integrated with other research-based reforms and interventions, high school dropout rates fall, college completion rates rise, economic mobility increases, and ultimately, the economy is stronger from an increase in productive workers.

A mentor provides critical guidance to a young person on his or her path toward productive adulthood, and these important relationships should not be left to chance. Stakeholders from across the sectors should develop or strengthen systems that identify the children most in need of a mentor, determine their mentoring needs, and match them with quality mentors and wraparound services that can meet those needs.

Mentoring, at its core, guarantees young people that there is someone who cares about them, assures them they are not alone in dealing with day-to-day challenges, and makes them feel like they matter Halabisky (2014). Research confirms that quality mentoring relationships have powerful positive effects on young people in a variety of personal,

academic, and professional situations. Ultimately, mentoring connects a young person to personal growth and development, and social and economic opportunity.

2.1.4 Influence of internships on youth empowerment

Internships that are challenging and high-quality have proven to be an effective and efficacious approach that has many advantages and few disadvantages. Research has shown that there is a direct correlation between the internships in which students have served and the ultimate career paths which they select. Internships, which originated in the U.S. in the early 1900s, are work-based educational experiences that relate to specific jobs, positions, occupations or professions. They are career-oriented curricular endeavors of practical application (Research Starters, 2008). They learn by doing in actual situations through direct, hands-on experiences and later, evaluated and assessed by internship coordinator and their onsite professional supervisor or mentor using an (Research Starters, 2008). Among the many positive educational outcomes of internships are instills a whole array of positive traits including independence, responsibility, interpersonal skills and good work ethics (Philips and Sandstrom, 1990). Mortimer (2003) observed that youths internships help of beneficial attributes such as capacity to take responsibility, develop time-management in a working environment and be able to handle and money. While at work, interns feel more like adults and have higher life satisfaction with perception and vision of better prospects as employees in real world careers.

Promoting meaningful youth-developmental educational experiences, and represent a distinctly innovative approach to high school (Bazzoni, 2000; Hendrie, 2004; Hirsch, 1974; Littke, 2004). According to World Bank (2015) the returns to the internship experience are believed to be high because initial jobs provide on-the-job training for youth in both job-specific skills, as well as in soft skills. The report further notes that Interns are employed and receive on-the-job, one-on-one, practical training in hands-on learning experiences. They work with and learn from skilled professionals in a work setting, which gives them opportunities to associate with the people and the resources that can make work real (Littke, 2004). The job-site professionals give interns assignments and responsibilities to serve as assistants exposing them to workplace environments, norms of the workplace, work expectations and obligations (Wynn, 2003). All this is

aimed at nurturing a young person into an all-round employable individual with on-job experience.

The norm in Kenya is that past work experience is important for one to secure employment. Internships are the best sites where one can fish for experience. Interning can increase ones' maturity levels and can improve their self-confidence and self-concepts. It also strengthens ones' academic resumes on their college applications, give them a head start on internships they may participate. Student internships help female students particularly to explore nontraditional career fields. disadvantaged students. Student internships for inner-city job seekers are valuable for modeling adult-employment success and exposing youth to long-term, advancement-oriented employment (Committee for Economic Development, 1997; Petkewich, 2005).

Experiences in an internship environment include but not limited to applied hands-on and in-depth practical work experiences, work-based and skills-based experiences, communication, computer-literacy, interpersonal-relations, job-readiness, leadership, organizational, problem-solving, professionalism, researching, report-writing, team-working and technology integration in a real workplace (Research Starters, 2008; Littke, 2004).

2.2 Theoretical review

A theoretical review is a presentation of theories that the study is based on. The review not only presents theories but also relates them directly to the study and further, shows how the theories will be applied in the study.

2.2.1 Theories

The study is informed by three theories, the Dreyfus model of skill acquisition, the poverty theory and the psychological theory of entrepreneurship.

2.2.1.1 The Dreyfus model of skill acquisition

The study of Skill Acquisition all over the world draws from the early works of Professor Stuart Dreyfus, a Mathematician and Professor Hubert Dreyfus (Banner, 1982) , a philosopher-from their study of chess players and pilots. Briefly, the Dreyfus model

posits that, in the acquisition and development of a skill, one passes through five levels of proficiency: novice, advanced beginner, competent, proficient and expert. The levels reflect changes in two general aspects of skill performance. One is a movement from reliance on abstract principles to the use of past, concrete experience as paradigms. The other is a change in the perception and understanding of a demand situation. The expert performer, with her/his enormous background of experience, has an intuitive grasp of the situation and zeros-in on the accurate region of the problem without wasteful consideration of a large range of unfruitful possible problem situations. First applied to nursing sciences, the Dreyfus Model of Skill Acquisition has gained wider application in many other fields of studies.

2.2.1.2 The poverty theory

The poverty theory falls into one of the four perspectives as stated by Ogboru and Abiniku (2011). The four perspectives are: the Conservative, the Liberal Reformists, the Radical Structural/Marxists and the Social Exclusion. The conservative theories namely: individualistic and culture of poverty posit that the poor are responsible for their poverty. The liberal reformists' perspective which deals with situational theory of poverty is hinged on the fact that poverty results from experiences that individuals or groups pass through. On their element, the unconventional structural or Marxist perspective argued that capitalism produces poverty because of its exploitative syndrome. The social exclusion idea is predicated on poverty as a consequence of folks that have a tendency to be excluded from effective participation in a society's sports because of segregation. Entrepreneurship training tends to emphasize the identification and assessment of skills, understanding of entrepreneurial process, all needed for alleviating poverty through the creation of new business and assessing other business opportunities thereby making entrepreneurs create an employment opportunities and not seekers of employment opportunities.

It has been empirically established that poverty theory are woven around the objects and subjects as well as the nature of the phenomenon Tella (1997). The first theoretical linkage between the entrepreneurship and poverty reduction is the theory of capitalist

entrepreneurial theory that centers on crude exploitation of the poor by means of low wages and poor condition of services which allows for possible rise savings among the entrepreneurial class. The resultant inequality could lead to vast poverty among the peasant majority. Another theory on poverty is the individual attributes theory which posits that an individual's location in the society is hierarchy of income and wealth is presumed to be determined by his own motivation, attitudes and abilities (McClelland, 1961 Hagen, 1962). Other notable theory is the national circumstantial theory which identifies factors such as geographical locations and natural endowments of the environments that a person finds himself and other factors that include unemployment old age, physical disabilities as culprit of poverty Akeredolu (1975). In addition to this theory is the power theory which recognizes the structure of political power in the society as the sole determinant of the extent and distribution of poverty among the population. And lastly, the modern theoretical approach considers the income dimension as the core of most poverty related problems. Poverty may arise as a result of change in average income and change in the distribution of income. Assuming a relationship exist between poverty line (L) and average income of the population (Y) the poverty index will either decreases or increases. And if the higher average income is above the poverty line, there will be less poverty. But with one having a wider spread of income distribution of poverty will tend to be higher.

2.2.1.3 Psychological theory of entrepreneurship

The study will also be based on the psychological theory of entrepreneurship particularly as it relates to David McClelland (1961) work on Achieving Society. McClelland had postulated that for achievement, which he called achievement motivation (n-ach); by an individual is a precursor of entrepreneurial activities and a strong motivation for engaging in entrepreneurship. McClelland asserted via achievement motivation laboratory experiment about the effect of achievement on people's motivation. From the experiment he observed that most people do not possess a strong achievement based motivation, those who do, display a consistent behavior in setting goals. The achievement motivation theory is based on the following assumptions:

1. Accomplishment is very significant than material or financial gain.

2. Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition.
3. Financial reward is regarded as a measurement of success, not an end in itself.
4. Security is not a prime motivator, nor is status.
5. Achievement-motivated people constantly seek improvements and ways of doing things better.
6. Fulfillment-prompted human beings will logically want jobs and obligations that evidently fulfill, their desires this is, provide flexibility and opportunity to set and attain desires.

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results and that extends to getting results through the organization of other people and resources. Basically, some of the assumptions are disposed to the present study in that youths who are achievement-motivated will constantly seek on how to improve the things they do. The implication here is that doing things better will naturally open up new ways and job opportunities which will absorb the unemployed.

The theories are relevant and applicable to the study in diverse ways that shall bring out the clear influence of skill development, training and mentorship on youth development and poverty reduction. Dreyfus model of skill acquisition is strategically placed to inform the study on the different attitudes, modes, methods and impacts of acquiring entrepreneurship skills through entrepreneurial training. Acquisition of life skills is based on both formal and informal setting. This also applies to entrepreneurship skills. In this process of acquisition of skills, the development of life skills and entrepreneurship skills takes place in stages- just as every other process. Therefore, the study shall apply this theory in understanding the stages that youth pass through in skill acquisition and development. The theory of poverty is poised to be applied in the course of understanding poverty as one of the key variables in this study. The theory will also be applied in understanding the different methods and approached to poverty reduction and eradication through the perspectives that poverty is seen through. Some of these approached include enjoining youth in economic activities that earn them a living using their

entrepreneurship skills and will. The psychological theory of entrepreneurship will be applied in this study to help in interrogating the attitudes and motivations behind youths engaging or not engaging in entrepreneurship as a source of gainful employment. This will go a long way in establishing the effect of entrepreneurship training, life skills, mentorship and job experience through internships on youth economic development and subsequent poverty eradication through creating avenues for income.

2.3 Conceptual Framework

The conceptual framework for this study is based on the relationship between the dependent variable and the independent variables in the study. The independent variables are life skills, entrepreneurship training, mentorship and internships. The independent variable is youth empowerment and poverty reduction.

Independent variables (IDV)Dependent Variable (DV)

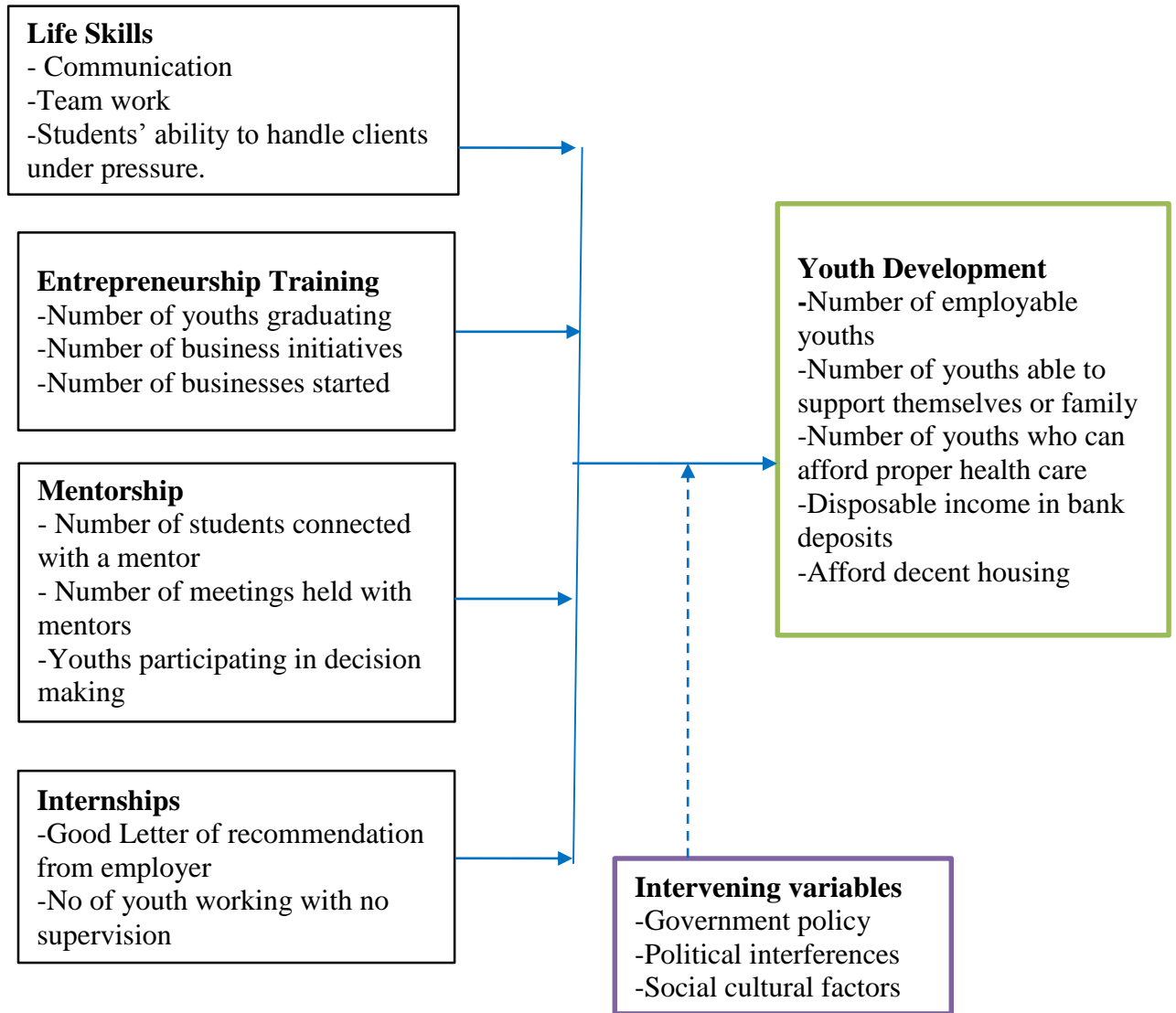


Figure 2.1: Conceptual Frameworkshowing the influence of skills empowerment, training and mentorship on youth empowerment

2.3.1 Entrepreneurship

Entrepreneurship is the Capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make profit. The most obvious example of entrepreneurship is the starting of a new business. Entrepreneurship education equip people with the foundations to learn and develop the wide range of talents wished for innovation in all of its forms, and with the power to improve capabilities and adapt to

converting marketplace situations; practical level in to promote entrepreneurial mindsets, and; foster an entrepreneurial tradition with the aid of instilling the skills and attitudes wanted for innovative organizations.

2.3.2 Life skills

Life skills can be applied to actions directed at either the self, other people, or the local environment; their goal is to promote health and wellbeing at all these levels. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on the workplace and our home life. To cope with the increasing pace and change of modern life, young people need new life skills such as the ability to deal with stress and frustration. In everyday life, the development of life skills helps youths and people in general to: find new ways of questioning and hassle solving. recognizing the impact in their actions and teaches them to take duty for what they do in place of blame others. construct confidence both in spoken abilities and for institution collaboration and cooperation. examine options, make selections and understand why they make sure selections and additionally increase a extra feel of self-recognition and appreciation for others

2.3.3 Mentorship

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. Mentorship at its core, assures young people there is someone who cares about them, it comforts them they are not alone in dealing with day to day challenges and make them feel like they matter. Quality mentoring relationship has powerful effects on young people in a variety of personal, academic and professional situation. Basically, mentoring connects a young person to personal growth and empowerment and social an economic opportunities.

2.3.4 Internship

most writers outline an internship as a length of work reveal in, provided by way of an agency, typically lasting for a hard and fast, confined time frame, it's miles commonly undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Doing an internship will: increase skills and knowledge, improve once understanding of a particular job or industry, help a person discover other roles they may not have previously considered, help one gain an insight into the way organizations operate and the challenges they face, provide networking opportunities and a person a chance to 'try before they decided and clarify whether this type of work is really for them

2.3.5 Intervening Factors

In conclusion, within the wider environment there are other factors that may impact on effectiveness of youth empowerment and poverty eradication and they include government policy, political interference and social cultural factors.

2.4 Summary

A critique of the literature exhibits that emphasis is positioned at the remaining effects of training and skills development on increasing income and employment, but it neglects to mention the subtleties of how this process may improve the standard of living through training, development, mentorship and internships for youths. An even more subtle effect of programs geared towards youth empowerment and poverty reduction is that they provide a more healthy subsistence and contribute to a more efficient lifestyle, further adding to a higher widespread of living with out necessarily increasing profits or helping in employment.

When analyzing the literature it is clear that the methods of training and implementation are different, yet the premise of skills development and poverty reduction initiatives are common. From agro-processing of indigenous meals to “seasoned-terrible” urban improvement, urban agriculture and perm culture design, the recurring key point here is that, for real development to take place, further education and training should focus most importantly on the formation of avenues for gainful employment and good livelihoods.

Yet over and above this, this project will argue that such programs also contribute to an improved standard of living with the aid of skills development, entrepreneurship training, mentorship and internship

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on how data was collected and analyzed. The chapter contains the research design, target population, sampling size selection, data collection techniques and lastly reliability and validity of the data. The chapter also presents the process of data analysis as well as the ethical considerations for the study.

3.2 Research design

The descriptive survey design was adopted for its advantage in ensuring high quality data was collected and a wide and inclusive coverage (Denscombe, 2007). According to Moore and MacCabe (2006), descriptive research attempts to describe systematically a situation, problem or a service and provides information about, for example a living condition of a community. The design was appropriate as it described the state of affairs as they existed (Kombo and Tromp, 2006). Descriptive surveys were efficient in that many variables were measured without substantially increasing the time or cost.

According to Coopers and Schindlers (2004) descriptive studies are a more formalized and typically structured research design with clearly stated hypothesis or investigative question. In order to properly investigate the influence of training and mentorship on youth empowerment the study used a descriptive research design. This design facilitated the describing of the data and the characteristics of the variables under study.

3.3 Target population

Target population refers to the entire specific population that will take part in the study survey. Krishnaswami (2002) defines population as the target group to be studied in a particular place. Kothari (2004) on the other hand defines population as the set of all objectives that possess some common set of characteristics with respect to marketing problem. Therefore in this survey, the study population comprised of 215 youths who have been trained by the Lepta community between the age of 15 years and 30 years and are or were living within Mathare area and 24 key informants including trainers and staff of Lepta community organization.

3.4 Sample size

According to Orodho and Kombo (2002) sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. Singleton, (1998) further explains that it is the process of selecting a few cases from a large population for the purpose of studying them and generalizing on the large population.

Simple random sampling technique was used to obtain the specific sample population for the member of the LEPTA community. This is due to the variability of behavior and characteristics among items in the study. For the study to achieve the desired sample size, it used 105 students (half the population); owing to the small size of 215 members of the LEPTA Community. Purposive sampling technique was used to get the sample population for trainers and staff; 3 trainers and 2 staff. The sample size was arrived at due to the fact that LEPTA community has a small number of registered members (215) and as such, a convenient sample of half the population was sufficient enough to inform the study and as well, map the results on the entire population (Mugenda, 2008).

Table 3.1: Study population and sample size

Lepta Community	Target Population	Sample Size
Members	215	105
Trainers	20	3
Staff & Management	4	2
Total	239	110

3.5 Data collection instruments

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Weimer, 1995). The study was relying on primary data sources and as such, questionnaires and key informant interview guides were used to collect data. A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Weimer,

1995). A questionnaire required the respondents to fill out the form themselves, and so it required a high level of literacy as well as knowledge of the contents of the questionnaire. The questionnaires were presented in English as most of the students, trainers and staffs understood it. The questionnaires were filled by youths who are members of the organization and had five sections. Section A captured background details of the respondents as well as details about their engagements in the organization. Section B captured ways in which life skills training influence youth empowerment. The third section captured information regarding how entrepreneurship training influences youth empowerment. Section C established the influence of mentorship on youth empowerment while the last section investigated the influence of internships on youth empowerment. The questionnaires were amassed after three days to make certain all are returned. All respondents had been confident of confidentiality.

Consequently, the key informant interview guide was used to collect data from the trainers and the members of staff. This tool shall was structured in a way that it collects data concerning ways in which life skills training influence youth empowerment, how entrepreneurship training influences youth empowerment, the influence of mentorship on youth empowerment and the influence of internships on youth empowerment.

3.5.1 Validity of the Instrument

Validity refers to how well a test measures what it is purported to measure (Cozby, 2001). Validity in research is used to refer to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes, while reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 2008).

3.5.2 Reliability of the Instrument

Cozby (2001) defined reliability as the ability of an apparatus, machine, or system to consistently perform its intended or required function or mission, on demand and without degradation or failure. The reliability of a research instrument concerns the extent to which the instrument will be consistent in relaying the same information.

On the other hand, reliability is Consistency and dependability of data collected through repeated use of a scientific instrument or data collection procedure under the same conditions(UNDP, 2002).

A pilot study was conducted to assess the existing scale and modify it to suit the context of study. Pilot test is an activity that assists the study in determining if there are flaws, limitations, or other weaknesses within the interview design and allows the researcher to make necessary revisions prior to the implementation of the study (Lucky and Minai, 2011; Saunders, Lewis and Thornhill, 2009). In reference to the work of Cooper and Schindler, (2008) a pilot test was conducted to detect weaknesses in design and instrumentation so as to provide proxy data for selection of a probability sample. The researcher purposively selected compassion international project in Huruma informal settlement to form the study population for the pilot study. Instruments were administered on the children as well officials and workers of this center.

Pre-testing helped to identify sensitive or worrying gadgets and these facilitated in modifying or omit any. The facts accumulated can be used to revise the instrument (Saunders, Lewis and Thornhill, 2007). Cooper and Schindler (2006) posit that the respondents in a pilot test do not should be statistically decided on whilst checking out the validity and reliability of the instruments. A pilot look at was carried out on individuals of the relevant population, but now not on those who fashioned part of the very last pattern. outcomes from the middle had been now not blanketed inside the final look at; neither was the populace protected within the final have a look at.

3.6 data analysis techniques

Statistics evaluation is the technique of analyzing, cleansing, remodeling, and modelling of statistics with the purpose of discovering beneficial information, suggesting conclusions, and assisting choice-making (Cozby, 2001). facts evaluation concerned reducing the amassed records to a attainable length, developing summaries, seeking out patterns, and making use of statistical strategies to generate statistics that turned into used to answer the studies questions of the examine and gift effects in understandable and convincing way.Data from questionnaires first went through the process of data management. This process involved data cleaning, sorting, identification of duplicates

and identification of missing data.(IBM, 2017). UIS-UNESCO (2010)defines data management as a series of manual, automatic or electronic operations such as validating, sorting, summarizing, and aggregating data. This operationwas followed by data retrieval, transformation, classification, and analysis and reporting.Thereafter, the data was coded and entered into a computer software program- Statistical Packages for Social Sciences Version 22 for analysis. This version of the computer program used in data analysis is one of the latest in its category and has advanced analysis tools, data capture tools and an inclusion of qualitative data analysis tools. Descriptive statistics such as meanwere used to analyze the dataand the results were presented in tables. Additionally, data from the key informant interviews wasanalyses using content and thematic analysis whereby, themes were developed and the responses grouped according to related themes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the data analysis and presentation of the results finding. The sections covered include. Response rate, demographic information, project performance, organization related factors, user related factors, franchise related factors correlation analysis and lastly regression analysis.

4.2 Response rate

The study obtain a questionnaire response rate of 95%; 105 questionnaires were administered and 100 were returned, owing to the small number of members of the LEPTA organization it was easier to make follow up with the questionnaire.

4.3 Background information

The first section of the questionnaire was on the background information of the respondent. The variable under this section include age distribution, gender education level and lastly marital status, marital status.

4.3.1 Age distribution

The respondents' age distribution is presented in Table 4.1.

Table 4.1:Age distribution

	Frequency	Percent
15-20	1	1
21-25 years	24	24
26-30 years	75	75
Total	100	100

From the results in Table 4.1, majority of the respondents were between the age group 26-30 years having 75 respondents which represented 75 percent of the total. 24

respondents were between the Ages of 21-25 which accounts for 24percent. Those between the Ages of above 15-20 years had the least representation with only one respondent this represent onepercent of the total.

4.3.2 Gender

Table 4.2:Gender distribution

	Frequency	Percentage
Male	53	53
Female	47	47
Total	100	100

From the results in Table 4.2, 53 respondents were male which represent 53 percentwhile 47 of the respondent were female which represented 47percent of the total sample size.

4.3.3 Education level

Table 4.3:Education level

	Frequency	Percentage
None	1	1
Primary	13	13
Secondary	59	59
University	27	27
Total	100	100

The study established that majority of the respondents had education level of secondary level having 59 respondents which accounts for 59percent of the sampled population. 1respondent had no formal education this represent apercent of the population. Those who had attained primary level of education were 13 which accounts for 13 percent.27 respondents had attained university and college level of education which accounts for 27percent.

4.3.4 Marital status

Table 4.4: Marital status

	Frequency	Percentage
single	65	65
Married	30	30
Separated	5	5
Total	100	100

The study establish that majority of the respondents were single 65 respondents which represent 65 percent the least group were the separated having 5 respondents which accounts for 5 percent of the total sample. The Married respondents were 30 representing 30 percent.

4.3.5 Duration as a member of the LEPTA Organization

The study sought to establish the duration within which the respondents have been members of the LEPTA organization. The results are presented in Table 4.5.

Table 4.5: Duration as member of the LEPTA organization

	Frequency	Percentage
Less than 1 year	39	39
1-3 years	43	43
4-6 years	18	18
Total	100	100

From the results in Table 4.5, majority of the respondents have been members of the LEPTA organization for a period of between 1-3 years followed by those of less than a year. Those who have been members for 4-6 years had the least representation of only members followed by those of less than a year

4.3.6 Ownership of business as a result of LEPTA Organization

The study sought to establish whether the respondents have started business venture as a results of being members of the LEPTA organization. The findings are presented in Table 4.6.

Table 4.6: Business ownership as a result of LEPTA Organization

	Frequency	Percentage
Yes	80	80
No	20	20
Total	100	100

From the results in Table 4.6, majority of the members confirmed that they have been able to start a business venture as a result of being members of the LEPTA organization. Eighty respondents affirmed this while 20 percent had no business venture. The study findings also establish that LEPTA organization is enabling majority of the members to initiate self-sustaining ventures as a way of ensuring poverty eradication

Table 4.7: Perception on employment

	Frequency	Percentage
Employed	90	90
Unemployed	10	10
Total	100	100

On the question on whether the respondents perceive themselves has either employed or unemployed the study establish that the majority perception was as employed having 90percent respondents affirming this. Ten percent of the respondents perceived themselves as still unemployed.

4.4 Ways in which life skills training influence youth empowerment

The main area that the study was keen to investigate was how the various ways that the life skills training influence youth empowerment. Various attributes were used to investigate this and the results presented.

4.4.1 Life skills and training

Table 4.8:Life skills and training

	Frequency	Percentage
Yes	87	87
No	13	13
Total	100	100

From the results Table 4.8, 87 respondents who are members of the LEPTA organisation have been trained on life skills this accounts for 87 percent of the total population 13 members which account for 13percent have not received any training on life skills.The youth are trained on a broad range of life skills, such as: discovering your calling and purpose, discovering gifts and abilities, team work, servant leadership, empathy, community building, mentorship, presenting an idea, practically setting up an initiative etc. this is according to the trainer who was interviewed to shed more light on life skills training program.The study moved further and looked at the duration with which those who have been trained and the results are presented in Table 4.9.

4.4.2 Training duration

Table 4.9:Training duration

	Frequency	Percentage
Less than 1 year	36	36
1 years	32	32
2 years	15	15
Missing System	17	17

Total	83	83
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From the results in Table 4.9, the study established that majority of those who had been trained on life skills their training duration was for a period of less than a year followed by the duration of a year then lastly 2 years and lastly the period of 2 years. The study was also keen to investigate what was the recommended duration for effective realisation of the main objective and according to the trainer's in order to cover all the aspects it depends, because there are various different set-ups. Some courses take only a few days, others run for several months. Generally for the content to really "sink in" and become part of the participants, a longer period of time works better. This also allows for individual follow-up along the way.

4.4.3 Influence of Life Skill Training on Youth empowerment

One of the key areas that the study was keen on was to establish the influence of life skills training on youth empowerment and poverty reduction. The results for the several attributes in a Likert scale are presented in Table 4.10, where SA = Strongly agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly disagree.

Table 4.10: Influence of Life Skill Training on Youth empowerment and poverty reduction

	SA	A	N	D	SD
Life Skills training by LEPTA has helped in reducing the rate of unemployment	56%	20%	10%	8%	6%
Life skills training has enabled me improve my economic status	52%	24%	20%	1%	3%
Life skills training has enabled affiliated youths to get out of poverty	46%	18%	10%	17%	9%
Life skills training has contributed directly and indirectly to empowerment of the community	58%	32%	7%	5%	4%

From the results in Table 4.10, 56 respondents strongly agreed to that Life Skills training by LEPTA has helped in reducing the rate of unemployment while 20 of the respondents agreed this makes a total of 76 respondents who were positive about the attribute. On the other hand 8 respondents disagreed while 6 respondents strongly disagreed to the attribute this accounts for 13 respondents who were of negative opinion concerning the attribute. 12 of the respondents were neutral. The second attribute on Influence of Skill Training on Youth empowerment and poverty reduction “Life skills training has enabled me improve my economic status” where 2 Respondents strongly agree while 24 Agreed. Those who strongly disagree were 3 while 1 respondent disagreed and the neutral respondents were 4. The third attribute which was “Life skills training has enabled affiliated youths to get out of poverty” 46 respondents affirmed the statement by strongly agreeing while 9 of the respondent strongly disagreed. On whether Life skills training has contributed directly and indirectly to development of the community 58 of the respondents strongly agreed while 4 of them strongly disagreed.

The study findings establish that majority of the respondents believed that life skills training had influence on youth empowerment and poverty eradication. From a different perspective the study establish that life skills have influence on the youth empowerment where it is a way of empowering young people to reach their goals in life. It broadens their access to different arenas and people groups, and thus enhances their capabilities (Amartya Sen). One disadvantage mentioned, is that there is a risk of training youth to "fit the mold" of society, rather than empower them to change the way society works. At the end of the day, life skills are about coping within a certain system, so there is a hint of conformism to the concept of life skills.

4.5 Influence of entrepreneurship training on youth empowerment

The study sought to establish the influence of entrepreneurship training on youth empowerment and poverty eradication where several variables were used and the results presented in Table 4.11.

4.5.1 Entrepreneurship training

Table 4.11: Entrepreneurship training

	Frequency	Percentage
Yes	80	87
No	20	13
Total	100	100

The study establish that 80 of the respondents which accounts for 80 percent of the total sample had received training on entrepreneurship while 20 respondents which account for 20 percent of the total had not been train on entrepreneurship. The study through the key informants establish that LEPTA organization facilitates various training on entrepreneurship and a good number of the youths are involved. The study also focused on the help that the members obtained after participation in the entrepreneurship training and the results are presented in Table 4.12.

4.5.2 Help from entrepreneurial training

Table 4.12: Help from entrepreneurial training

	Frequency	Percentage
Creating a business plan	15	15%
Investing for the long term	54	54%
Finding clients and managing people	31	31%
Total	100	100%

Majority of the members of the LEPTA organization who participated in the entrepreneurship training 54 of them responded that they were trained on investing on a long term venture while 31 of the respondents were personally helped in the aspects of finding clients and managing people. 15 of the respondents mentioned creation of business plan as the main help they obtain from the training

4.5.3 Influence of Entrepreneurship Training on Youth empowerment

One of the key areas that the study was keen on was to establish the influence of entrepreneurship training on youth empowerment and poverty reduction. The results for the several attributes in a Likert scale are presented in Table 4.13, where SA = Strongly agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly disagree.

Table 4.13: Influence of Entrepreneurship Training on Youth empowerment

	SA	A	N	D	SD
Entrepreneurship training provided me with vital skills	58%	28%	8%	4%	2%
As a result of entrepreneurship training, I have employment	52%	19%	10%	11%	8%
Entrepreneurship training has enabled me improve my economic status	47%	24%	8%	14%	7%
Entrepreneurship training has enabled affiliated youths to get out of poverty	43%	19%	14%	15%	9%
Entrepreneurship training has contributed directly and indirectly to empowerment of the community	61%	12%	9%	12%	6%

From the results in Table 4.13, majority of the respondents strongly agreed to the attribute Entrepreneurship training provides vital skillshaving 58 respondents strongly agreeing while 2 respondents strongly disagreed, 52 respondents strongly agreed to “As a result of entrepreneurship training, they have employmentwhile 8 strongly disagreed.53 respondents strongly agreedEntrepreneurship training has enabled them improve on economic status7 strongly disagreed, 49 respondents strongly agreed Entrepreneurship training has enabled affiliated youths to get out of poverty while only 9 respondents strongly disagreed.47 respondents strongly agreedEntrepreneurship training has contributed directly and indirectly to empowerment of the communitywhile 9 strongly disagreed. The study findings therefore affirms that training on entrepreneurial skills had great influence on the youth empowerment and poverty eradication of the members of the LEPTA organization

4.5.4 Entrepreneurial training effect on empowerment among the youth

The study seek the opinion on the whether the training on entrepreneurship have effect on the youths empowerment. The findings are discussed in Table 4.14.

Table 4.14: Influence of entrepreneurial training on youth empowerment

	Frequency	Percentage
Yes	92	92
No	8	8
Total	100	100

From the results in Table 4.14, majority of the respondents affirmed that training on entrepreneurship have effect on youth empowerment and poverty reduction where 92 respondents which account for 92 percent of the total sample size were positive about the question while only 8 respondent which makes 8 percent of the total sample were of the opinion that entrepreneurial training had no effect on youth empowerment and poverty reduction

4.5.5 Influence of mentorship on youth empowerment

Influence of mentorship on youth empowerment was one of the objectives of the study. Several attribute were used by the study to investigate this aspect and the results presented below.

4.5.6 Life mentor

Table 4.15:Life mentor

	Frequency	Percentage
Yes	56	56
No	44	44
Total	100	100

From the results in Table 4.15, 56 respondents who are members of the LEPTA organization had mentor this account for 54 percent of the sample size.44 of the respondent confirmed not to be having mentor, this account for 44 percent of the total sample size.

4.5.7 Mentorship promptness

Table 4.16:Mentorship promptness

	Frequency	Percent
Yes	20	20
No	80	80
Total	100	100

From the results in Table 4.16, 80 respondents did not received mentorship from mentors promptly 20 respondents received mentorship from their mentors promptly. The study establishes that mentorship promptness is one of the areas that the respondents were not getting promptly.

4.5.8 Aspects of mentorship

Table 4.17:Aspects of mentorship

	Frequency	Percentage
Communication skills	10	10
Self-evaluation	21	21
Decision making skill	20	20
Missing System	49	49
Total	100	100

From the results in Table 4.17, those who responded to have mentors were also asked on specific areas that they received mentorship on and majority of the respondents whom were 21 confirmed that they were mentored on self-evaluation while 20 respondents were

mentored on decision making skills. Communication skills were the least category on mentorship having 10 respondents out of the total 51 who received mentorship program. On how the mentorship program helps the results are presented in Table 4.18.

4.5.9 Mentorship help

Table 4.18: Mentorship help

	Frequency	Percentage
To identify weaknesses and strengths	14	14
Identify career path	29	29
Networking	10	10
Total	53	53
Missing	47	47
Total	100	100

The results in Table 4.18, shows how the mentorship program helped in overall empowerment of the youth, 29 percent of the respondent were positive that the mentorship program was key in identification of career path while 14percent mentioned identification of weakness and strength as the main help they obtained from the program. Networking had the least response having 10 percent of the total sample.

One of the key areas that the study was keen on was to establish the influence of mentroship on youth empowerment and poverty reduction. The results for the several attributes in a Likert scale are presented in Table 4.19, where SA = Strongly agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly disagree.

Table 4.19: Influence of Mentorship on Youth empowerment

	SA	A	N	D	SD
Mentorship provides me with vital skills for my personal empowerment	57%	16%	8%	13%	6%
As a result of mentorship, I have employment	53%	23%	13%	8%	3%
Mentorship has enabled me improve my economic status	46%	31%	9%	11%	3%
Mentorship has enabled affiliated youths to get out of poverty	60%	30%	5%	3%	2%
Mentorship has contributed directly and indirectly to empowerment of the community	48%	24%	13%	6%	9%
Mentorship is the most important solution to youth unemployment	41%	32%	19%	6%	2%

From the results in Table 4.19, majority of the respondents strongly agreed on Mentorship provides me with vital skills for my personal development 57 of them strongly agreeing while 6 strongly disagreed. Fifty threepercent of the respondents strongly agreed toAs a result of mentorship they have employmentwhile 3 strongly disagreed. 46respondents strongly agree that Mentorship has contributed directly and indirectly to development of the community Mentorship has enabled affiliated youths to get out of poverty while 2 strongly disagreed, 54 percent of the respondents strongly agreed thatMentorship has contributed directly and indirectly to development of the community while only 10 respondents strongly disagreed. Sixty percent of the respondents strongly agreed Mentorship is the most important solution to youth unemploymentwhile 9 strongly disagreed.The study findings establishes that majority of the respondents are positive on the influence of mentorship on youth empowerment and poverty eradication.

4.5.10 youth recommendation to engage in mentorship

Table 4.20: Youth recommendation to engage in mentorship

	Frequency	Percentage
Yes	92	92
No	8	8
Total	100	100

From the results in Table 4.20, 92percent of the respondents recommended other youths to take up and engage in mentorship program while 8 of the respondents wishes not to recommend other youths to take up or engage in mentorship program.

4.6 Influence of internships on youth empowerment

Influence of internship on youth empowerment was one of the objectives that the study was keen to investigate and the results for the findings are presented in Table 4.21.

4.6.1 Internship experience

Table 4.21: Internship experience

	Frequency	Percentage
Yes	82	82
No	18	18
Total	100	100

From the results in Table 4.21, 82 percentof the respondents had gone through internship experience this represent 82 percent of the sample population while 18 of the respondents confirmed not to have gone through any internship experience.

4.6.2 Internship roles

Table 4.22: Internship roles

	Frequency	Percentage
Conducting Research	21	21
Observe Experts	48	48
Assist on day to day tasks	31	31
Total	100	100

From the results in Table 4.22, 48 responded were observe experts during internship program while 31 of the respondent were given the role of assistance on day to day tasks. The last role was conducting research and 21 of the respondents participated in this role. Apart from the roles the respondents performed during internship the study was also keen in establishing the skills that they obtained during the process. The results of findings are presented below.

4.6.3 Skills and lessons learned from the internship

Table 4.23: Skills and lessons learned from the internship

	Frequency	Percentage
Communication skills	24	24
People skills	46	46
Team work	29	29
Total	99	99
Missing	1	1
Total	100	100

On the skills and lessons attained from the internship 46 respondents affirmed to have attained people skills while 24 mentioning that they attained communication skills and lastly 29 mentioning team work as the main skill learned during internship

4.6.4 Influence of Internship on Youth Empowerment

One of the key areas that the study was keen on was to establish the influence of internship on youth empowerment and poverty reduction. The results for the several attributes in a Likert scale are presented in Table 4.10, where SA = Strongly agree, A = Agree, N = Neutral, D = Disagree and SD = Strongly disagree.

Table 4.24: Influence of Internship on Youth Empowerment

	SA	A	N	D	SD
Internships provided me with vital skills for my personal development	43%	18%	8%	10%	5%
As a result of internship experience, I have employment	46%	20%	6%	3%	1%
Internship experience has enabled me improve my economic status	51%	19%	3%	7%	3%
Internships have enabled affiliated youths to get out of poverty	46%	23%	11%	2%	4%
Internships have contributed directly and indirectly to development of the community	50%	13%	7%	11%	2%
Internships are the most important solution to youth unemployment	52%	7%	3%	8%	1%

From the results above 43 percent of the respondents strongly agreed that Internships provided vital skills for my personal development while 5 of the respondents strongly disagreed about this attribute, 46 percent strongly agreed that As a result of internship experience, they have employment opportunities while only one person strongly disagreed with the statement on the attribute Internship experience has enabled me improve my economic status 51 of the respondents strongly agreed while 3 respondents strongly disagreed with the statement.46 respondents strongly agreed that Internships have enabled affiliated youths to get out of poverty while 4 respondents strongly disagreed. On the attribute Internships are the most important solution to youth unemployment 52 respondents strongly agreed while only 1 respondent strongly

disagreed. The study findings therefore establish that internship program has a great influence on the youth empowerment having majority of the respondent being positive about the attributes.

4.6.5 Youth recommendation to engage in internship

The study sought to establish whether the respondent would recommend other youth to engage in internship and the results is presented in Table 4.25.

Table 4.25: Youth recommendation to engage in internship

	Frequency	Percentage
Yes	85	85
No	15	15
Total	100	100

From the results in Table 4.25, 85 respondents affirmed that they would recommend other youths to engage in internship for the purpose of development while 15 of the participants were negative in that they would not recommend internship to other youths

4.6.6 Influence of internship on youth empowerment

Table 4.26: Influence of internship on youth empowerment

	Frequency	Percentage
Yes	73	73
No	27	27
Total	100	100

The study sought to establish the actual influence of the internships on youths empowerment and poverty eradication program and 73 respondents (73percent) affirmed that internship program had influence on you youth empowerment and poverty eradication 27(27percent) felt that internship programs had no influence on youth empowerment and poverty eradication.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discussed the findings of the study in view of achieving the study objectives and answering the research questions. The chapter presented a summary of the findings, conclusions arising from the study, recommendations and suggestions for further studies.

5.2 Summary of the findings

5.2.1 Influence of Life Skill Training on Youth empowerment

Influence of life skills training on the youth empowerment was among the main objective that the study was keen to investigate and from the findings a significant number of the members of the LEPTA communality had undergone through the life skills training at the LEPTA facility this ensured there is a follow up plan with the members through sessions with the facilitators. The training on life skills had a varying duration which ranges from less than a year to up to 4 years of continued training. On the influence of the life skills training on youth empowerment majority of the respondents who are members of the LEPTA organization affirmed positively that this training on life skills had greater influence towards youth empowerment and poverty eradication. The respondents also affirmed that some of the ways that the life skills have been of help include finding of job opportunities and also enabling them become self-employed. With such impact on personal empowerment of the members a significant number were of the opinion that they would recommend other youths to take up life skills training.

5.2.2 Influence of entrepreneurship training on youth empowerment

One of the ways of ensuring youth empowerment and poverty eradication was through entrepreneurship training. The study findings show that a significant number of the members of LEPTA organization also went through training on entrepreneurship where the course was offered by different institutions. Majority of the members were trained at the LEPTA organization. Other members were also trained by NGO, private and public institutions

The main objective under this section was to investigate the influence of entrepreneurship training on the youth empowerment and from the study findings a significant number of the member of LEPTA organization were positive on the attributes for the influence of entrepreneurship training and even willing to go ahead and recommend other youths to take up training on entrepreneurship.

5.2.3 Influence of mentorship on youth empowerment

On mentorship and youth empowerment majority affirmed to having a mentor who was affiliated to the LEPTA organization. But even though majority of the members had mentors assigned to them there was a problem with promptness in response by the mentors which made mentorship influence for youth development ineffective.

On the general influence of mentorship on youth empowerment, majority of the members were positive that mentorship had influence on youth empowerment. As a result of this a significant number affirmed that they can recommend other youths to take up mentorship program.

5.2.4 Influence of internship on youth empowerment

The last objective was to investigate the influence of engagement in internship program on youth empowerment and the study findings establish that a significant number of the youths participated in internship programs where they were able participate in various roles which include conducting research, observe experts and lastly assistance in running the day to day activities this ensured the youths obtained relevant skills which goes a long way in enabling their personal empowerment. Skills obtained during internships include communication skills, people skills and lastly team work

Majority of the respondents affirmed that they were willing to recommend other youths to per take in internship this was also seconded by the key informants who stated that undergoing an internship is a source of exposure. It allows the youth to link up with people who are practicing what he or she wants to get in to, and to learn by doing. It is a great platform for further employment or to acquire the skills and contacts necessary to set up your own venture.

5.3 Conclusions

The study therefore concludes that training on life skills, entrepreneurship, engaging in internship program and lastly involvement of a mentor by the youths have great influence in their personal empowerment which is a key factor in poverty eradication.

The benefits of engagement in the above program ranges from creation of business plan, long term investment plans finding clients and managing people further more involvement in team work and improved communication skills. All these skills gain are relevant in overall empowerment of the participant.

The regression results show that education level significantly affected youth participation in skills empowerment initiatives. Youths with secondary education and above (67.18%) are more likely to participate. Improving education of youth is therefore key in improving the level of youth participation in any empowerment initiatives. Education helps to improve the access to information and utilization among others. The government should therefore provide training workshops and mentorship programs to youth in order to improve their knowledge and skill to participate in empowerment initiatives. Age too influenced significantly the level of youth participation in empowerment enterprises. Older youths participate in the initiatives as compared to younger youths. More awareness should be directed towards younger youths aged 25 years and below to encourage them to participate in the empowerment initiatives.

The research results indicated that more males than females participate in youth empowerment programs. Mentoring programs targeting female youth should be developed in order to get female youth involved in development initiatives and making valuable contribution in a community. Male youth should also not be left. Through mentorship programs, youth who are perceived to be at risk or hopeless are provided with confidence, resources, continuity and support they need to achieve their potential. Therefore the government should design mentorship programs for youth empowerment targeting those in slum areas.

5.4 Recommendations

The study recommends a more improved training programs which focuses on empowering the youths technical skills which can be translated into income generating venture.

On the life skills and entrepreneurship training programs a follow up structure is recommended so that the participants can be reviewed on the impact of the training and if they can be able to practice the skills gained.

The study also recommend that on the mentorship program a close follow up and a prompt response from the mentors can go a long way in motivating and inspire the youths to lead a more focused life hence ensure overall empowerment of the youths and also eradication of poverty.

Youths should be encouraged to participates in internship programs where they would participate in various roles which include conducting research, observe experts and lastly assistance in running the day to day activities this ensured the youths obtained relevant skills which goes a long way in enabling their personal empowerment. Skills obtained during internships include communication skills, people skills and lastly team work

5.5 Suggestions for further studies

The study recommends an in-depth study on various ways that the training programs can be improved in order to ensure effective influence on youth empowerment and poverty eradication in general.

The study also recommends further studies into areas and activities that the youths can per take into to ensure overall empowerment.

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APPENDICES

Appendix 1: Questionnaire

Dear Sir/Madam, my name is Hilda Kerebi, a student of University of Nairobi, pursuing a Masters degree in Project Planning and Management. As a requirement of my academic discourse, am currently conducting an academic research titled “The influence of life skills, training and mentorship on youth empowerment and poverty eradication: the case of LEPTA community programme for youth in Mathare slum, Nairobi, Kenya”. As directly concerned stakeholder, you have been selected to take part in the study by filling this questionnaire. I therefore request that you spare a few minutes to fill the questionnaire. Kindly, fill as honestly as possible.

SECTION A: BACKGROUND DETAILS

- 1) How old are you? 15-20 years () 21-25 years () 26-30 years ()
- 2) What is your gender? Male () Female ()
- 3) What is your highest level of education?
None () Primary () Secondary () College/University ()
- 4) What is your marital status? Single () Married () Separated () Divorced () Others ()
- 5) For how long have you been a member of LEPTA organization?
Less than 1 year () 1-3 years () 4-6 years () more than 6 years ()
- 6) Do you own/run a business/venture/enterprise as a result of being a member of LEPTA?
Yes () No ()
If your answer is yes in 6, what nature/industry is the business in?
.....
- 7) Do you consider yourself employed or unemployed? Employed () Unemployed ()

SECTION B: Ways in which life skills training influence youth empowerment

- 8) Have you received any life skills training? Yes () No ()
- 9) If the answer is yes in 8, where did you receive the training? LEPTA () Others
.....

10) How long did the training take? Less than 1 year () 1 years () 2 years ()
more than 2 years ()

11) Please indicate the extent to which you agree with the following statements concerning the influence of Skill Training on Youth empowerment and poverty reduction. The scale below will be applicable:

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly disagree

	1	2	3	4	5
Life Skills training by LEPTA has helped in reducing the rate of unemployment					
Life skills training has enabled me improve my economic status					
Life skills training has enabled affiliated youths to get out of poverty					
Life skills training has contributed directly and indirectly to development of the community					

12) In what ways has life skills training by LEPTA helped you? To get a job () To start self-employment ()

13) In your opinion, does life skillstraining influence empowerment and poverty reduction among youth? Yes () No () Not Sure ()

Give reasons for your answer

.....
.....

14) Would you recommend other youths to take up life skills training? Yes () No ()
Not Sure ()

SECTION C: Influence of entrepreneurship training on youth empowerment

15) Have you received any training on entrepreneurship? Yes () No ()

16) If your answer in question 15 is yes, where did you receive the training? LEPTA ()
 Public institution () Private institution () NGO () Any other (please specify).....

17) How has entrepreneurship training helped you personally?

- a) Creating a business plan
- b) Investing for the long term
- c) Finding clients and managing people

18) Please indicate the extent to which you agree with the following statements concerning the influence of Entrepreneurship Training on Youth empowerment and poverty reduction. The scale below will be applicable:

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly disagree

	1	2	3	4	5
Entrepreneurship training provided me with vital skills					
As a result of entrepreneurship training, I have employment					
Entrepreneurship training has enabled me improve my economic status					
Entrepreneurship training has enabled affiliated youths to get out of poverty					
Entrepreneurship training has contributed directly and indirectly to development of the community					

19) Would you recommend other youths to take up entrepreneurship training? Yes ()
 No () Not sure ()

20) In your opinion, does entrepreneurship training influence empowerment and poverty reduction among the youth? Yes () No () Not sure ()

Briefly explain your answer

.....

.....

.....

SECTION D: Influence of mentorship on youth empowerment

- 21) Do you have a life mentor? Yes () No () Not sure ()
- 22) If your answer in question 21 is yes, where is the mentor affiliated to? LEPTA ()
Others (please specify).....
- 23) Do you receive mentorship from your mentor promptly? Yes() No () Not sure()
- 24) If your answer in question 23 is yes, what aspects of mentorship do you receive?
a) Communication skill
b) Self-evaluation
c) Decision making skill
- 25) How has mentorship helped you develop as a youth?
a) To identify weaknesses and strengths
b) Identify career path
c) Networking
- 26) Please indicate the extent to which you agree with the following statements concerning the influence of Mentorship on Youth empowerment and poverty reduction.. The scale below will be applicable:

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly disagree

	1	2	3	4	5
Mentorship provides me with vital skills for my personal development					
As a result of mentorship, I have employment					
Mentorship has enabled me improve my economic status					
Mentorship has enabled affiliated youths to get out of poverty					

Mentorship has contributed directly and indirectly to development of the community					
Mentorship is the most important solution to youth unemployment					

27) Would you recommend youths to take up and engage in mentorship? Yes () No ()
Not sure()

28) In your opinion, does mentorship influence empowerment and poverty reduction among the youth? Yes () No () Not sure()

SECTION E: Influence of internships on youth empowerment

29) Have you had any internship experience? Yes () No () Not sure()

30) If the answer in question 29 is yes, where was the internship and what were some of your roles?

- a) Conducting Research
- b) Observe Experts
- c) Assist on day to day tasks
- d) Others (Please Specify).....

31) Who helped you in securing the internship? LEPTA () Others(please specify)

32) What are some of the skills and lessons you learned from the internship?

- a) Communication skills
- b) People skills
- c) Team work

33) Please indicate the extent to which you agree with the following statements concerning the influence of Internship on Youth empowerment and poverty reduction.. The scale below will be applicable:

1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly disagree

	1	2	3	4	5
Internships provided me with vital skills for my personal development					
As a result of internship experience, I have employment					
Internship experience has enabled me improve my economic status					
Internships have enabled affiliated youths to get out of poverty					
Internships have contributed directly and indirectly to development of the community					
Internships are the most important solution to youth unemployment					

34) Would you recommend other youths to engage in internships for purposes of empowerment and poverty eradication? Yes () No () Not sure()

35) In your opinion, do internships influence empowerment and poverty eradication among the youths? Yes () No () Not sure()

Appendix II: Key Informant Interview Guide

Interviewer name:	Interviewee name:
Location:	Department:
Date.....	Designation:
Time	Gender:
	Age :
	Duration of service:

1. For how long have you worked for LEPTA?
 - Approximately how many youths are members in the organization currently?
 - Approximately how many youths have you personally trained and mentored?

2. What kind of life skills are the youth in LEPT being trained on? Are these life skills applicable in their lives?
 - How long does it take to train one group of youths on life skills? Is this duration enough to cover all aspects related to life skills?
 - Does the training of youths on life skills have advantages? What are some of the advantages of training youths on life skills? Are there disadvantages?
 - Has life Skills training by LEPTA helped in reducing the rate of unemployment? Kindly explain.
 - Has life skills training contributed directly and indirectly to development of the community? Explain.
 - Has life skills training enabled youths to improve their economic status? Explain.
 - Has life skills training enabled affiliated youths to get out of poverty? Explain.
 - In your opinion, does life skills training affect empowerment and poverty reduction among youth? Kindly explain.

3. Do you offer training related to entrepreneurship?
 - How long does it take to train one group of youths on entrepreneurship? Is this duration enough to cover all aspects related to entrepreneurship?
 - Does the training of youths on entrepreneurship have advantages? What are some of the advantages of training youths on entrepreneurship? Are there disadvantages?

- Has life Skills training by LEPTA helped in reducing the rate of unemployment? Kindly explain.
 - Has training on entrepreneurship contributed directly and indirectly to empowerment of the community? Explain.
 - Has training on entrepreneurship enabled youths to improve their economic status? Explain.
 - Has training on entrepreneurship enabled affiliated youths to get out of poverty? Explain.
 - In your opinion, does training on entrepreneurship affect empowerment and poverty reduction among youth? Kindly explain.
4. Does the organization offer mentorship to youth? Are you a mentor of a youth or a group of youth? Do some of the mentors come from outside the organization?
- How often do you meet the youth to guide and mentor them? Is this interval adequate for you and for the youths?
 - How has mentorship helped the youth?
 - Does mentorship have advantages? What are some of the advantages of mentorship? Are there disadvantages?
 - In your opinion, does mentorship influence empowerment and poverty reduction among the youth?
 - Would you recommend youths to take up and engage in mentorship?
5. Do the youth affiliated to LEPTA engage in internships?
- Who provides linkages to these internships?
 - What are some of the organisations where these youth take up internships?
 - Are internships of any advantage and importance to youths? What are some of the importance of taking up internships? Are there any disadvantages?
 - In your opinion, do internships influence empowerment and poverty eradication among the youths?
 - Would you recommend other youths to engage in internships for purposes of empowerment and poverty eradication?

Appendix III: Transmittal Letter

UNIVERSITY OF NAIROBI
OPEN DISTANCE AND e- LEARNING CAMPUS
SCHOOL OF OPEN AND DISTANCE LEARNING
DEPARTMENT OF OPEN LEARNING
NAIROBI LEARNING CENTRE

Your Ref:
Our Ref:
Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
N A I R O B I

7th December, 2017


REF: UON/ODeI/NLC/27/25

RE: HILDA KEREBI KWENA- REG NO.L50/84649/2016

The above named is a student at the University of Nairobi Open, Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Master of Arts in Project Planning and Management.

She is proceeding for research entitled "Influence of Training and Mentorship on Youth Development: A Case of LEPTA Community Programme for Youth in Mathare Slum, Nairobi, Kenya

Any assistance given to her will be appreciated.


CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE

