

UNIVERSITY OF NAIROBI

SCHOOL OF JOURNALISM AND MASS COMMUNICATION STUDIES

**THE EVALUATION OF THE IMPACT OF COMMUNICATION
TRAINING STRATEGIES: THE CASE OF YOUTH ASSEMBLY //**

BY

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**A PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE
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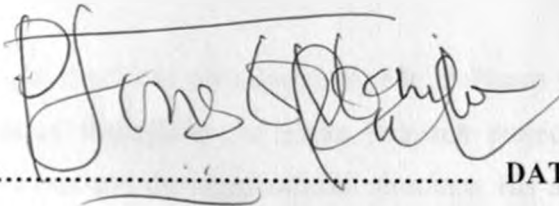
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CHAPTER ONE

1 INTRODUCTION

1.1 The Youth Assembly in Kenya

The Youth Assembly (YA) is a nongovernmental organization that creates a forum for young people to discuss topical issues in their constituencies and the nation as a whole. The concept of the Youth Assembly was thought of by some young people, in 2002, who wanted to change the leadership environment in Kenya. Their main objective was to establish a democratic platform that would act as an initiating ground for new young leaders to opine and debate on topical issues in Kenya with the intent of occupying decision-making positions in due course. Their intention was to break through the ruling elite by enhancing the capacity of as many young people as possible, to take up leadership by ensuring they were able to articulate issues, and understand what it would take to get into politics, through training them. The ruling elite according to IBON International, 2009:31 have fuelled poverty, social exclusion and underdevelopment. IBON states that the named ills in society are rooted in unjust societal relations wherein economic and political power is concentrated in the hands of elites who wield their power to preserve their privileges at the expense of the majority. Development, therefore, requires the democratic transformation of power relations within countries as well as between countries.

In an interview with Ramadhan Juma, a founder member of the Youth Assembly, on the 25th of July 2010 he disclosed that the YA founders namely; Ramadhan Juma, Mulle Musau, Risper Pete, Wamusai Simiyu, Jacob Majembe Machacha, Sylvester Nyadero, Gerald Nyaguti and Mwengi Mutuse divided the country into twelve working regions, which were to represent the eight administrative provinces. They settled on twelve to make access easy. These young people worked with other organizations to identify people from each of the regions, who came to be known as

regional coordinators, and took them through an induction process. These regional coordinators then selected district coordinators from the districts within their regions, who went through an induction similar to the one the provincial coordinators had undergone. The provincial and district coordinators, according to Wamusai Simiyu, a founder member of the Youth Assembly, underwent similar training for purposes of uniformity of the initial team, which would form the leadership of the Youth Assembly. There was need to have them on the same page for ease of communication, and to ensure the vision was clearly understood, in a similar fashion. The district coordinators then selected two constituency coordinators; a male and a female, from the constituencies within their districts, who also went through the induction.

At the induction, the following topics were covered; Democracy, Gender mainstreaming, HIV and Leadership, and Lobbying Advocacy and Networking. In an interview with Mulle Musau on 14th July 2010, he explained that democracy was settled on, since Kenya is a democracy, and the founders saw a need to enhance the understanding of participants in a system they engage in, and one they would be involved in, actively. Gender mainstreaming was arrived at because the members had observed that women were not represented in leadership positions. Mulle stressed that lobbying advocacy and networking was thought of as the pillar for any leader, as it is here that participants learnt how to mobilize a following, participants were taken through best practices for effective outcomes in lobbying and advocacy, planning and how to establish networks.

The last day of the training was always set aside for a debate session where initially the secretariat would come up with motions based on their knowledge of the areas and key national issues. The members of the secretariat also participated in these debates. This however changed, such that the motions would be developed by participants, based on issues that affected them. The issues could be social for example, where they would debate on how to reduce school drop out rates or economic

topics such as discussions on management of Constituency Development Funds, or politics where the most popular debate was on whether the Presidency should be made rotational among the regions to allow development to be enjoyed in all regions as it was commonly felt that the President's region was the most developed. A position paper would then be raised, and the youth would be left to come up with ideas on how best to address the issues in their position papers. These papers would also be shared across the YA network for members to know what is happening across the country. The debate is the strength of the YA since during debates, members learn to move motions, defend them, and try to win people to their side. Here, public speaking, persuasion and presentation skills of young leaders are nurtured. At the end of the debate, the participants are given feedback on their performance at the debate.

In 2007 there was a national assembly, which was a culmination of the program, in which representatives from all constituencies in the country were present. It was at this assembly that the members recommended that the assembly moves to the grassroots, and that representation be based on election, rather than selection. It was thus decided that the four hundred and twenty representatives be taken through a trainer of trainees program, for them to recruit and train people from the wards in their constituencies Youth Assembly, 2006:3. The participants of the trainer of trainees program would undergo training to empower them with skills on training on the Youth Assembly thematic areas. They were therefore exposed to wider coverage on the thematic areas and were taken through a session on facilitation. Each constituency, it was agreed, was to have thirty trainees, Youth Assembly, 2006:3, with all wards in the constituency represented. The objectives of the project in this phase were to create a sense of ownership among the participants and to establish a grassroots presence.

1.2 Statement of the problem

Freire (1997 cited in Mefalopolus & Grenna, n.d:27) states that people's empowerment can be achieved through a process of awareness that requires the poor to become aware of their situations through a totality of reflection and action. People live in different situations for so long sometimes, that these situations become a way of life, such that they do not feel the need to address them. Empowerment ensures that people become intentional about interrogating their situations and seeking solutions to situations that could be better. The Youth Assembly platform seeks to bring about awareness by facilitating young people through processes of reflection on their situations. The platforms allow people to identify their situations, and come up with the best actions to address these situations. Solutions emanate from these young people, who come up with viable options, which vary in the different regions. The Assembly had the idea of empowering constituency representatives and having them act as facilitators to lead trainings in their constituencies, thereby reaching more people in the different constituencies, and invoking action among their own.

These constituency representatives were trained in democracy and election management, HIV management, gender and development, conflict management and lobbying advocacy and networking. In democracy, participants were taken through the definition and history of democracy, the types of democracy, and various countries were sampled, and the kind of democratic practices employed in different countries discussed. Participants then engaged in discussions as to whether democracy was needed and reasons for and against democracy given.

Discussions on HIV were designed to focus on how the scourge affects young leaders, and their role in reducing prevalence rates. These discussions would be concluded by urging participants to facilitate discussions on cultural practices, that were thought to promote spread of HIV, such as the Maasai practice where a married woman can engage in sexual intercourse with a man other than her husband, and all the man needed to do was to put a spear outside the house, to inform the man of

the home, should he come home, that there was someone else in the house. Another example was wife inheritance amongst the Luo, where widows are taken over by their departed husband's relatives. Participants would also be urged to partner with religious leaders to emphasize religious practices and teachings that were perceived to reduce prevalence rates.

Gender and development is another area, which was arrived at because there was felt a need to be intentional about involving women in development, and engaging men in the process. In 2002, out of one thousand and fifteen parliamentary candidates, only forty four were women (Kenviron News Weblog, 2008). Since legislation that affects all citizens is discussed in parliament, it was thought that there was a need to get women involved in politics and other leadership positions, to allow them to represent the needs of fellow women. Facilitated discussion on how women could be involved in governance was then given critical attention. Participation of women in political and public decision making is viewed as critical to the actualization of sex equality because women must command real political power if their concerns are to be prioritized meaningfully and included in the national agenda. (Mucai, V., Kabeberi, J. and Kameri, P., 1995: 13).

In an interview with Mulle Musau, a founder member of the Youth Assembly, on 14th July 2010, he mentioned that Lobbying Advocacy and Networking was thought of as the pillar for any leader, as it is here that participants learnt how to mobilize a following. Participants were taken through best practices for effective outcomes in lobbying and advocacy, planning and how to establish networks.

Conflict management was introduced as a topic in 2008, following Post Election Violence, which hit various parts of Kenya in December 2007 and ended at the end of February after the signing of the Peace Accord. The Youth Assembly, in their Facilitator's Manual (2008) expressed that the main challenges to nationhood are essentially linked to the failure by various ethnic groups to peacefully co-exist, which often manifests itself in the form of negative ethnicity. This session was

thus designed to take participants through a process on how to identify conflict, get to the root of it to understand it and the stakeholders involved so as to be able to manage and resolve it. Most of the sessions were conducted through facilitated discussions, role plays and lectures.

The training of trainers of these conveners was successfully conducted, and the initial eight constituency assemblies established. The Youth Assembly now boasts of membership, not only at the constituency level, but also in wards in some of the constituencies. It is therefore possible for the Secretariat to get information from most parts of the country due to the established networks. The youth who have been through the program continue to engage actively in leadership, with at least five councilors having been elected.

Notwithstanding these efforts based on described strategy, the full impact of the Information Education and Communication (IEC) and other strategic programmatic interventions, have to a large extent not been successful as evidenced on the ground. A majority of the constituencies where training has been conducted and where the expectations were to have active constituency assemblies have so far not materialized. The problem therefore is to interrogate the extent to which these communication strategies continue to meet the objectives of empowering youth as was initially envisaged. The study seeks further therefore to throw light on the possible success and where there is none, establish the reasons why.

1.3 Objectives of the study

1. To evaluate the efficiency of the Information Education and Communication material used by the Youth Assembly
2. To assess the impact the communication trainings conducted so far for the Youth Assembly groups
3. To make policy recommendations based on the findings of the research.

1.4 Research questions

1. What new lessons do you learn from the Youth Assembly trainings?
2. Do the trainings give the capacity to handle situations as they arise in the constituency?
3. What would you do differently to achieve better results?

The research questions cover the concerns that the communication training sought to address. New lessons, if any were learnt, would be an indication of value addition, in terms of knowledge the participants did not originally have. It is one thing to have knowledge, but another to transform the knowledge into action, and transform situations. The second question seeks to establish whether the knowledge imparted is practical and can be transformed into action. The third question seeks to gain feedback from participants to ensure effectiveness of the program.

1.5 Justification

Communication training is a development communication tool that is commonly used in empowerment and capacity building, an exercise that is common in organizations that deal with development, and should therefore be looked into, and best practices employed in other programs.

This study seeks to ensure clear communication strategies are employed in the exercise of empowering youth. The constituency assembly phase had a major objective of establishing independent assemblies, yet out of the eight assemblies conducted in 2009, none is running independently. Those that have a presence are operating within other organizations which already have a presence on the ground, and do not necessarily operate in similar fashion as the Youth Assembly. In such settings, the constituency representatives are not able to exercise the roles bestowed on them by the Youth Assembly at the time they get elected, as they have to work within structures of other organizations. One of the roles the elected representatives were supposed to conduct was the establishment of ward assemblies, and hosting quarterly meetings within those

wards. This would enable them to put into practice, first hand, lessons on leadership, having been elected democratically. There is therefore need to identify the factors that hinder the execution of the lessons learnt.

The training of trainers was designed to empower participants sufficiently to the point of going back to their communities, mobilizing young people into groups within which they would conduct sessions, raise issues around which they would lobby for solutions, and in so doing get to participate in decision making within the constituencies. This would ensure realization of leaders who could mobilize articulate issues and act as advocates for the constituents, thus putting into practice lessons from the trainings. If successfully conducted, this would be a clear demonstration of enhanced capacity, and would therefore need to be implemented in similar programs. Since this was not fully realized, there is a need to identify the gaps that existed, which may have hindered the realization of the objectives of the training.

The content and mode of the training therefore, need to be assessed to determine whether they address the needs not only of the youth, but also of the Youth Assembly. This study will use scientific evidence based on research, to find solutions to the underlined problems.

1.6 Conclusions

In this introductory chapter the topic of our study on Youth Assembly is introduced. As introduced above, the Youth Assembly seeks to employ development communication strategies in its trainings, whose impact, in meeting the set objectives of the organization are being assessed. The problem is to interrogate the extent to which these communication strategies continue to meet the objectives of empowering youth as was initially envisaged. The study also seeks to throw light on the possible success and where there is none, establish the reasons why.

To this end, a number of research objectives have been discussed, coupled with research questions that were used as a guide in the process of evaluation.

The chapter discusses that communication training, as a development communication tool, is commonly used in empowerment and capacity building. It appreciates the role of communication trainings and recommends that best practices be identified and be employed in other programs. The discussion in this chapter leads us to the next chapter on literature review; in which we discuss more the position of various scholars who have written on this subject.

CHAPTER TWO

2 LITERATURE REVIEW

2.1 Introduction

This chapter discusses different sources of the literature deemed as relevant to our study. The key sources of our literature were drawn from communication literature on development communication, Information Education and Communication (IEC) and advocacy and Literature in decision making process.

IBON International 2009 defines development as being about enhancing people's well-being. This has numerous dimensions including physical, biological, mental, emotional, social, educational, economic, and cultural. The basic purpose of development, it states, is to enlarge people's choices. The objective of development is to create an enabling environment for people to enjoy long, healthy, and creative lives. This can only be possible if the factors that affect livelihoods, that is; physical, biological, mental, emotional, social, educational, economic, and cultural factors are in sync. This, for example, is the context in which Youth Assembly programs were based on. Fundamentally, they seek to create a platform to nurture leadership, and thus enlarge the choices of the societies in terms of leadership. In creating networks, the Assembly meets a social need, for example, participants, during training, get to interact with people from their constituencies, and others from away. They get to learn from each other as they appreciate the differences among themselves by virtue of where they come from.

Tufte, T. and Mefalopolus P., 2009:18 furthermore said that genuine participation increases the sense of project ownership by local stakeholders, thus enhancing sustainability. The study provided evidence indicating that genuine participation increased the sense of project ownership. Naturally, humans tend to look after what belongs to them, hence the need to create a sense of ownership.

Ownership is gained through a number of ways, and the most popular way is using participatory approaches, where people are engaged in identification of the problem and its solution, and further to the implementation of the solution. In settling on the key thematic areas and development of the original curriculum, the process was interactive, though Wamusai Simiyu, a founder member argues that this was because they were dealing with smaller numbers, which made it possible to actively engage stakeholders. The program, according to him, was quite successful at the initial stages, and he wonders what happened to enthusiastic youth. In areas where the original district and regional representatives still exist, the presence of the Youth Assembly is felt. This is an example of the role ownership plays, where these representatives, for example in Taveta constituency, feel the Youth Assembly has to live on. Empowered stakeholders, according to Mefalopolus, P(2006, : 11), are willing and able to be part of the participation process and participate in joint analysis, which leads to joint decision making processes about what should be achieved and how. While the role of outsiders is that of equal partners in the initiative, local stakeholders are equal partners with a decisive say in decisions concerning their lives. The above positions are relevant discussions on sessions on lobbying, advocacy, and networking, and given that participants illustrate the lobbying or advocacy strategies that would work best in their communities.

In developing messages for use during campaigns, and identifying people to target with the messages, there is no set standard. Different communities operate differently, and therefore have different stakeholders. Ayee (1993, 164) argues further that participatory communication empowers, mobilizes, initiates actions, organizes and influences development processes and outcomes. Of keen interest to note here is that participatory communication influences development process and outcomes. The value of the outcome is determined by the value of the process. For the process to be smooth and effective there is need to understand the dynamics of a community. The Youth Assembly learnt that in some areas, community leaders would frustrate efforts by convenors

during mobilization. Upon further interrogation, it was discovered that the community leaders felt left out by the youth. A different approach was embraced where the community leaders would be engaged ceremonially, by inviting them to officially open or close the training sessions, to improve the working relations between them and the participants. In engaging the leaders, it was observed that they, on some occasions, had actions they wanted pursued, and they worked together with participants. When participants, on the other hand had issues they wanted addressed, they easily accessed leaders and therefore got to easily influence development processes and outcomes. Such instances provided opportunities for the participants to exercise leadership, as they were required to brief the community elders, and act as their hosts.

Empowered Stakeholders are willing and able to be part of the participation process and participate in joint analysis, which leads to joint decision making about what should be achieved and how. Our development communication experience over the past 40 years has taught us a lot about the role of communication in development. (Bessette, G. n.d: 1). The main lesson probably has been the recognition of the need to move from communication practices based on the one-and-only model of information transmission removed from the community processes, to practices involving the grassroots in their development. Experience shows that the point of departure for development communication is not the dissemination of an innovation or of new ideas which are full of promise, but the grassroots expression of its needs. It follows that the communication models based exclusively on models of information transmission removed from community processes clearly are doomed to failure. In the early years of the program, the secretariat members would come up with motions for debates, based on what the secretariat felt was important. Ramadhan Juma disclosed that one of the reasons they discontinued that approach was because the secretariat members are the ones who would actively engage in these debates. They would end up with position papers that did not reflect anything about the people at the grass roots. The strategy was therefore changed, and

participants were allowed to come up with motions, which were based on what they felt were issues in their constituencies.

Bessette, G. (n.d) further states that participation, by putting the emphasis on the needs and the viewpoints of the individuals and groups, becomes the key concept of development communication. Recourse to a systemic methodology and the implementation of horizontal processes in which the people are directly associated with the communication process and are thus more likely to formulate their problems themselves, become aware of new possibilities, and take their knowledge and their viewpoints into consideration in the communication process constitute the major elements of its methodology. He notes that empowerment is often seen as something one can do to another person, and argues that this is not so. People are empowered by an environment that gives them the freedom to express themselves. The idea of a platform allows young people to express themselves, especially when campaigning to be elected as constituency convenors. The campaign and election process is an exercise of democracy, and the candidates are allowed time to present their action points to participants, who, in this case are the voters, to persuade them to vote for the candidate. Romanow, P. & Bruce, D.,(n.d : 4) suggest that the success of participatory communication depends on achieving a judicious balance between goals, resources, messages and strategies designed for specific and different objectives, locations, and situations. An environment, therefore, which takes into consideration the elements, mentioned by Romanov and Bruce, is created, as ground for empowerment.

There normally is a culture night event where different groups showcase their cultures, and a lot of times these will capture the issues that are most prominent. for example in communities hit by cattle rustling, their cultural activities would be a skit on the same. This doubles as entertainment and education, a strategy that is largely used to promote behaviour change. Entertainment-education is

not a theory but a strategy to maximize the reach and effectiveness of messages through the combination of entertainment and education (Mefalopolus & Grenna n.d) Entertainment –education subscribes to the Shannon-Weaver model of communication of sender-channel-message-receiver. Entertainment-education is premised on the idea that individuals learn behavior by observing role models. In the skits that are performed, there are people who are perceived as heroes, who are easily emulated. Entertainment Education has been demonstrated to have a wide range of public acceptance and the ability to reach several audiences (UNFPA, 2002:2). It promotes interpersonal and group communication and debate after exposure, thereby enhancing learning and behavior change. Culture night activities inform all present, and enriches their ability to debate and interrogate issues, since most skits capture both sides of the story. A lot of reference is made to the performed skits, in discussions that follow, an indication of how effective this mode of learning is.

2.2 Theoretical Framework

Under theoretical framework a number of theories seen as relevant to the study are discussed. These are: participatory communication theory, two step flow theory and agenda setting theory. There are a number of theoretical reasons why they have been chosen. For example, Participatory Communication theory is dialogical communication rather than linear, with emphasis on participatory and collective processes in problem identification, decision making and implementation (Mefalopolus, P. and Tufte, T. 2009: 10). At inception, the founders only had the idea that they wanted to create a platform. The founders brought together youth from different areas that then came up with the thematic areas that are implemented, to date. In engaging the participants, better results were achieved since they presented what they thought would facilitate the achievement of the Youth Assembly objectives, and meet their needs within their communities, with the knowledge of what their communities would look for in a leader. The extent to which the

coordinators at the constituency and ward levels were involved may be an issue to look at as there is no mention of engaging them in the identification and development of the themes, and they may be of different views from the regional and district coordinators

In an interview with Mulle Musau, a founder member, he mentioned that the founders thought that young people had many great ideas and opinions, but for some reason unknown to them, would not share with their peers, since they were often dismissed, as young people preferred to engage in other issues rather than politics. The conduct of these youth, as put by Mulle Musau, is a characteristic of spiral of silence, which the participatory approach the organization embraced. By engaging all relevant stakeholders, (Mefalopolus, P. and Tufte, T. 2009: 18) participatory communication becomes a tool that helps alleviate poverty and mitigates social exclusion. Genuine participation increases the sense of project ownership by local stakeholders, thus enhancing sustainability. In conducting sessions at the grassroots, for example, where the Youth Assembly intentionally brings on board few people to ensure active participation, at the first interaction, a sense of ownership is realized, as these trained people then move to train others at the grassroots, and the Youth Assembly ends up with membership where some people were trained by participants and not directly through the program. The Assemblies therefore continue to infiltrate the grassroots, and gain legitimacy. One of the measures of a successful convener was the establishment of local assemblies, which would signify that actual learning took place, and that the democratically elected candidate had acquired the capacity to do.

In encouraging open participation, the Assembly strives to break the spiral of silence and unearth underlying issues that may be weighty, but not necessarily popular. It strives to ensure that the minorities not only have their say, but that minority's say is heard, and their issues addressed.

The two step flow theory is important in supporting the study because it asserts that information moves in distinct stages, for example from opinion leaders who get to interact with the information first, use it then pass the information to the middle class. Opinion leaders pass on their own interpretations in addition to the actual content. Opinion leaders are quite influential in getting people to change their attitudes and behaviors and are quite similar to those they influence.

Similarly, the Youth Assembly identifies opinion leaders at the grassroots, and trains them on the thematic areas, with the knowledge that these opinion leaders will reach more people on the grassroots and establish Assemblies as they are normally legitimate people with a following. Burt 1999: 37 defines an opinion leader as someone who carries information across the social boundaries between groups. Using such methods, therefore, the Youth Assembly identifies opinion leaders, whose other features, according to Rogers 1962: 16 are; high social participation, a feature that ensures they will meet many more people at the grassroots. High social status gives them a sense of command and makes the process of mobilization easier for them, whereas high social responsibility ensures the name of the Youth Assembly is held in high esteem as the people the organization deals with are respected since they are responsible. This goes a long way in facilitating lobbying, especially within senior offices.

These leaders are then taken through the training sessions, and it is expected that since they have a high sense of social responsibility and high social participation, they will ably engage other youth from the communities from where they come. By virtue of having high social status, these leaders, it is expected, command some respect, and therefore have a following. The Youth Assembly draws membership from across economic divides and social class, and therefore having opinion leaders from across social boundaries not only allows learning to take place during interaction with one another, but the opinion leaders get to share their interpretations of the interactions with the people within their spheres of influence.

Opinion leaders, bring about a sense of ownership as they would facilitate discussions among the Youth Assembly members. The opinion leaders, in sharing their lessons with the team enhance the vocabulary of the other team members, who, in trying to understand, engage the opinion leaders and they have informative exchanges. It would also be interesting, as there would be no real authority from outside their circles monitoring their activities as they conducted them. Learning would take place in a conversational manner, with the opinion leaders explaining their own interpretations of the contents from the Youth Assembly, which in this case would be the source of information, and later sharing from the manuals and reading materials, which all participants get to take away.

The use of opinion leaders allows information among the members of the Youth Assembly to reach the grassroots faster as Rogers, 1962: 62 in Diffusion of Innovation theory posits that opinion leaders act as agents of change by disseminating information and influencing group norms in their community.

Agenda setting theory is useful because it raises particular issues that the participants come up with, as an agenda for discussion within communities. The theory helps us to know how youth set agenda on what is good for them. This may be vindicated by the extent to which the Youth Assembly discusses certain issues more than others. For example during facilitation of sessions, the Youth Assembly uses examples from participants in discussions. If, for example the session is on gender, the participants are asked to highlight the gender practices within their community. The examples they give then set the pace for the discussion. The participants discuss and come up with highlights of what they consider as good practices, and those they feel need to be addressed. In as much as these may not be addressed immediately, discussions around them will continue to emerge during post training periods.

The Agenda setting theory is equally critical during debates, when the participants come up with debate motions. The participants would raise issues they felt needed to come out in the public domain, and be addressed by young people in sittings like the assemblies. In so doing, these youth set the public agenda by determining what people think about, in their constituencies.

In framing debate questions, the processes of discussing motions all expose the participants to what to think about post sessions. The participants normally continue with discussions on matters arising during debates long after trainings are over, and call back to clarify details of issues that arise as they discuss with their peers.

2.3 Conclusions

In this chapter different literature, on the role of communication in development, with a bias to participatory development has been interrogated. Active engagement of stakeholders at every stage, with the need for the same, has been emphasized, an aspect the Youth Assembly shares. The extent of engagement has however not been captured.

Different theories, namely participatory communication theory, two step flow theory and agenda setting theory have been used to evaluate the trainings by the Youth Assembly. The spiral of silence, which has also been discussed, is used to bring out the role that participatory communication theory plays to negate the spiral of silence. The theories have brought out some key aspects of what the Youth Assembly practices.

CHAPTER THREE

3 METHODOLOGY

3.1 Introduction

This study adopted two methodological approaches; one was to undertake the generation of primary data through administration of questionnaires to our respondents. This was augmented by secondary data generated from books, the internet, journals, newspapers and other relevant publications.

A prepared questionnaire was administered to respondents by trained Research Assistants who are former School of Journalism students already trained in research and data collection techniques respectively. These students had the capacity to conduct the research among respondents. They were followed very closely in the field by the researcher to ensure accuracy.

The questionnaire was administered among respondents chosen through systematic random sampling. Random sampling, according to Mugenda and Mugenda (2003), is the key to obtaining a representative sample. Systematic random sampling method was used. A list of participants who could be reached on mobile phone was prepared. Respondents were then determined through random sampling. This therefore ensured that participants from every region were interviewed. The researcher and research assistants administered the questionnaire on telephone, by calling the respondents. The names were arranged according to the respondents' regions. To date, six hundred and forty four members have been trained, but ninety four of them do not have cell phone contacts. The study population was therefore composed of five hundred and fifty who have mobile phones. Since the researcher intended to interview fifty-five people out of the population of five hundred and fifty members, the first name was picked by choice, after which, by way of random sampling, every fifth name was picked.

Upon completion, the data generated was analyzed through Statistical Package for Social Sciences (SPSS) to provide frequency, cross tabulations and percentage distributions.

3.2 Limitations of the study

Carrying out the research required a lot of resources in terms of money to facilitate the various telephone calls and logistics relating to data analysis. Some of the respondents' phones were switched off when contact was made, while others simply declined to participate in the process. Research assistants generated text messages to selected respondents, informing them of the purpose of the interview, and to issue clarification so as to shorten the duration of the telephone conversation, hence reduce on cost. For unanswered calls, the next numbers on the list was picked. Some respondents opted not to answer all questions; therefore, some questions had fewer responses than the others. In summarizing and developing graphs and charts, percentages were used. These percentages took into consideration only the total number of responses for given questions. However, notwithstanding these limitations, the data which we finally collected was adequate and statistically significant for our study.

3.3 Conclusions

This chapter looks into the data collection strategies that are used in the study. The strategies used ensured that the strategies complemented one another. Random sampling, which allowed all participants equal opportunity to participate, was used. The sample size is discussed, which further explains the reason for selection of systematic random sampling to ensure sufficient representation.

The chapter discusses the key tools used in the methodology such as the administration of questionnaires to the respondents by qualified research assistants with sufficient expertise and experience under the guidance of the lead researcher.

In this chapter, as a methodological concern, recognized study limitations with regards to logistics, sample size and duration of the study. However, these limitations were finally sorted out as were able to generate data which was statistically significant and were analysed fully using the SSPS

package. From these analyses, we were able to generate credible results relating to frequencies and percentage distributions.

CHAPTER FOUR

4 FINDINGS

4.1 Introduction

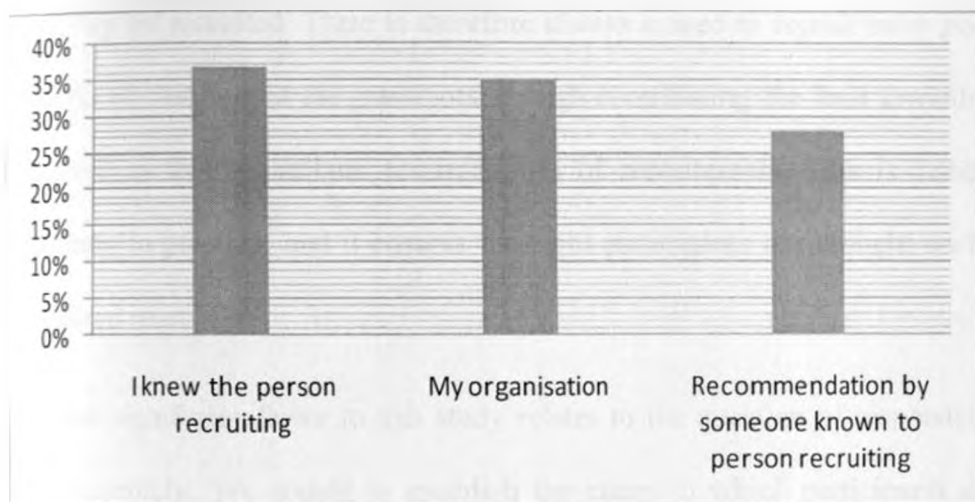
This chapter presents data analysis and findings of the study in line with the research objectives. In this chapter we present findings of study based on empirical evidence from the field, which has been analysed. The data presented is also augmented by information from books and journals. The researcher interviewed fifty five respondents. The general objectives of the study were to evaluate the impact of communication training strategies employed by the Youth Assembly.

4.2 Discussions on findings

The researcher sought to draw respondents from all the regions in the country, so as to get a true representation. The findings on figure 4.1 show that interviewees were drawn from different constituencies where the Youth Assembly has conducted its training. It is only in seven constituencies where there was more than one respondent. The sample is therefore sufficiently representative.

The mode of recruitment sheds light to the kinds of people recruited; for instance are they truly opinion leaders, can they comfortably carry forward the agenda of the Youth Assembly, or are they representative of the constituencies.

Figure 4.1 Mode of recruitment



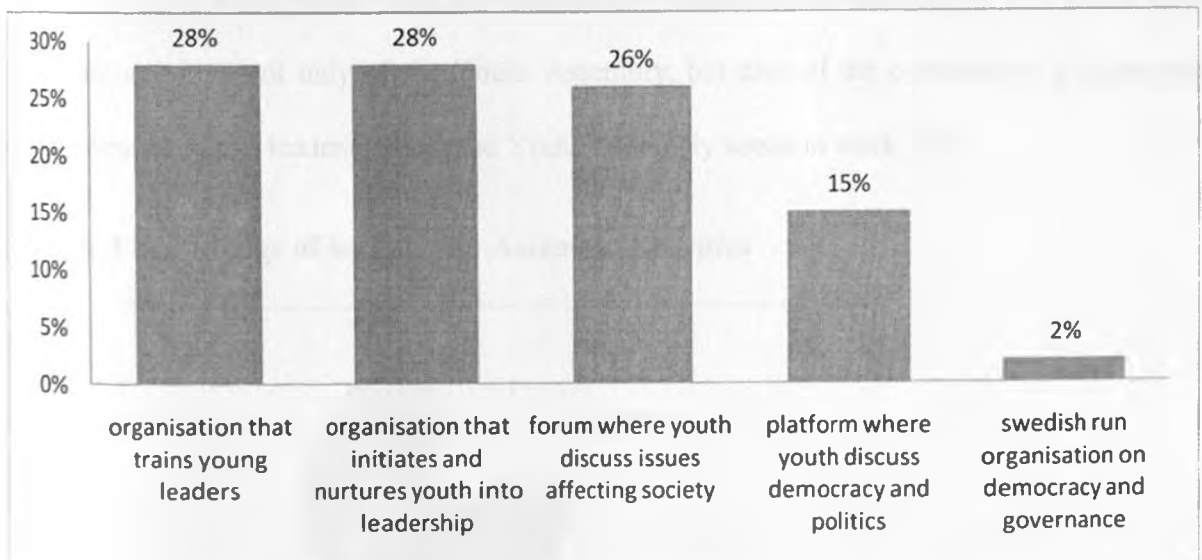
Source: Field Survey 2010

Figure 4.1 shows that most of the people recruited into the Youth Assembly are known to one another since 37% of them were invited by people they knew. Good as that may be since it ensures the use of networks in place; the risk is that the person recruiting may end up bringing on board people who are not able to deliver for the program. They simply meet the basic requirements of having secondary education, but are not necessarily opinion leaders, and cannot therefore run constituency assemblies once established. Constituencies are majorly home areas for most Kenyans, and so those known to one another will more often than not be relatives and close friends. Organizations in the different constituencies also play major roles too, as 35% were recruited through them. Recruitment through organizations is a strong point for the Assembly as it promotes working relations with those organizations where the organizations sometimes give preference to Youth Assembly members' priority. Most organizations at the grassroots are Community Based Organizations, whose membership ordinarily is on volunteer basis, and they draw some of the best people academically, and who are leaders. This therefore may ensure that the Youth Assembly has the right people on board. The challenge nonetheless is that these people tend to have a high

mobility rate as they are the ones who will go to college, or get jobs away from the constituencies where they are recruited. There is therefore always a need to recruit more people to replace them. Networks of members at the grassroots, though contributing the least towards recruitment, are not far behind as they contribute towards 28% of recruitments. This is Lobbying Advocacy and networking in practice, and it ensures the right participants are brought on board, and should be emphasized more.

The other significant factor to this study relates to the question of respondents knowledge of the Youth Assembly. We sought to establish the extent to which participants understand the Youth Assembly after interacting with it for a while. If they establish Constituency assemblies, do they do so for an organization they understand? Are they therefore capable of running Constituency Assemblies with the understanding they have of the Youth Assembly?

Figure 4. 2 Respondents knowledge of Youth Assembly



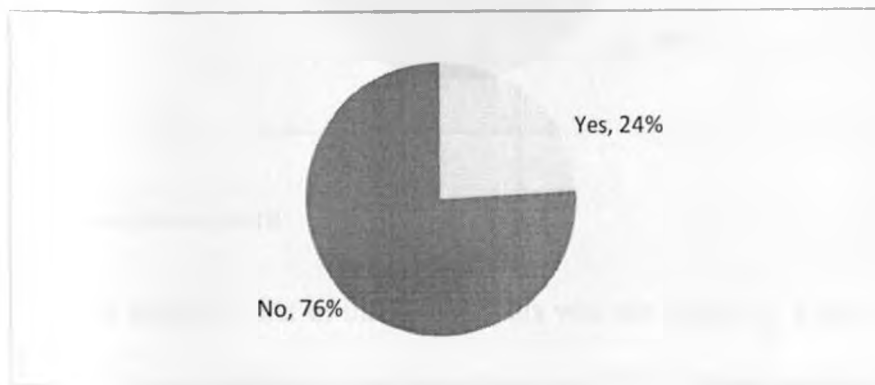
Source: Field survey 2010

From figure 4.2 above it can be seen that the Youth Assembly is majorly perceived as an organization that trains young leaders, one that initiates and nurtures young people into leadership

and finally one that creates a forum for youth to discuss issues that affect society. The first two reasons are both at 28%, while the third is at 26%. On the other hand 15% consider it as a platform where youth discuss democracy and politics. All these perceptions fall within the mandate of the Youth Assembly, and therefore the basic understanding is correct. There may be a need to repackage the information provided to ensure participants understand the Youth Assembly as a whole, and not just bits of it. This seems to be the case when it is thought to be strictly an organization that trains leaders, when training is only one aspect of what the organization does. 2% of the respondents consider the Youth Assembly as a Swedish run organization on democracy and governance, a perception that may have arisen from the fact that the organization is sponsored by a Swedish body, which sometimes sends representatives who accompany the facilitators to Assemblies.

In their trainings, the Youth Assembly urges its members to participate in activities on the grassroots, as this is one of the ways to bring to life the constituency assemblies. It is also a show of interest in activities not only of the Youth Assembly, but also of the community, a characteristic which is sought out in leaders, whom the Youth Assembly seeks to work with.

Figure 4. 3 Knowledge of local Youth Assembly Activities

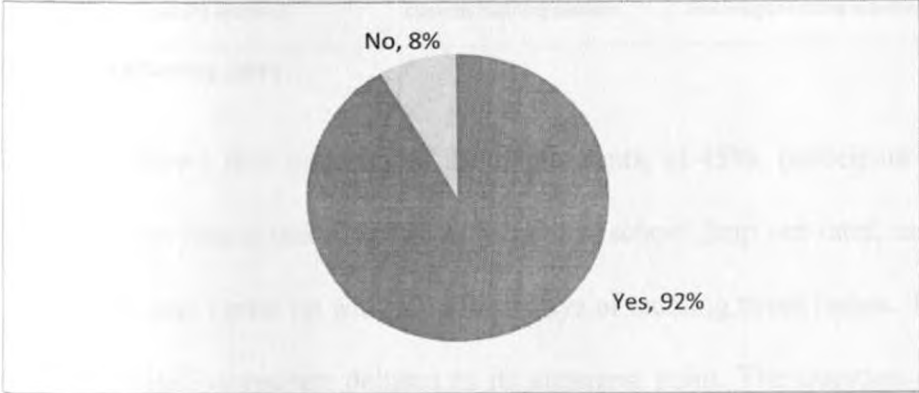


Source: Field survey 2010

In figure 4.3, only 24% of the respondents know of Youth Assembly activities in their constituencies. Of significance however is that 76% of our total sample are not aware of any activities in their constituencies. Under the period covered by the study, all constituencies had representatives who had undergone training, and had been mandated to initiate activities. Less than a quarter of the respondents knowing about activities could mean there is apathy among individuals trained, and the Youth Assembly might therefore think through ways of motivating members. It could also mean that members were not sufficiently trained and were therefore not able to carry out the mandate of initiating activities.

Of the 24% of the respondents who knew of Youth Assembly activities, they did not all participate in them.

Figure 4.4 Involvement in local Youth Assembly Activities



Source: Field Survey 2010

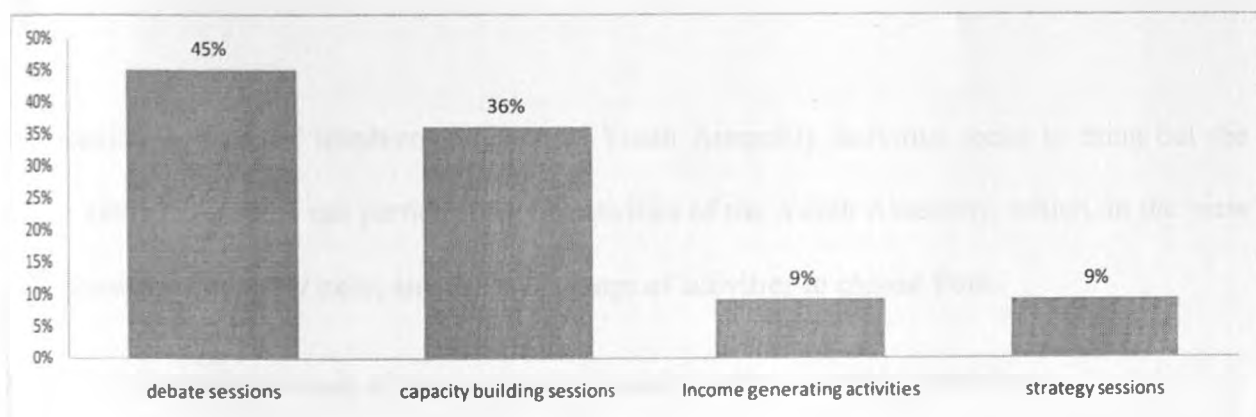
Figure 4.4 indicates that of the respondents who are aware of Youth Assembly activities, 92% are involved in the activities in their constituencies. 8% of the respondents however know of activities but are not involved in them. It is important to note that only twelve respondents answered this questions. The remaining participants had no knowledge of Youth Assembly activities thus the lack

of participation. At 92%, it shows a high level of interest among those who know, and these members are strongly committed to the Youth Assembly.

Of the 92% involved in Youth Assembly activities, they run with different activities, which they feel help them to address their issues in the best possible way.

These activities are some of the tasks the convenors are supposed to initiate in the constituencies. Participation in them therefore means good mobilization by the convener.

Figure 4.5 Youth Assembly activities on the ground



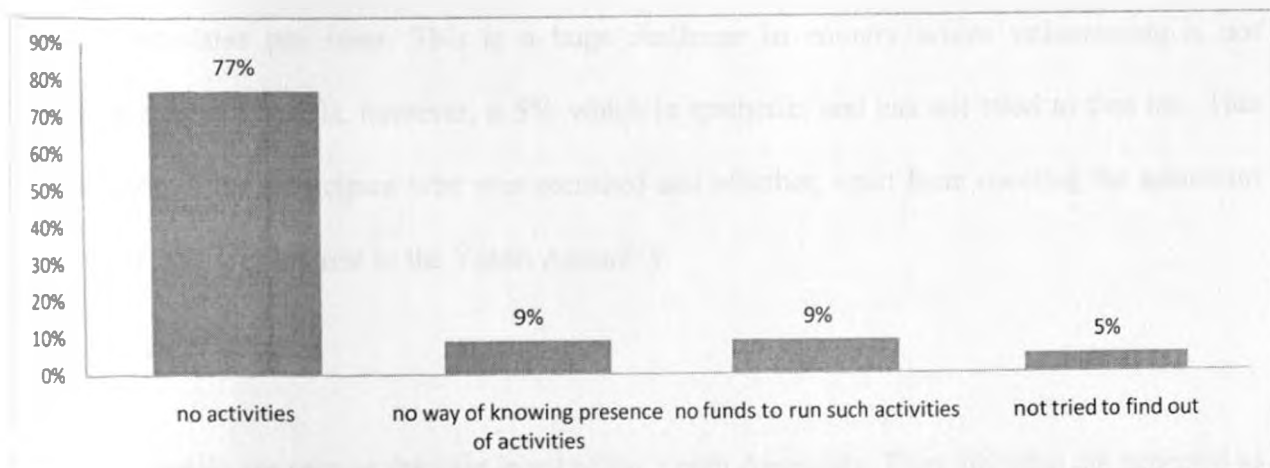
Source: Field Survey 2010

Figure 4.5 shows that majority of the respondents, at 45%, participate in debate sessions, where they debate on issues that affect society such as school drop out rates, unemployment rates, among other issues, and come up with proposed ways of tackling these issues. This is a win for the Youth Assembly which considers debates as its strongest point. The question that arises here is whether the members follow up on issues that arise at the debate sessions, and how effective they are in so doing. 36% participate in capacity building sessions where they train one another on different skills. Capacity building may be a common activity as the organization is majorly perceived as a training body, and so members conduct trainings, which they feel are in line with what the mother body does. This, too, is a win as they conduct trainings along the Youth Assembly thematic areas. The

respondents also have income generating activities and strategy sessions where they sit and come up with best approaches to approach issues that affect them, both of which tie at 9%. Income generating activities arise because at the grassroots unemployment is a major concern for the youth so the Youth Assembly encourages members to identify common underlying factors along which they can rally their efforts and while at it, discharge business of the Youth Assembly. This is an indication of taking initiative, and Assemblies formed on the basis of Income Generating Activities are deemed to be more sustainable as they tend to attract more people, and can afford to conduct more activities.

The question on lack of involvement in local Youth Assembly activities seeks to bring out the reasons behind members not participating in activities of the Youth Assembly, which, in the view of the secretariat, actually exist, and there is a range of activities to choose from.

Figure 4. 6 Reasons for lack of involvement in local Youth Assembly activities



Source: Field Survey 2010

From figure 4.6 it is clear that there are no Youth Assembly activities in most constituencies, as this reason is ranked at 77%. It is therefore possible that co convenors do not set up activities at all, but give the impression that they have, to the secretariat. The other possibility could be that co

convenors initiate activities but do not involve the rest of the team players, neither do they make efforts to ensure their activities are known. This kind of omission does not therefore promote the objectives of the Youth Assembly. Either the Information Education and Communication (IEC) material participants are exposed to is not sufficiently empowering them, so that they are not manifesting leadership characteristics of ensuring involvement of all stakeholders, or the members simply do not understand the concept of initiating activities. Since all participants are high school graduates, it is unlikely that they would be exposed to training by the Youth Assembly, and they leave not having understood the concept of initiating activities. There is therefore, need to relook at the IEC content to ensure it addresses the need the Youth Assembly would like it to address. 9% of the respondents do not participate either because they have no way of learning of the existence of such activities in their constituencies, or there are no funds to run the activities. The co convenors should be able to communicate to all members within the constituency, with issue of lack of funds to run activities goes hand in hand with hidden costs, which are measured in terms of benefits foregone. Instead of the youth sitting at home and chatting with friends, they participate in Youth Assembly activities pro bono. This is a huge challenge in country where volunteering is not common practice. There is, however, a 5% which is apathetic, and has not tried to find out. This takes us back to the participant who was recruited and whether, apart from meeting the minimum requirement, had any interest in the Youth Assembly.

The IEC materials are seen as the core input of the Youth Assembly. They are what are expected to mould the participants to enable them conduct themselves as leaders. The significance of the training are detailed in figure 4.7 below.

Figure 4. 7 Rating of IEC materials and content

	Frequency	Min	Max	Mean	Std. Deviation	Percentages
The topics of training	110	2	4	3.24	0.508	81%
The content of training	110	2	4	3.49	0.663	87%
The competence of trainers	110	2	4	3.38	0.733	85%
The training centres	110	2	4	2.82	0.841	71%

Source: Field Survey 2010

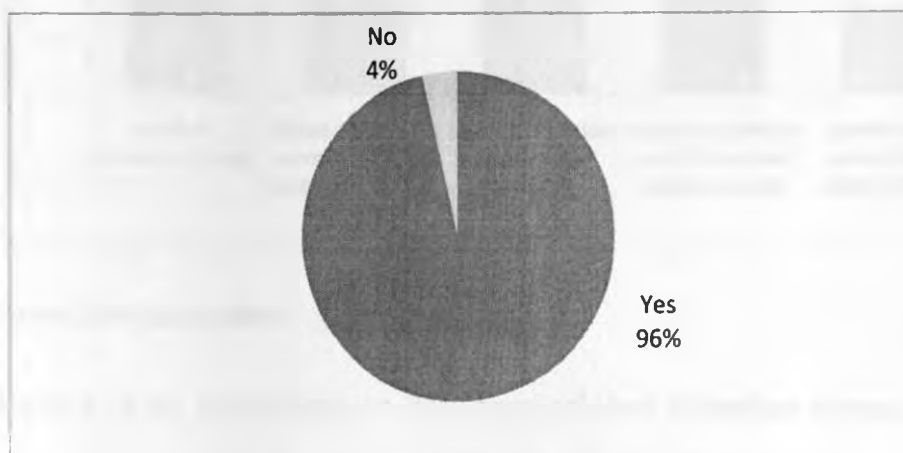
As indicated in figure 4.7, the minimum possible score, as filled out by respondents, is 2, while the maximum is 4. The scales are ranked as follows; *1-Poor, 2-Average, 3-Good, 4-Excellent*.

The topics of training had a mean of 3.24 (81%), with a standard deviation of 0.508, which means the majority were of similar opinions. The topics of training, therefore, according to the scale, are viewed as good. The content of training was awarded a mean score of 3.49 (87%), with a standard deviation of 0.663. The confidence levels of the respondents here is high, being almost midway between good and excellent. Opinions of most respondents were also ranging between 3 and 4 as can be seen from the standard deviation. The competence of trainers, at a mean of 3.38 (85%), is way above average, and mainly shows that the trainers have a grasp of their content. The standard deviation here is slightly higher as compared to the initial two measures. The respondents therefore, were on slightly different extremes (2 and 4). The training centres are however wanting, having a mean of 2.82 (71%) and a standard deviation of 0.841. Respondents were of varied opinions, with majority on either extreme (2 and 4), unlike in the first two scenarios, where respondents seemed to settle on 3. All the factors that may affect training were highly ranked by the respondents, with each above average, the lowest tending towards good at 71% while the rest tending towards average. With the kind of ratings seen, it is expected that the conduct of participants post training is almost

perfect, with the participants majorly conducting themselves in a way that facilitates the realization of Youth Assembly objectives.

The actual test of empowerment would be manifested in the ability of respondents to manage situations better. Having rated the trainings as well as they did above, it is important to understand whether the training has brought about any long term changes among participants, and result into actual empowerment. It is important to establish whether the respondents were able to transform the knowledge they received into action.

Figure 4. 8 Improvement in situations management as a result of training

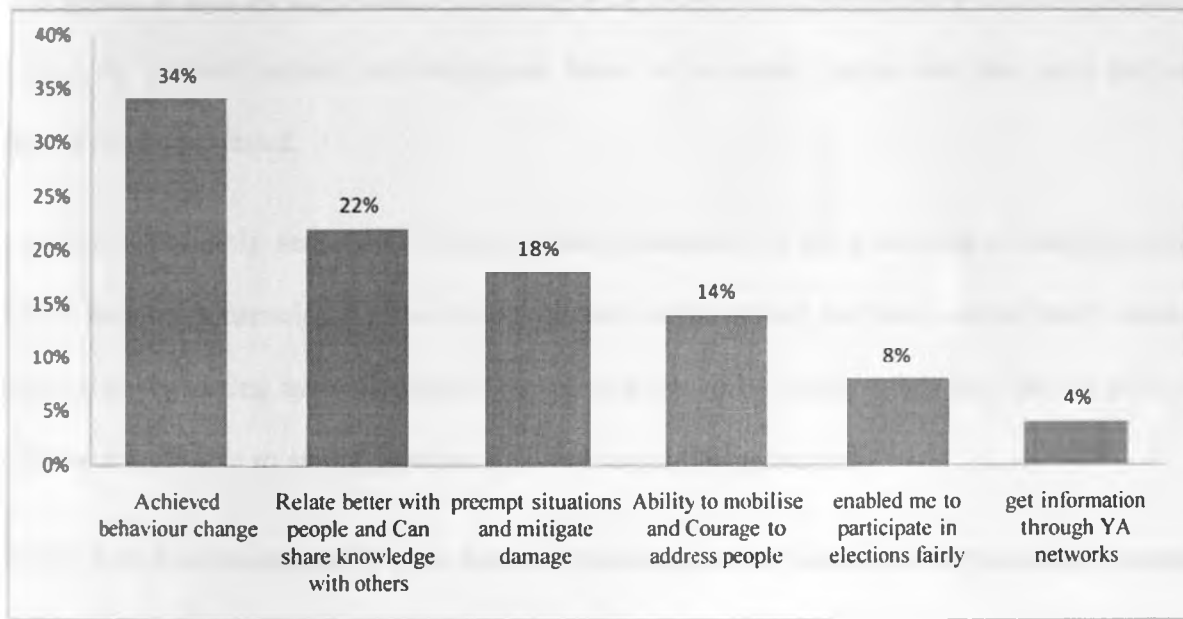


Source: Field Survey 2010

Our field survey indicate that a total of 96% of the respondents manage situations better as a result of the Youth Assembly trainings. However, 4% however feel that the trainings have not had any impact in terms of the way they manage situations. The trainings have therefore impacted on the participants positively, as the end results are leaders who handle situations better.

Having exposed the participants to different topics of training in the thematic areas of the Assembly, there was felt a need to understand the exact nature of changes the participants have undergone, in the participant's own words. This clarifies whether the intended learning took place.

Figure 4.9 Examples of changes as a result of training



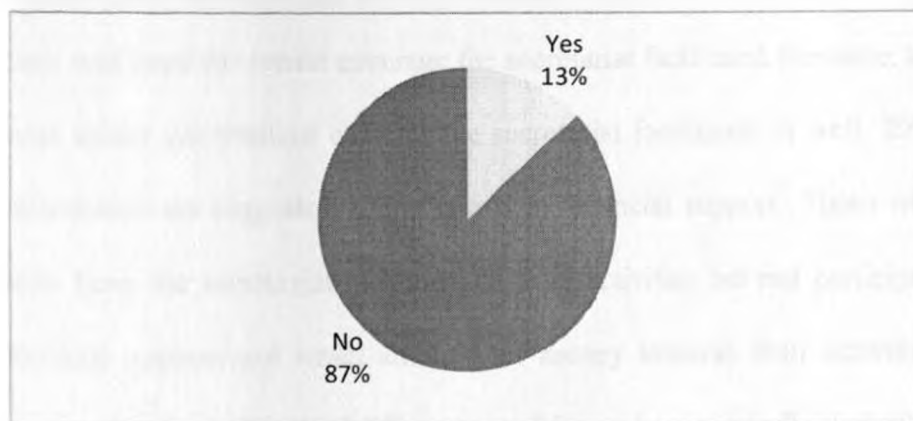
Source: Field Survey 2010

Majority of the respondents, at 34% have achieved behaviour change, with regards to sexuality, which is attributed to the topic on HIV. On the other hand 22% have improved their interpersonal skills and they relate better with other people given that they can share knowledge with others. This means they are more confident and can facilitate sessions in small groups. 18% are able to preempt situations and mitigate damage, especially in conflict scenarios, more so after the 2007 post election violence. 14% are now able to mobilize people and have courage to address people. These deal with larger crowds, and are therefore able to convene and address rallies. 8% now participate in electioneering process fairly, all the way from pre election activities, through the actual elections to post election activities. They are able to fairly exercise their rights and duties as citizens. 4% have learnt the power of networks and are able to positively exploit the Youth Assembly networks to

their advantage. It is important to note that HIV is not one of the major thematic areas of the Youth Assembly, rather, it was thought of as an issue that was affecting young people at the time, and there was therefore need to understand how to live with it, or keep it away. For the greatest impact to be on HIV as opposed to the thematic areas throws a challenge, as the objective is not achieved as it should. It may be important to understand the mode of training applied for HIV that led to its having the greatest impact and employing those on the other topics with the hope that similar impact will be achieved.

The Youth Assembly secretariat offers support to members at the grassroots to facilitate activities within their constituencies. This is done with the understanding that there are normally some costs incurred in organizing activities, and in nurturing these young leaders, they may be at a point where they are not yet able to spend personal resources on public activities.

Figure 4.10 Ever contacted Youth Assembly secretariat for assistance in handling a situation

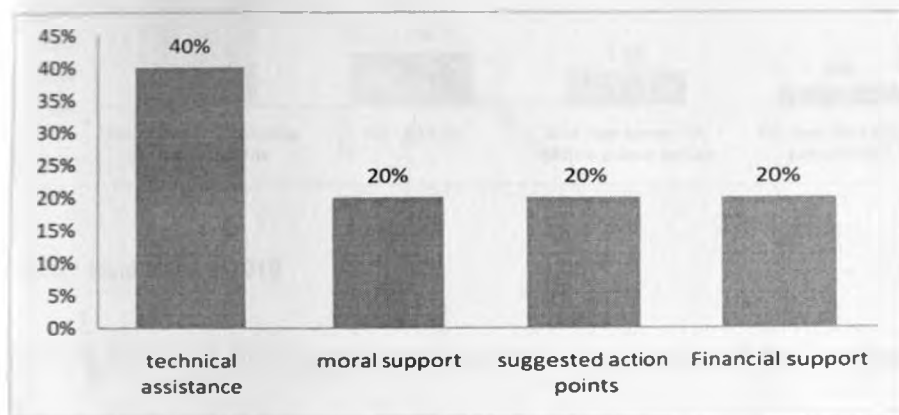


Source: Field Survey 2010

Only 13% contacted the secretariat and got assistance as summarized in figure 4.10 above. 87% of the respondents as shown in figure 4.10 above have never contacted the secretariat, seeking assistance in running activities in their constituencies.

The few respondents who had sought support from the secretariat got different kinds of support, based on their needs. Figure 4.11 below summarizes the support given.

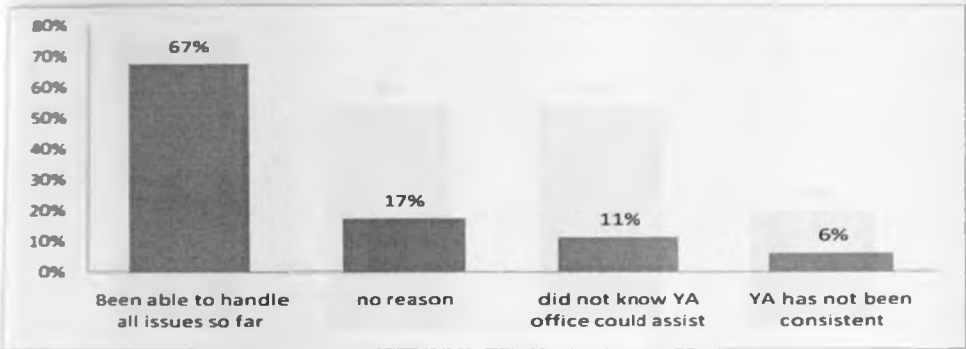
Figure 4.11 Types of support received from youth Assembly secretariat



Source: Field Survey 2010

40% of the respondents who have contacted the Youth Assembly secretariat for assistance got technical assistance in the form of training materials, similarly, trainers were sent to them, where there was need for media coverage the secretariat facilitated the same, and where there was need to meet senior government officials the secretariat facilitated as well. 20% got either moral support, information on suggested action points or financial support. Those who got moral support had a team from the secretariat join them in their activities but not participate actively. Those who got financial support got small amounts of money towards their activities, whereas those who had proposed action points had different scenarios on how to handle their situations suggested to them.

Figure 4.12 Reason for not seeking help from Youth Assembly secretariat

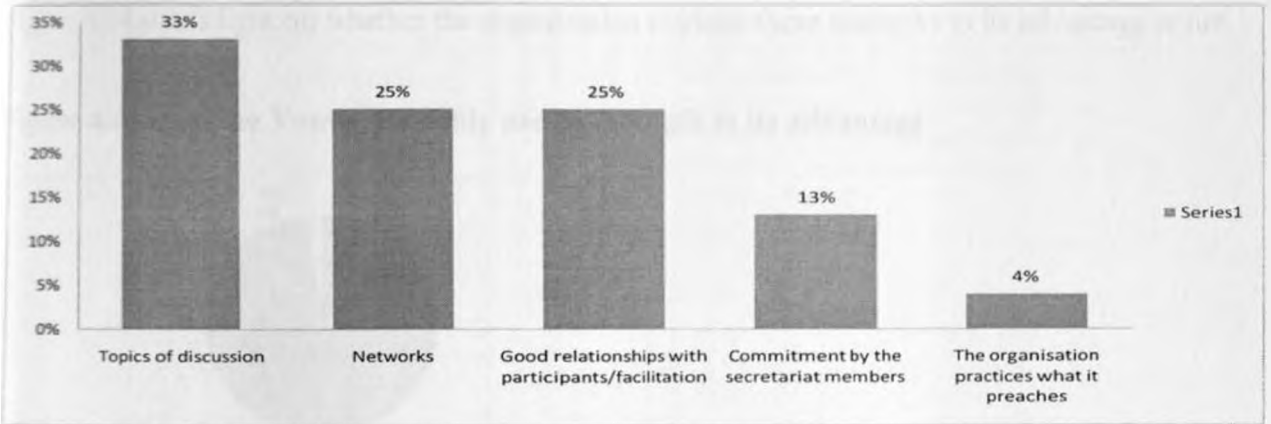


Source: Field Survey 2010

A total of 67% of the respondents who had never contacted the secretariat indicated that they were able to handle all the issues so far, adding that they had never come by issues that they could not resolve. This could mean that they are sufficiently empowered to handle situations, and therefore deal with situations as they arise. 17% simply had no reason for not contacting the secretariat, this could mean they participate and yet they are indifferent about involvement of the secretariat, or they simply do not participate in any activities. 11% of the respondents were not aware that the secretariat could offer assistance, and this leaves one wondering whether the Youth Assembly secretariat has made it clear to members that it supports activities, or members are left to find that out when they begin to work on activities and encounter difficulties. 6% felt that the Youth Assembly had not been consistent in its activities, and they therefore did not think the secretariat would offer any assistance as they were not able to host their own activities consistently. The secretariat should seriously consider these views, as they would not expect members to deliver when in the view of members they do not deliver.

Like any organization, the Youth Assembly has its strong points, which it should build on to achieve better results. Figure 4.13 below summarizes them.

Figure 4.13 Strength of the Youth Assembly



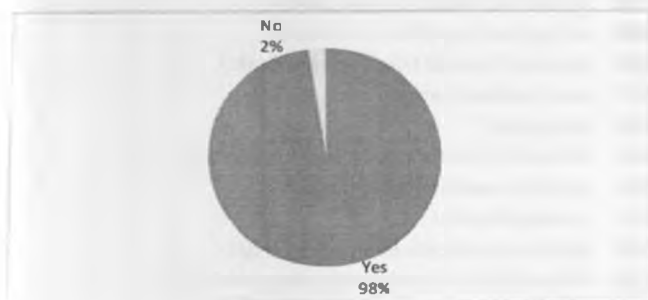
Source: Field Survey 2010

33% of the respondents said the Youth Assembly's greatest strength was the topics of discussions, which have, in other questions been ranked quite highly. 25% thought the networks were the greatest strength as they were able to exploit these to their advantage, which resulted into managing situations more easily. The Youth Assembly strives to establish networks, as the organization teaches the members that to be a good leader, one must have great networks. It therefore invests in its networks, and it is a win for the members to share the same view, that networks indeed are a strongpoint for the organization. Another 25% said the secretariat and the trainers had good relationships with the participants, which facilitated the process of learning and implementation of the lessons learnt. This is a feature of participatory development, where stakeholders are at par, and there is no feeling amongst each other that some are more senior than others or have more at stake. This interaction goes a long way in ensuring delivery on set objectives. 13% were of the view that the commitment of the secretariat was the reason the Youth Assembly had come this far, while 4% felt the biggest strength is that the organization practices what it preaches, such as engaging women in leadership, with the example of the secretariat which consists of four ladies and three men, totaling seven members. Participants therefore find it easy to embrace the good practices of the Youth Assembly.

It is one thing to have strengths, and another altogether to use these strengths to ones advantage.

Figure 4.14 sheds light on whether the organization exploits these strengths to its advantage or not.

Figure 4.14 Does the Youth Assembly use its strength to its advantage

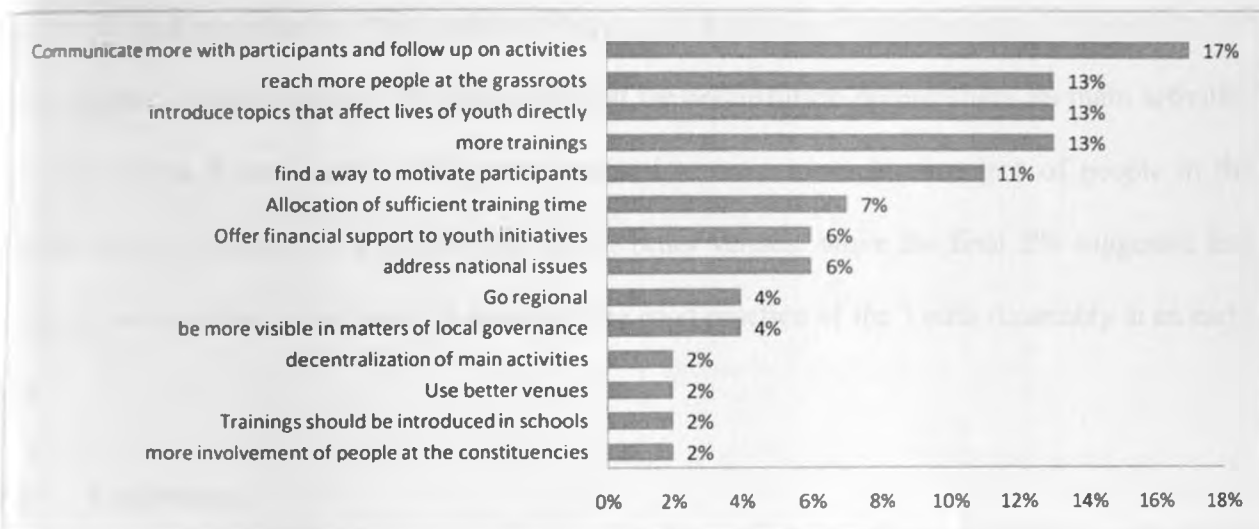


98% of the respondents were of the opinion that the organization uses its strengths to its advantage.

The IEC content, the networks, the relationships are all factors that have continued to contribute towards the successful running of this organization. 2% however were of the opinion that it does not, stating that it was not enough to have networks, the networks needed to be kept active. The 2% mentioned that communication within the networks was not active.

However good an organization may be, there is always room for improvements. The respondents* gave a number of suggestions as summarized in figure 4.15 below

Figure 4.15 What the Youth Assembly should do to achieve better results



Source: Field Survey 2010

17% of the participants were of the opinion that the secretariat should communicate more with participants and follow up on the activities on the ground. This was the most popular opinion. If adhered to, this could resolve issues of inconsistencies as perceived by respondents, and could further help communicate existence of activities, to members, in the different constituencies. 13% said the Youth Assembly should reach more people and, introduce more topics which affect the youth directly, as they felt some of the topics were too general, while another 13% suggested that the Youth Assembly conducts more trainings. For there to be a group of respondents who feel that the Youth Assembly does not meet their training needs is a concern that the Youth Assembly should address, as it begs the question just how participatory the Youth Assembly process was, as these are issues that should have been addressed at the point of agreeing on the curriculum.

The need for more trainings was felt so as to ensure participants are constantly reminded of the content of training. 11% were of the view that the Youth Assembly needs to find a way to motivate participants, 7% said the time allocated to training needed to be increased as this would allow sufficient interaction with the content of training. 6% said the organization should offer financial

support and address national issues. 4% suggested that the organization should be more visible in matters of local governance, while another 4% suggested that the organization goes regional (to the other eastern Africa countries). 2% suggested that the organization decentralizes its main activities so as to have a better reach of the grassroots, and to have more involvement of people in the constituencies. Another 2% suggested the use of better venues, while the final 2% suggested that trainings be introduced in schools, to inculcate the good practice of the Youth Assembly at an early age.

4.3 Conclusions

This chapter we discuss the key research findings and results obtained from the field, based on both quantitative and qualitative results and interpretations. For example, the views of the respondents has enhanced understanding of the impact of the trainings conducted, and to a large extent, respondents seem to have some understanding of the objectives and content. In this regard, out of our total sample; only 2% were unclear on their knowledge about the YA. Furthermore, the respondents ranked the content of training at 87%, an indication that they were satisfied with training content and that the program is useful to them.

The findings also indicate that there is need for a review of the curriculum for clear understanding, and to empower participants to the point of enabling them to demonstrate leadership in the constituencies, as a first step, by putting into action lessons learnt.

CHAPTER FIVE

5 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and discusses the findings according to the objectives set out for the study. It gives conclusions, makes recommendation and suggestions for future research. The study had the general objective of evaluating the impact of communication training strategies employed by the Youth Assembly.

The data obtained from the respondents was analyzed using frequency tables and pie charts. The measures of central tendency were used to summarize the average responses.

5.2 Summary of findings

The research found out that recruitment of members into the Youth Assembly is majorly achieved through existing networks, whereby a majority of the people are recruited by people they know, closely followed by organizations that are on the ground. Given that networking is an aspect of training at the Youth Assembly, the heavy reliance on networks is an acceptable mode of recruitment.

Majority of the respondents seem to have an understanding of the Youth Assembly, although some seem to have grasped only one aspect of the activities of the organization. Training, which most respondents thought the Youth Assembly is about, is one of the activities of the organization. In establishing a democratic platform for young people to opine, in essence, the Youth Assembly acts as an initiating ground for new young leaders, an opinion that a majority of the respondents had. In these platforms, the young leaders get to address issues that affect society, issues on politics and democracy, which cover the other responses the respondents gave. A minority understand it as a Swedish run organization, a response that can be attributed to the fact that Youth assembly

activities are sponsored by a Swedish organization, which would send representatives to Youth Assembly sessions, and these representatives would make presentations.

The findings indicate that majority are not aware of any activities of the Youth Assembly. Most of the respondents are not aware because there are actually no activities on the ground. Others simply had no way of knowing whether there are activities. Of the minority that knows of Youth Assembly activities in their constituencies, almost all of them participate in these activities, with most conducting sessions in a manner similar to that used by the main organization, where there are debate and capacity building sessions.

The topics and content of training, and the competence of trainers were all ranked as good. Respondents however felt that the training centres did not sufficiently facilitate the process of learning. The high rankings on topics, content and competence probably explain why more than 95% of the respondents manage situations better as a result of the Youth Assembly trainings. This however does not explain why the activities at the constituency levels are minimal, with a majority at 77% having said they do not participate because there are no activities, and they stop at that without taking the initiative to set up activities. The trainings therefore seem to enable participants handle situations better, but fails to directly address the expected outcome, which is the establishment of Constituency Assemblies.

Close to 90% of the respondents have never contacted the secretariat, seeking assistance in running activities in their constituencies, mainly because they had never come by issues that they could not resolve. The few who have contacted the secretariat received assistance.

Youth Assembly's greatest strength was said to be their topics of discussion, the networks the organization has across the country, which members were able to exploit to their advantage, which resulted into managing situations more easily, and finally the relationship between the secretariat

and trainers with the participants, which facilitated the process of learning and implementation of the lessons learnt. 98% of the respondents said the organization uses its strengths to its advantage. 2% however were of the opinion that it does not, stating that it was not enough to have networks, the networks needed to be kept active. The 2% mentioned that communication within the networks was not active.

5.3 Conclusions

In this concluding chapter, we discuss some of the key conclusions of our study and some key recommendations that have arisen as a result of this study. Fundamentally, the study sought to evaluate the efficiency of the Information Education and Communication material used by the Youth Assembly. In as much as the respondents ranked the content and topics of discussions as good, they may not necessarily be efficient as they majorly did not achieve the expected output. Majority of the respondents have achieved behaviour change, with a bias to prevention of HIV, which is not an expected output. To this extent, therefore, the Information Education and Communication material and its delivery cannot be said to be efficient.

The Youth Assembly had envisioned active and running assemblies at the grassroots after assemblies with participants. However, respondents indicated that there are no activities in most of the constituencies. Some had no way of knowing whether or not there are activities. Where there are activities, respondents did not know that they could contact the secretariat for assistance. When contacted, secretariat offered assistance that the members, in most instances, felt was insufficient.

Follow up and constant communication, according to most respondents, would be a good practice for the Youth Assembly to embrace. This explains the reason there would be activities in a constituency and some members are not aware, as they have no way of knowing. Information Education and Communication in Communication for development is an approach that is embraced,

and should be all rounded to ensure actual development is realized. Monitoring and evaluation are key aspects of Information Education and Communication, an aspect that seems absent in the Youth Assembly, which could explain the suggestions of change in topics, could also explain the organization scoring highly on an unexpected outcome.

5.4 Recommendations

A majority of the respondents indicated that they have achieved behaviour change as a result of the Youth Assembly trainings. Good as that may be, it was not one of the expected outputs or outcomes. The respondents have indicated that the content, the topics and the trainers are all sufficient, yet the output is different. There may be need for the Youth Assembly to review the mode of training, to ensure that sufficient time and energy is allocated to the topics that are core to achievement of the organization's objectives. It is also critical that the Youth Assembly intentionally point out their core areas of training, for the participants to have a clear understanding. A quick step towards achieving clarity would be to spell out objectives of trainings before every training session, and reviewing at the end of every session.

The organization should communicate more with its members and should device ways of monitoring and evaluating progress, which respondents have referred to as, follow up. It is through constant communication that the Youth Assembly is able to learn of challenges that participants could be facing on the ground. Communication would allow members who are doing well in their constituencies to share good practices. Young leaders are faced with many challenges, the toughest one being their age. In most communities there is an unspoken law that leadership is for the old, since they have experience, and a lot of times, have acquired wealth which they use to work their

ways up. A youthful leader would therefore need constant encouragement and sessions for opinion sharing to get them to positions where they can influence decisions and mobilize communities.

Aside from that, it should be consistent in its activities, as it has been noted that the consistency determines how active members are. Consistency also gives a sense of continuity and commitment to achievement of the objectives and enhances sustainability. The Youth Assembly need not be present in all constituencies doing activities. Rather, it should invest in empowering the participants to the point that they can host activities, as in so doing, it is possible to host many activities both within constituencies and outside constituencies.

The Youth Assembly should also modify their trainings to address the direct needs of the youth, since some of the respondents felt that some of the topics were too general and that the issues discussed did not affect them directly. This might explain the lack of interest expressed by some respondents. There is need for the Youth Assembly to invest in research, whereby it conducts a study of a region before conducting trainings, to ensure they address the needs of the people in that region. A different approach would be to get information from participants at the point of introduction, and use the information to develop a kit that addresses the needs raised. The key here is to have information about participants before conducting trainings.

There is also need for the Youth Assembly to come up with ways to use the Constituency Assemblies better for refreshers on the topics of training, and to train more people on the ground, so as to increase the numbers and to ensure the members are always up to date. The Youth Assembly

also needs to invest more time in ensuring members understand exactly what the Youth Assembly is, and what it stands for.

The organization needs to find ways to offer more support, especially financial, towards the establishment of Constituency Assemblies, as they get participants to understand that platforms and the activities they conduct are for the community too, and that they too can contribute towards these activities. However, there is a need to identify affordable means of conducting activities too.

There exists a gap in knowledge in as far as operationalization of development communication is concerned. This would therefore be an important area of research.

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APPENDIX 1: QUESTIONNAIRE

Kindly fill the questionnaire below. It is part of my MA (Communication Studies) at the School of Journalism, University of Nairobi. The findings will be used for academic purposes and recommendations made to the Youth Assembly. Any information provided here is private and confidential. You need not indicate your name.

1. What is the name of your constituency?

2. How were you recruited into the Youth Assembly? Please tick one. Through;

- a) an organization of which I am a member
- b) recruiting person who is known to me, so he/she called me
- c) Recommendation by someone known to the person who was recruiting
- d) Others; please specify...

3. What do you know about the Youth Assembly? Please explain

4. On a scale of 1-4, how would you rate the Information Education and Communication (IEC) content and the standard of training topics;

1-Poor, 2-Average, 3-Good, 4-Excellent

- a) The topics of training
- b) The content of training
- c) The competence of the trainers
- d) The training centres

5. a) Do you know of any youth assembly related activities in your area? Yes () No ()

b) If yes, in question 5 (a), are you involved in any? Yes () No ()

c) If yes in 5 (b), what activities are you involved in and how often do you meet?

6. If no in question 5 (b) please explain. _____

7. a) Do you now manage situations better as a result of the Youth Assembly training? Yes () No ()

b) If yes as in 7 (a) above, please give a examples _____

8. Have you ever contacted the Youth Assembly secretariat for assistance in handling a situation in your constituency? Yes () No ()

If yes, what assistance did they give? _____

9. If No in question 8 above, please explain why? _____

10. What, in your view, is the strength of the Youth Assembly? _____

11. In your view, does the Youth Assembly use the strength listed in question 9 above to its advantage? Yes () No ()

12. If No in question 11 above, please explain why? _____

13. What would you like the Youth Assembly to do differently to achieve better results.