

**FACTORS INFLUENCING YOUTH PARTICIPATION IN DEVELOPMENT  
PROJECTS: A CASE OF MAILI SABA SLUM, NJIRU SUBCOUNTY - NAIROBI,  
KENYA**

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## DECLARATION

This project report is my original work and has not been presented for the award of a degree or any other award in any university.

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**Date**

This project report has been presented for examination with my approval as the University Supervisor.

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.....

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## **DEDICATION**

The academic work is dedicated to my loving mother Beatrice Mutie and my son, Peter Maundu for their immeasurable support, love and encouragement during my studies.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APHRC</b>	African Population and Health Research Centre
<b>CBO</b>	Community Based Organization
<b>DFID</b>	United Kingdom Department For International Development
<b>KKV</b>	Kazi Kwa Vijana
<b>MSS</b>	Mali Saba Slums
<b>NGO</b>	Non-Governmental Organization
<b>SPSS</b>	Statistical Packages for Social Scientists
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UNIDO</b>	United Nations Industrial Development Organization
<b>YPDP</b>	Youth Participation in Developmental Projects

## ABSTRACT

This study was carried out to examine the factors influencing youth participation in development projects in Njiru sub county, with reference to Maili Saba Slum, Nairobi Kenya. The study therefore sought to establish the relationship of education, awareness, accessibility to opportunities and government policies on youth participation in development projects. A descriptive survey design was used to accomplish the study objectives. The target population for the study was 290 respondents drawn from 15 youth development projects within Maili Saba slums. The study sample was composed of 58 respondents drawn from 3 youth development projects. Simple random sampling was used to select the projects to participate in the study. A structured questionnaire was used to collect quantitative and qualitative data from the study respondents. Data was analysed in both qualitative and quantitative approaches. Under the qualitative approach, common themes emanating from the study responses were analysed. Under the quantitative approach data in numeric form was summarized and described in descriptive statistics such as frequency and percentages. Further, inferential statistics were carried out to examine degree and extent of relationship between youth participation and education, awareness, accessibility to opportunities and government policies. The study findings were interpreted based on the study objectives. Conclusion and recommendation were thereafter drawn. The study findings indicated high level of literacy among the youth, modes of awareness for government projects included media, friends, peers, posters, banners, road shows and advocacy campaigns. 40% of the youth indicated that modes of awareness used was not effective at all. Youth participation in groups in terms of membership, decision making and involvement in youth development projects was found to positively correlate with youth participation in development projects at a correlation coefficient of 0.369. A correlation coefficient of 0.520 was established between accessibility to opportunities for youth and participation in development projects. Government policy and youth participation in development projects was found to correlate at a positive correlation coefficient of 0.267. The study findings indicate a positive correlation between youth education level, methods of awareness, accessibility to opportunities and government policies as far as participation in youth development activities are concerned. The study recommended a need for project managers and education system to foster a positive attitude towards youth participation in development projects through education and training, youth friendly awareness strategies on projects should be used such as peers, media and sports, development opportunities for youth should be well articulated to enhance their accessibility among the youth, and the government should enforce implementation of policies and sustainability of projects targeting the youth. The study recommended a similar study to be done on other parts of the country to establish whether there other determinants of youth participation in development projects such as political influence.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The importance of youth in facilitating economic growth and future productivity of a country cannot be underestimated. This is seen in the increasing attention to youth by among many other stakeholders'; governments, researchers and nongovernmental organizations. The focus on youth has been widely discussed with cross cutting issues affecting youth such as unemployment, poverty, crime, drug abuse, HIV/AIDS and education being at the centre stage of many studies. Nevertheless, youth and participation in development projects has been given little emphasis with majority of studies examining participation in community development projects in relation to overall community participants with little or no regard to particular groups (DFID, 2008).

There is increasing interest in youth participation, driven to some extent by the discourse on children's rights. However, this has been limited, and is often only at a superficial level, in the sense that young people are often included in one-off discussions, where their contributions of 'voice' do not actually affect core structural policy decisions.

A Study on youth participation and development was undertaken by Checkoway,(2006) who indicated the potential for youth participation in strengthening of social development, building organizational capacity, and creating changes in the environment. He noted that there have been relatively few systematic studies of youth participation outcomes in developmental research. David, (2002) described youth participation as the real influence of young people in situations and not presence as subjects or service recipients. The study raised issues with the way youth participation in development issues was addressed through percentages or frequencies of youth who participated without looking at the real influence and effects.

A study on participation and development in Kenya was undertaken by Mwanzia, (2010) who assessed the ability for participation in development programs to reduce poverty and empower disadvantaged communities in marginalised rural and urban slums. The study identified participation as a fundamental right that meant engaging in fore front in the analysis and development priorities. Mwanzia, further noted that the ultimate goal of participation should be to foster the existing capacities of local poor women and men and to

increase on their self reliance in ways that outlast specific projects. The purpose of development participation in Mwanzia's study was to give permanent voice to the poor or marginalised people and integrate them into decision making process that shaped their lives.

Perhaps as a result of the poverty and low social economic status of informal settlements ,development projects seeking to address the problems ailing these areas continue to focus their efforts on urban informal settlements. According to Mwanzia,(2010), most developers look at potential problematic areas within which they could initiate projects presumed to targeted community beneficiaries. The success of these developments may, however, be noted by the extent to which communities are involved in the development projects .

In Kenya, as in most other African countries, development policies seek to improve the conditions of the majority of rural communities. Soon after independence, the Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya, under scored the importance of participation by all Kenyans in the development process. The paper defines community participation in terms of social responsibility by society and its members in the struggle for prosperity. This is an appreciated effort as majority of the Kenyans live in rural areas where their livelihood is mainly from agriculture, the main stay of the country's economy. In addition, the Kenya Development Plan of 1989-1993 carried the theme, "Participation for Progress" and emphasized on the importance of tapping the energies of individuals and various socio-economic entities and institutions in the economy.

### **1.1.1 Kenyan Slums**

Kenya's slums are growing at an unprecedented rate as more and more people move to Kenya's cities and towns in search of employment and other opportunities urban areas offer. (UN- habitat, 2001). According to UN-Habitat, (2001), Kenya's urban population is at present 40 percent of the total population. More than 70 percent of these urbanites live in slums, with limited access to water and sanitation, housing, and secure tenure. They have poor environmental conditions and experience high crime rates.

Maili-saba slum has about 10 private water standing points charging at ksh5-10 per 20liters, residents use pit latrines hence there are no sewages. Drainage is poor and water is disposed of using terraces and directed to the river. There is both legal and illegal electric power connection. To access the area one uses Juja road as external road and then Maili Saba

Avenue as internal road. Waste is disposed in the river. The slum has no community centre or a play-ground but have few churches and one mosque. The residents attend a public school which offers free primary education and other few private and informal schools. The residents attend a private clinic and are charged according to the ailment. Governance and participation in community development is undertaken by elders in the settlement who collaborate with provincial administration to address local problems. There are few community based organizations in the slum like Umande trust and Pamoja trust. Maili Saba being an informal settlement and with few activities of community based organizations, will be a suitable case of examination in this study (Makau, 1998).

Development of urban slums is basically based on the development projects implanted by government, NGOs and other development agencies. Hence, the socioeconomic development of the local people largely depends on the proper functioning of these vital institutions. Related literature shows that there is very little scope of participation for youth in decision making, management and supervision of urban slums development projects. This has seen many projects continue to fail and consequently failure to realize the core objective initially meant for the project. Many youth in urban slums within Nairobi and other parts of the country still live in poverty and deprivation; their basic human needs are not fulfilled.

## **1.2 Statement of the Problem**

Since youths have been noted for their active involvement in community development, greater social propensity, faster reaction time, innovation proneness, Adesope, (2007), argues that it becomes necessary to exploit their active features for progressive change in the community. Research has shown that some relationship exist significantly between some socio-demographic characteristics such as indigene(native) of a community, length of residence in community, gender, age, occupation, educational level and the attitude of youths towards community development projects (Angba, Adesope and Aboh, 2009). Further research by Effiong (2012) indicated that inadequate funding, poor leadership, lack of interest by community members and lack of training hamper the execution of major developmental projects in the community. Youth are particularly affected by unemployment, low education levels, lack of proper housing and opportunities, leading to poverty and crime. Other factors affecting the youth include marginalization in local and national institutional frameworks.

Adesope (2007) admits that, many youths have been trained in one form of formal education or the other, but these young people who are formally educated still lack specific skills that can make them perform technical tasks in their locality. He further stated that since the youths are lacking in skills, it is difficult to make a living, because they are ill-prepared and not ready for the demand of socio-economic development. Studies on the factors influencing youth participation in development projects and with particular reference to Maili Saba slum in Nairobi, Kenya has not been carried out and documented (Ministry of Youths Affairs and Sports, 2012). Moreover, the nature of the influence of such factors on youths on the way they feel about participating in community development projects is not clear (Angba *et al.*, 2009). This study therefore sought to investigate the factors influencing youth participation in development projects.

### **1.3 Purpose of the Study**

The study sought to examine the factors influencing youth participation in development projects in Njiru Subcounty, Nairobi: a survey of Maili Saba slum, Kenya.

### **1.4 Research Objectives**

1. To establish the relationship of education level of the youths and youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County.
2. To examine the relationship of awareness methods and youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County.
3. To find out the relationship of accessibility to opportunities and youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County.
4. To establish relationship of government policy and youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County.

### **1.5 Research Questions**

1. To what extent does education level influence youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County?
2. To what extent do awareness strategies to opportunities influence youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County?



3. To what extent does accessibility to opportunities influence youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County?
4. To what extent does government policy influence youth participation in development projects in Maili Saba, Njiru Subcounty, and Nairobi County?

### **1.6 Significance of the Study**

This study was expected to contribute to existing knowledge on participation and project development, through filling the gap on youth participation in the already existing studies that have hardly emphasised the influence of participation of youth in development projects. The government will use this study to revise governance structures and ways in which participation in development projects within informal settlements is addressed. By examining the various factors influencing youth participation in development projects, this study intended to look into the deficiencies and success factors that influenced the participation of youth and recommended strategies to address the deficiencies and lessons learnt from the study area. Project managers will use the findings as empirical evidence to deal with these factors and promote youth participation in development projects.

### **1.7 Delimitations of the Study**

The study was conducted in Maili Saba in Njiru Sub County in Nairobi, Kenya, focusing on eight youth development projects. This study adopted a descriptive research design. A descriptive design was chosen because it allowed one to investigate a large sample in a short time and rapid data collection hence it was economical. It allowed the researcher to understand a population from a part of it and was suitable for extensive research. The questionnaire was used to collect data because it was a convenient tool especially where there were large numbers of respondents to be handled because it facilitated easy and quick derivation of information within a short time. Interview schedules were also used to provide qualitative data.

### **1.8 Limitations of the Study**

The researcher encountered the following barriers and challenges: some study respondents for one reason or another withheld important information from the researcher and therefore the researcher had to assure the participants of their confidentiality so that they would freely open up to offer information; the findings was influenced by the researcher's subjectivity though the researcher addressed this through citing literary sources to support personal views to minimize subjectivity. The interviews that were used in the data collection, although had

many advantages, they were time consuming and costly and the researcher was compelled to set timeframes within which the interviews were to be conducted to save time and to reduce costs.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions: Youth participate in development projects in Maili Saba slums in Njiru Subcounty, Nairobi. However the area being a slum, it is assumed that the levels of participation are low since most slums suffer marginalization, inadequate availability and accessibility to most services, opportunities and social amenities. Intervening variables and moderating have no influence on the participation of youth in the development projects in Maili Saba slums in Njiru Subcounty, Nairobi. The respondents will be co-operative and give voluntarily accurate information. All respondents will be honest, objective and will find appropriate time to fill the questionnaires. It is also assumed that the findings and recommendations of the study will be useful to the relevant stakeholders, Ministry of Youth Affairs and Sports, and Gender, future researchers, academicians, policy makers and administrators in the Ministry of Planning of the Government of Kenya.

### **1.10 Definition of Significant Terms**

- Accessibility: -** The degree to which services and opportunities are available to the youth.
- Awareness:-** Inclusive process of passing information onto the youth
- Democratic Right: -** The right of the youth to influence development policies within their area of residence and the way in which their need should be addressed.
- Development Projects: -** Programs that address the needs of the community , through provision of services or products
- Education Level: -** Stage of learning attained by the youth , primary secondary or tertiary levels of education
- Participation: -** The involvement of youth in development projects-duties and responsibility in running and management of the projects. It also refers to youths taking part in initiation and implementation of decision.

**Policy: -**

Government principle or rule that guides decisions on youth participation in development projects.

**Slums: -**

A run-down area of a city characterized by substandard housing and squatter and lacking in tenure security.

**1.11 Organization of the Study**

This study has been organised into five chapters: chapter one examines the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study and definitions of significant terms. Chapter two is comprised of literature review that is relevant to the research topic, and includes theoretical literature on the factors affecting youth participation and strategic options for mitigating challenges hindering youth participation in development projects. Chapter three provides a detailed methodology to be used into this study in terms of research design, target population, sample selection and size, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

Chapter four presents findings on factors influencing youth participation in development project. The subtopics discussed in this chapter include: Background information, education levels, awareness, accessibility to opportunities, and government policy and youth participation in projects. Chapter five provides the conclusions, summary of key observations, and recommendations based on the findings in chapter four.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter comprises literature review that is relevant to the research topic, and includes theoretical literature on the factors affecting youth participation in development projects and strategic options for mitigating challenges hindering youth participation in development projects, literature on the concept of development, and empirical review on the effects of education level, accessibility, awareness campaigns, and government policy on youth participation in development projects.

#### **2.2 Overview of Youth Participation in Development Projects**

The youth are both tomorrow's leaders, parents, professionals and workers and today's assets. Properly supported and given the right opportunities, girls and boys, young women and young men can play a significant part in lifting themselves, their families and communities out of poverty. Too often, however, youth are considered only or mainly as a problem to be contained; a threat to peace and security (Maguire, 2007). Nearly 50% of the developing world population is youth and children (UNICEF, 2007). There are 1.2 billion 15 to 24 year olds in the world and one billion live in developing countries. This is often referred to as the 'youth bulge', as young people constitute a high and peaking proportion of many populations (UNDP, 2010). According to Angba, (2009), the youth bulge represents both a challenge and an opportunity for development. Its duration is a limited window in which to develop a larger and younger workforce who can drive economic development and play a significant role in the social development of their communities and society.

Opinions prevail about the meaning of the term "youth". Some view the youths as young boys and girls, some other people may see them as mature boys and girls. In different parts of the world, different criterion is used to judge who a youth is and who a youth is not. For example, in India, constitutional definition suggests that a person that is more than 21 years is an adult (Adesope, 2007). He further states that youth fall within 18 and 30 years of age and this has always been the general guide for the definition of youth. A critical challenge for sustainable agricultural and community development in Africa is the mobilization of the large number of youth as active participants in the development process. It is common to people above 30 years to form themselves into youth groups for economic and social reasons.

The idea of co-operation towards youth development projects is a very common and age long phenomenon (Adejumobi, 1991). Governments in developing nations are aware of this, but give attention to it later than expected. The former approach towards development was the polarizing of economic activities in cities, leaving lagging regions to fend for self-existence till the spread and multiplier effects of industrial establishments at the centre would transform their local economy. Research has shown that some relationship exist significantly between some socio-demographic characteristics such as indigene(native) of a community, length of residence in community, gender, age, occupation, educational level and the attitude of youths towards community development projects (Angba, Adesope and Aboh,2009).

Community development has become a very topical issue in many parts of the world, especially among the developing countries (Ani, 1999). Time and again people have stressed the importance of creating conducive atmospheres and environments for the inhabitants of the rural areas. According to Ani (1999), these rural areas are characterized by abject poverty, malnutrition, diseases, illiteracy and poor health facilities among others. Policies and strategies have often been formulated to redress these situations and create room to improve the standard of living of the people. The programme of rural development has been the concern of successive governments in Africa. For this reason, each region has made its own attempt by devising or adopting one approach or the other in order to implement its development policies. While some of these programmes were successful, others did not achieve the desired objectives, thus leading to their inability to eliminate rural poverty and underdevelopment. This results to rural – urban migration, mostly consisting of youth.

For example, in Uganda, it is estimated that the country needs to create over 600,000 new jobs per year for the next 12 years –equivalent to the total size of the formal employment sector at present. If this is not achieved, it will be impossible to reach the Millennium Development Goal targets, particularly on extreme poverty and hunger.

The large numbers of young people are an opportunity; an investment. Youth participation in development: strengthens young people's abilities to meet their own subsistence needs; prevents and reduces vulnerabilities to economic, political and socially unstable environments; promotes ownership and sustainability of interventions; helps gain entry into target communities and build up trust and social capital. Young people are assets. This is twofold: 1) recognising that young people have assets that are, not simply viewing them as lacking capabilities or being deprived by circumstances; 2) recognising that young people

collectively can be an asset to development; at local, national, regional and international levels (DFID, 2005).

Crucially for countries experiencing a youth bulge, where youth-led conflict or crime may be a perceived risk, involving young people in meaningful activities and programmes builds social cohesion and embeds them within their communities (DFID, 2005). Young people are innovative and creative in problem solving and solution finding: they are the key to helping communities meet their subsistence needs, and in doing so, improving local people's long-term security and control over their own lives.

Young people in Kenya today live in complex and challenging times (Chanya,2008).The political and social turmoil of the 1990s left scars that today are being borne disproportionately by young people. By 2000, Kenya's economy was at its lowest point since independence, with 56 percent of the population living in poverty and a negative growth rate of 0.2 percent. This economic environment inevitably had a destructive impact on the social fabric of the country. Despite this gloomy picture however, developments in more recent years have given grounds for optimism (Maguire, 2007). One such development has been the creation of a Ministry of Youth Affairs and Sports. According to UNDP, (2009) report, there is a concerted effort to liberate the youth to realize their potential and unleash this potential to participate in development issues. As noted by Sen (2005), various society based organizations have come up with the agenda of youth empowerment. According to UNDP, (2009) youth investment in Kenya has attracted the support of international development partners. This has been through direct support or implementation of programmes or through local entities such as government ministries/departments and Non-Governmental Organizations.

The importance of the youths to national development is without doubt because the various programmes directed at them by government at various times gives credence to this (Agumagu *et al.*, 2006). Youth generally need proper harnessing so that they can maintain reliable status quo in their locality. It is easier for them to speak with one voice when they are brought together. This is why mobilization yields progress. The entirety of youth in both urban and rural areas needs to be mobilized for proper impact to be felt in their communities (Adesope, 2007). In a study by Ugwoke *et al.* (2005) it was reported that youth engaged in successful farming activities. Fasina and Okunola (2005) confirmed this by stating that youths are major clientele group needed for agricultural transformation in Nigeria. Thus the

preparation of any nation for productive life depends on the policies and programmes designed for youths.

### **2.3 Factors influencing youth participation in development projects**

This section covers the factors influencing youth participation in development projects in this study. These are education levels, awareness and accessibility to opportunities and Government policies.

#### **2.3.1 Education Levels and Youth Participation in Development Projects**

Study findings indicate that educational level of respondents correlates significantly and positively with age. The implication of this finding is that as one attains a higher level of education, attitude towards participating in community development projects is likely to be more favourable. However, attitudinal level may vary. In essence the higher the educational level attained the more favourable the attitude towards participating in community development projects (Angba *et al.*, 2009). Ovwigho and Ifie (2004) reiterated the importance of education when they noted youths' involvement in cooperative endeavours. Similarly, Ekong (2003) reported that age is more often used as a tenable criterion for some social status than education.

According to Angba, (2009), educational levels are highly significant in the extent, intensity and pattern of participation. They further stated that participation increases with education, but beyond the high school level the increase is greatest in non-church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favourable.

Education is therefore, a major determinant of effective participation in community development projects. The educated youth would most likely appreciate community development better than the less educated. If the youth appreciates community development his attitude towards participating in community development projects is likely to be favourable. Ani (1999) had reported the importance of education among rural development agents. The youths are potent agents in development in many rural and urban communities. Jibowo and Sotomi (1996) in their study found that statistically significant relationship

existed between age, level of formal education, occupation and participation in youth programmes.

Education has been acknowledged by many authors as key to development of an individual's learning and skill training. According to Gordon (2008), what makes some countries rich, with their citizens enjoying high standards of living is commerce; producing, selling and buying goods and services that lead to jobs, individual wealth, and high standard of living. O'Lawrence (2008) further adds that for a nation to be competitive in a global economy, its human capital (workers) must be trained and educated to develop its natural resources and able to improve technology. Natural resources, technology, and human capital are important strategic economic advantages. Human capital is the most important of the three; the most important elements in the quest for a competitive advantage in commerce are the skills and initiative of a nation's workforce.

Highest level of education attained among individual youth can be an important leverage in indicating the how, when and extent of youth participation in development projects. Oxfam (2009) indicated that around three-quarters of the slum population have completed primary school - with no significant difference between males and females in this respect. It was however noted that at secondary school level, the percentage of slum dwellers attendance dropped below a third which was similar to national level. Thus, when many people in the slums receive basic education, literacy levels are likely to be relatively high; hence there is potential for capitalising on their human capital assets in the development projects. On the other hand, the drop in students at the secondary level and particularly over the age of 15, which is considerably smaller proportion of urban residents (35.5%) than rural residents (55.1%), means that the urban population is likely to lack the more sophisticated skills conducive to economic development (Oxfam, 2009).

According to Central Bureau of Statistics, Ministry of Planning and National Development (2003) urban informal settlements are characterised by relative high rates of enrolment at primary level. The report further notes that the enrolment process is usually in informal institutions with little or no recognition by government systems. Lack of recognition of these institutions has meant that informal school leavers have been unable to attain secondary school education. The quality of education in urban slums has in many occasions been compromised by high population in schools, moreover in some slums, the population is



particularly deprived. An estimated 25,000 people living in Soweto east, Nairobi, have no public primary schools, just two private ones, an indication that accessing education is a problem leave alone getting basic education skills .

Past studies view education as a stepping stone toward economic development. Indeed, human capital is an important prerequisite in usage and management of resources. Studies shed light on the difficult situation in accessing education in urban slums. Challenges in accessing education give a gloomy picture of the extent to which youth are able to participate in development project. This study therefore seeks to fill in this gap by establishing the effect of education level on youth participation in development projects within Kenya's informal settlements, given that previous studies have not been carried out in Kenya, particularly, Maili Saba slums in Njiru Sub county Nairobi.

### **2.3.2 Awareness strategies and Youth Participation in Development Projects**

Creating awareness about existence of development projects and importance of youth participation might be critical aspect in enhancing the extent of youth participation in development projects. For the purpose of this study, awareness will be examined in the context of interpersonal communication among the youth and how this has affected participation in development projects. Interpersonal communication is usually defined by communication scholars in numerous ways, usually describing participants who are dependent upon one another. It can involve one on one conversations or individuals interacting with many people within a society (Floyd, 2009). It helps us understand how and why people behave and communicate in different ways to construct and negotiate a social reality. According to Pearce (2008), interpersonal communication is the process that we use to communicate our ideas, thoughts, and feelings to another person.

A study by Samad, (2002) showed that slum dwellers have very low utilization of services offered by development projects dues to lack of knowledge about these services, thus questioning the nature of communication strategies adopted by development projects in low income areas, and to an extent, the level of awareness about development projects to such slum dwellers. Studies show an obvious gap in enhancing of interpersonal communication among stakeholders in development projects in urban informal settlements. There is substantial literature on the importance of effective interpersonal communication on development projects; however the literature has not addressed the effect of creating

awareness about development projects and how this has impacted on youth participation in development projects. This study intends to fill in this gap by examining the influence of interpersonal communication on effective project coverage in low income areas.

### **2.3.3 Accessibility to opportunities and Youth Participation in Development Projects**

As much as there are development projects within urban slums, the level of youth participation may be influenced by the extent to which these opportunities are available to them. According to African Population and Health Research Centre (2002), youth in urban slums are faced not only by lack of adequate accessibility to basic urban services but also lack of clarity in accessibility to participation in development opportunities. Failure to have well defined development programs is among the major challenges facing the youth to developing strategies for participation in development programs (Roth, 2003).

Evidence on accessibility to employment opportunities among the Kenyan youth paints a dismal picture on the extent to which youth are able to participate in development programs. According to (ILO: 2003), youth unemployment has become major challenge in the 21<sup>st</sup> century with sub-Saharan Africa being one of the regions highly affected by youth unemployment. According to ILO statistics, the Kenyan unemployment rate is approximately 40% with an estimated 64% of the unemployed Kenyans being youth.

Checkoway, (2006) notes that due to unemployment and low participation levels, Kenya's youth remain marginalised and unable to contribute to their full potential on national development. Youth according to Checkoway are a socially excluded group and as a result they are denied access to resources and services that are open to others. He further notes that social exclusion can be perpetuated by formal institutions (laws, policies, etc) and informal ones (traditional systems, cultural practices, social attitudes) etc., and can include lack of access to employment, to justice and to markets, financial facilities, and a lack of political participation.

It is noteworthy to underscore that beyond the broad exclusion of youth, there are groups of young people who are more disadvantaged. These include the youth in the slum areas who live in an unhealthy environment (UNDP,2010). Young people who feel alienated from society and excluded from job opportunities and decision-making may turn to violence, crime, territorial or identity based gangs. This can create urban no-go zones where residents become excluded on the basis of where they live. Young people have often been excluded

from gaining access to credit facilities owing to the fact that many financial institutions need collaterals like title deeds which many youth don't have.

Accessibility to employment and participation in development projects among the youth has been barred by corruption, nepotism and demand for experience by employers. According to Maguire, (2007) two and half million youths in the country are out of work. Of those who do find employment, many have jobs that do not match their qualifications. Although many highly educated youths suffer long periods of unemployment, the prospects for employment are higher for the better educated, especially those with technical skills. Maguire (2007) further adds that scepticism and ambivalence within organizations is a substantial challenge. Young people are often excluded from contributing to organizational development because there is still a lack of confidence about the meaning, value and methodologies of participation with young people, and limited knowledge and capacity among colleagues on how to work with young people. While volunteering and internship opportunities still have a role in youth development, Mwanzia, (2010) notes that young people are not able to contribute to development because they participate in short-term unpaid positions rather than professional roles development programs. Particular considerations not met when hiring young people include, getting the balance right: between hiring those with some existing development and work experience, and realizing the full potential of less experienced individuals.

According to World Bank report (2009) many young people in developing countries lack direct access to institutional systems and structures within governments. This severely impedes their ability to advocate for their rights. In the rare cases where young people have been able to influence or make decisions, barriers within complicated infrastructure have tended to limit implementation. This destroys young people's confidence and trust in such mechanisms.

There have been attempts to address the challenges facing young people in Kenya. According to Benjamin (2002) the Ministry of Youth Affairs and Sports, in collaboration with other stakeholders and the young people of Kenya, developed the National Youth Policy and its implementation plan. The youth policy provides a vehicle for public action in response to the many challenges faced by Kenya's young people, and suggests ways of tackling those challenges. The policy prioritizes youth-centred programmes in areas such as participation and inclusion in national development, employment, health and education, and vocational

skills and competencies development. However Benjamin notes that the attempts have been marred by policy gaps especially in reproductive health, education-for-life, and information dissemination. Moreover, a long-standing problem in Kenya's political framework has been the weak implementation of policies relating to youth development hence a likely hurdle towards youth participation in development projects.

#### **2.3.4 Government Policies and Youth Participation in Development Projects**

The political environment within a particular country can in some circumstances be supportive of participation in development projects. Equally, in different circumstances, it can constitute a fundamental obstacle (Aminuzzaman,2006).In countries where prevailing ideologies does not encourage openness or citizen comments but prefers to maintain the direction and decision making concerning state of affairs in strictly controlled hands , the prevailing political environment will not be conducive for genuine participation .

According to Blair (2000), centralised political systems that lay more emphasis upon local mechanisms for administration and decision making can greatly reduce the potential for authentic participation. Blair further notes that, tensions can arise between mechanisms promoted locally by the state in order to achieve centrally planned objectives, and spontaneous informal development efforts at grassroots level within development projects whose participation are excluded from the mechanisms.

A study undertaken by Chadha, (2005) noted that Government policies with regard to development projects are of critical importance in determining the direction of participation by any kind of grassroots levels. Chadha (2005) noted that in cases where there is tension between the policy of the state and development projects, there is tendency of political power directing direction of development projects or attempts to co-opt such projects for party political reasons. It can therefore be seen that nature of political environment in a particular state will influence participation of local groups.

An observation was made by Hague (2009) on the influence of government on participation in development projects in regard to existing legal system. In his study, Hague notes that existing legal system within a country can seriously frustrate efforts to promote participation in development functions .Two ways in which he identified this would happen was through; legal system with an inherent bias both in the way it is conducted in which it maintains status quo, on other hand many urban youths being unaware of their legal rights and of the services

legally available to them. This he explains was largely contributed by the fact that many legal systems do not overly seek to impact this information to slum people who largely remain ignorant and excluded from effect of law which is supposed to benefit them. In other instances, Blair (2000) notes that legal systems acts as direct constraint on involvement in development activities. This is particularly the case in terms of legislation which governs the rights of legal association of different categories of workers.

There is documented evidence that the nature of government administration can have overall influence on participation in development projects. Khwaja (2004) notes that centralised government encourage administrative structures which by their nature are major obstacles to people's participation. These administrative structures retain control over decision making, resource allocation and information and knowledge which many people will require if they are to play effective part in development activities. He further comments that administrators in such structures tend to have negative attitude toward the whole notion of people participation which is often manifested as arrogance, disbelief, that people in the slums can never assume responsibility for administrative matters. This result in administrative procedures becoming a minefield and an effective deterrent to slum dwellers seeking direct involvement in or assistance from local administration.

Rahman, (2004) argues that, for people who struggle for livelihood, administrative structures demands most of their time and may not afford the procedures of centralized government. Rahman, (2004) further notes that many governments are faced with the challenge of cost in terms of finance and time of encouraging effective local participation and few governments are prepared to undertake such commitments. Kenya has ratified most of the international protocols touching on youth participation. Further, Kenya has formulated policies and developed programmes to ensure youth participation is mainstreamed in national policies. Consequently, the country has created relevant institutions and structures to spearhead youth participation in national governance and in other areas of national development. Such efforts include the creation of a Ministry of Youth Affairs and Sports in 2003. Since its creation, the Ministry of Youth Affairs and Sports has, in support of youth participation, developed the National Youth Policy and the National Youth Council Act 2009; among other initiatives (UNDP, 2010).

Various attempts have been made by the government that indicate that youth development projects indeed exist. Among such projects expected to have impact in the youth include *Kazi kwa vijana*, youth development funds and constituency development funds. Studies about youth participation in these projects do not bring a clear picture of the extent to which youth are involved and what factors influence this involvement.

#### **2.4 Theoretical Framework**

This study was anchored on the conceptual framework developed. A conceptual framework defines the interrelationship between variables deemed important in study. According to Kothari (2004), it presents the researchers view about the concept being presented in the study. In this study independent variables will include respondents' education levels, awareness, accessibility and Government policies and it is hypothesized that these variables have a direct influence on the youth participation in development projects, being dependent variables. Youth participation in development projects will be measured through decision making, implementation and evaluation. The relationship between education levels, awareness, accessibility and Government policies and youth participation in development projects will be moderated by environmental factors and intervened by organizational factors as shown in Figure 2.1

### 2.4.1 Conceptual Framework

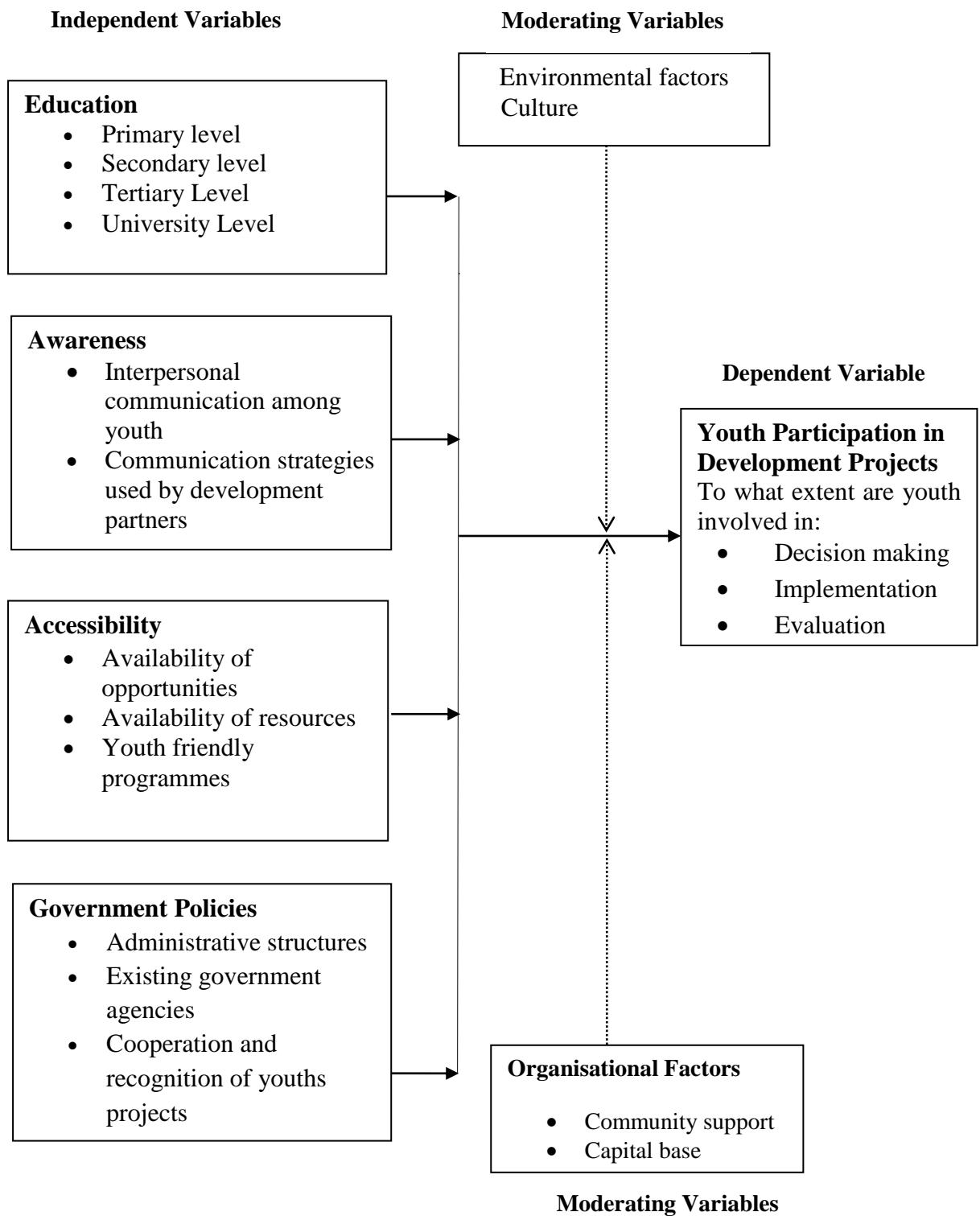


Figure 2.1: Conceptual Framework showing Interrelationships between Key Variables of the Study

## **2.5 Knowledge Gap**

The literature reviewed reflect high level of education among the youth as well as high number of community development projects whereby youth involvement levels are low. To add on that, the government has come up with a number of directives towards youth empowerment such Kazi kwa vijana initiative. Despite all this achievements, most of the youth are highly affected by unemployment, underemployment as well as poverty occasioned by lack of income sources. Most youth are involved in crime, violence and other social vices such as prostitution. Out of this worrying situation, the intervention measures put in place seem not to yield results. Further, studies on the factors influencing youth participation in development projects and with particular reference to Maili Saba slum in Nairobi, Kenya has not been carried out and documented (Ministry of Youths Affairs and Sports, 2012). Moreover, the nature of the influence of such factors on youths on the way they feel about participating in community development projects is not clear. (Angba , 2009). This therefore underlined the need to fill this gap by carrying out this study.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter presents the research methodology under the following subsections; the research design, target population, sampling procedure and sample size, methods of data collection, research instruments, validity and reliability, operational definition of variables, data analysis procedures and ethical considerations.

#### **3.2 Research Design**

The study used descriptive research design to accomplish the research objectives. A descriptive research design is used when data are collected to describe persons, organizations, settings, or phenomena. Descriptive method is used to describe the present behaviour or characteristics of a particular population (Kothari, 2010). Descriptive research permits the explanation of phenomena as they naturally transpire and without intervention from the researcher. A descriptive design was suitable in this study owing to the fact that several youth and development projects within Maili Saba were sampled. A descriptive design describes people's responses to questions about a phenomenon or situation with aim of understanding respondents' perceptions from which truism is constructed (KIM, 2009). This is based on the basic ideology which is held as reality by respondents. A descriptive design was particularly useful as the study sought to establish the perception of respondents in reference to factors influencing youth participation in development projects.

#### **3.3 Study Area**

The study was carried out in Maili Saba village which is located in Njiru location, Embakasi constituency in Nairobi County. The village is located in a land of about 30 acres owned by the government. The village has about 300 structures which have about 4,000 rooms of 10ft by 10ft in size of which are charged Kshs 400-1,800 per month (Njiru Sub County, registration office, 2013). The houses are constructed with old sheets and timber, mud, and a few are made of stone.

### 3.4 Target Population

The target population for this study was 15 youth development projects based in Maili Saba slums – Njiru Subcounty. This is provided in Table 3.1.

**Table 3.1: Sampling Frame**

<b>Population Category</b>	<b>Projects</b>	<b>Total number of members</b>
Youth development projects	15	290
<b>Total</b>	<b>15</b>	<b>290</b>

Source; Ministry of Gender database, Njiru Sub county Nairobi. October 2012.

### 3.5 Sampling Procedures and Sample Size

The simple random sampling technique was used to select three youth development projects so that each has an equal chance of inclusion. Purposive sampling technique was used to select all the youth members of the already selected projects. Best and Khan (2003), recommend a sample size of 20% to 30% ideal for providing reliable data when selected through random sampling. A sample of 58 respondents was selected forming therefore, a sample size of youth projects was  $20/100 \times 15 = 3$  youth projects where the youth members of the 3 selected projects were administered the questionnaire. Two groups had 19 members each, while one had 20, hence = 58 respondents. This has been illustrated in table 3.2.

**Table 3.2: Sample size**

<b>Population Category</b>	<b>Sample size</b>
Youth development projects	3 groups
Youth Development Project Members	58
<b>Total respondents</b>	<b>58</b>

### 3.6 Methods of Data Collection

This section covers the methods that were used in data collection, questionnaires were used.

#### 3.6.1 Questionnaire

The questionnaire is a convenient tool especially where there are large numbers of respondents to be handled because it facilitates easy and quick derivation of information

within a short time (Kerlinger, 2004). The structured (closed-ended) and unstructured (open-ended) questions were used so as to get relevant responses from respondents. The closed-ended questions provide a greater uniformity and are more easily processed. The structured questionnaires were accompanied by a list of all possible alternatives from which respondents select the suitable answer that describes their situation by simply circling/ ticking (Mugenda and Mugenda, 2003).

### **3.7 Validity and Reliability of Instruments**

This sub-section will cover validity and reliability of the research instruments.

#### **3.7.1 Validity of Instruments**

Validity refers to the degree of accuracy and meaningfulness of inference based on research results. Content validity refers to the degree to which the content of the items reflects the content domain of interest. “Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests (AERA/APA/NCME, 2000). Best and Khan (2003) suggest that the validity of the instrument is asking the right questions framed in the least ambiguous way and based on study objectives. Validity of the data will be done using content-related validity. This was done by presenting the instruments to the supervisor and experts from the School of Continuing and Distance Education of University of Nairobi to evaluate the applicability and appropriateness of the content, clarity and adequacy of construction of the instrument and suggestions made and modified appropriately. This measures the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda and Mugenda, 2003). The indicators of variables were clearly defined and scrutinized and instruments developed to match them. Any ambiguity in the study instrument was corrected before the actual data collection.

#### **3.7.2 Reliability of Research Instruments**

Mugenda and Mugenda (2003) define reliability as the degree to which research instruments yield consistent data or results after repeated trials. The researcher used test and retest technique in order to test reliability of the research instruments. Research instruments were retested on a sample of at least 29 respondents who were not used in the final analysis. In this case 15 respondents were retested a second time two weeks later and their consistency

between the two sets of the score were computed using Cronbach's alpha coefficient and ascertained the  $\alpha$  obtained will be  $\geq 0.7$ , which means it is more reliable. The sample size for pilot study was 10% of the study sample size based on Kothari (2010) recommendations for sample size.

### **3.8 Data Collection Procedures**

Before embarking on data collection, authority was sought from relevant authorities. This enabled the researcher to carry out research in Maili Saba slums in Njiru Sub County. The research team consisted of the researcher and two research assistants who then briefed the respondents on the objectives of the study and assured them of confidentiality. The questionnaires were administered by the research assistants to avoid misinterpretation of questions, to youths who are members of the selected development projects in Maili Saba slum in Njiru Sub County. The data was collected in the month April 2013.

### **3.9 Data Analysis Techniques**

The raw data collected was sorted, edited, coded and tabulated for analysis, and quantitative analyses were used. The quantitative data was analyzed by descriptive statistics through percentages and frequencies. This involved detailed description of the items that comprised a sample. Tabulating data and presenting them on the table was also used to give a visual display of findings, the trends and for easy reference. The second level of the data analysis involved inferential statistics where Pearson Correlation Coefficient was used to establish the associations of the study variables. Using Statistical Package for Social Sciences (SPSS) version 21, the values of correlation and regression coefficients were obtained.

### **3.10 Ethical Considerations**

This study was executed in observance of a number of ethical issues; including approval of the research by the research panel from the University of Nairobi. Participants for this study received full verbal explanation of the intention to do the study and their consent was sought before interviews and questionnaire discussion were undertaken. Participation in the study was voluntary and privacy and confidentiality of the information given by respondents was ensured. Only the principal researcher and her field assistants had access to the raw data. Effort was made to ensure that respondents were protected from any psychological harm during data collection. Punctuality was observed to avoid any inconveniences to the respondents.

### 3.11 Operationalization of Variables

Table 3.3 gives a summary of operationalization of key variables of the study.

**Table 3.3: Operationalization of Variables**

OBJECTIVES	VARIABLE	TYPE OF VARIABLE	INDICATORS	MEASUREMENT	SCALE OF MEASUREMENT	TOOL OF ANALYSIS
To establish the relationship of education levels of the youths and youth participation in development projects	Education level	Independent	- Highest level of education attained - Rate of school dropout - Additional training	Number of youth with primary , secondary and tertiary education Youths with specialised training on participation	Ordinal, interval	Descriptive , Pearson Correlation Coefficient
To establish the relationship of awareness levels and youth participation in development projects	Awareness	Independent	- Interpersonal communication - Communication strategies used by project stakeholders	Number of youth participating in development projects Number of agencies with outreach programmes for the youth	Ordinal, interval, Likert, Ratio	Descriptive , Pearson Correlation Coefficient
To establish the relationship of accessibility to opportunities and youth participation in development projects	Accessibility	Independent	- Availability of opportunities - Availability of resources - Youth friendly programmes	Number of youth involved in projects Number of projects/agencies dealing with youth	Ordinal, interval and likert	Descriptive , Pearson Correlation and Coefficient
To establish the relationship of government policy and youth participation in development projects	Government policies	Independent	-Existing government agencies - Administrative structure	Recognition, cooperation and nature of support given to youth development projects.	Ordinal, interval and Likert	Descriptive , Pearson Correlation Coefficient
To establish the levels of youth participation in development projects.	Youth participation in development projects	Dependent	- Decision making - implementation - Evaluation	Number of youths involved The extent of youth participation/involvement.	Nominal Ordinal, interval and Likert	Descriptive , Pearson Correlation Coefficient

			- Social Economic and cultural benefits			
To establish the influence of organisational factors on youth participation in development projects	Organisational factors	Intervening	- Community support - Capital base - Culture	Level of commitment to support and implement Projects	Ordinal, interval and Likert	Descriptive, Pearson Correlation Coefficient
To establish the influence of environmental factors on youth participation in development projects	Environmental factors	Moderating	- socio-economic and physical aspects within the area	The socio-economic activities carried out by the youth.	Ordinal, interval and Likert	Descriptive, Pearson Correlation Coefficient

## CHAPTER FOUR

### DATA ANALYSIS

#### 4.0 Introduction

This chapter discusses the findings on factors influencing youth participation in development projects in Njiru Subcounty: a case of Maili Saba slum, Nairobi, Kenya. The subtopics discussed in this chapter include: Background information- including education levels, awareness, accessibility to opportunities, government policy and youth participation in projects. The objectives of the study were to establish the relationship of education level, to examine the relationship of awareness methods, to find out the relationship of accessibility to opportunities and to establish relationship of government policy and youth participation in development projects in Maili Saba, Njiru Sub county, and Nairobi County. Descriptive and inferential statistics was used in the analysis of the study findings.

#### 4.1 Background Information

The study sought to examine the factors influencing youth participation in development projects in Njiru Subcounty: a case of Maili Saba slum, Nairobi, Kenya. The background information provide the data on response rate, gender, occupation, income range per month, number of years involved in development projects, highest level of education and whether undergone training on community participation in development project. The background information provided social demographic data about the study participants.

##### 4.1.1 Response Rate

The researcher sampled 58 respondents of which 55 responded and 3 did not respond giving a response rate of 94.8 % as indicated in the table 4.1 below

**Table 4. 1: Response rate**

Response	Frequency	Percentage
Responded	55	94.8%
Did not response	3	5.2
Total	58	100.0%

This response rate was judged to be very good, given that Mugenda (2010) recommends a 50% response rate as good enough to address research objectives in a social science study.

#### 4.1.2: Gender

The study respondents were 55 in total out of which 26 were male and 29 were female.

**Table 4.2: Respondents' gender**

	Frequency	Percent
Male	26	47.3
Female	29	52.7
Total	55	100.0

An analysis of respondents' gender indicated that 52.7% of the respondents were female against 47.3 % male. This could imply that a large proportion of the respondents are female.

#### 4.1.3: Age

The study respondents varied from 15 years and above since it was youth related and youth age is from 15 and above. Those above 35 were also considered since they had joined the groups at their youthful age.

**Table 4.3: Age of the respondents**

	Frequency	Percent
15-20 years	11	20.0
21-25 years	18	32.7
26-30 years	4	7.3
31-35 years	17	30.9
Above 35 years	3	5.5
Total	53	96.4
No response	2	3.6
Total	55	100.0



According to the study findings, majority (32.7%) of the respondents interviewed in the study were aged between 21-25 years. 15 – 20 had the least proportion of 20%.

#### **4.1.4: Occupation**

The study sought to find out the occupation of the respondents to establish the type of economic activities they were engaged in.

**Table 4.4: Occupation of the respondents**

	Frequency	Percent
Formal employment	19	34.5
Informal employment	18	32.7
Recreational activity	7	12.7
Other	11	20.0
Total	55	100.0

Based on the study findings, majority (34.5%) of the respondents had formal employment while a significant number of the respondents (32.7%) were working in the informal sector. The results also indicated that (12.7%) of the respondents were doing recreational activities.

#### **4.1.5: Income**

Interviewees were asked their income range per month to rate find out if they were engaged in economically gainful employment/income activities.

**Table 4.5: Income range per month**

Income per month	Frequency	Percent
less than 1000	2	3.6
1000-3000	12	21.8
3001-5000	5	9.1
5001-7000	13	23.6
7001-9000	1	1.8
Above 9000	22	40.0
Total	55	100.0

An analysis of the respondents' income range per month indicated that their income ranged from below Ksh 1,000- above 9,000. Most of the respondents interviewed earn above ksh 9,000 per month. There is however a large proportion (60%) earning below this amount per month.

#### **4.1.6: Period of Youth Participation**

The researcher sought to find out how long the respondents had been involved in youth development projects.

**Table 4.6: Number of years involved in youth development projects**

	Frequency	Percent
Less than five years	37	67.3
5-10 years	12	21.8
11-16 years	3	5.5
Above 16 years	2	3.6
Total	54	98.2
No response	1	1.8
Total	55	100.0

An analysis of the number of years the respondents were involved in youth development projects indicated that: Majority (67.3%) of the respondents indicated below five years while a significant number of the respondents (21.8%) indicated between 5-10 years. The results further indicated that a few of the respondents had been involved between 11-16% while only (3.6%) indicated above 16 years.

#### **4.1.7: Education Level**

The respondents were asked their level of education to ascertain whether education had an influence on being proactive in participating in development projects.

**Table 4.7: Highest Level of Education Attained**

	Frequency	Percent
Primary	3	5.5
O- level	15	27.3
Certificate level	11	20.0
Diploma level	20	36.4
Degree level	5	9.1
Total	54	98.2
No response	1	1.8
Total	55	100.0

Most of the respondents interviewed had Diploma level of education (36.4%), however a significant number (27.3 %) had attained O-level education. The results also indicated that (20%) had certificate level of education. Few respondents had primary level of education (5.5 %) and university education (9.1%).

#### **4.1.8: Training and popularity of projects**

To find out whether respondents were trained on community participation in development projects and if they were aware of other youth projects in their area, a question was put across.

**Table 4.8: Training and Popularity of Other Youth Projects**

		Frequency	Percentage
If undergone training on community participation in development projects	Yes	13	24.5
	No	40	75.5
	Total	53	100.0
If aware of other youth projects in your area	Yes	35	63.6
	No	20	36.4
	Total	55	100.0

A large (75%) proportion of respondents interviewed had not undergone training on community development projects. Although they indicated that they were aware of community development projects. Majority (63.6%) of the respondents further indicated that

they were aware of other youth projects in their area while (36.4%) of respondents indicated lack of awareness of other youth projects in their area.

An analysis of the extent to which education level influence youth participation in development projects in Njiru Sub county indicated that majority of respondents had Diploma level of education (36.4%) whereas only a few of the respondents had primary level of education (5.5 %). Majority of the youths who had their level of education at certificate level diploma level and Degree level ranged at (65.5%) indicating that most youth were literate. This would mean that higher levels of education was not a hindrance to youth participation in youth development projects. While on the other side this would mean that illiteracy was a hindrance to youth participation.

#### 4.2.1: Youth Projects

To find out the type of youth projects in the area, several types of projects were read out to respondents to respond if they were carried out or not.

**Table 4.9: Youth development projects**

		Frequency	percentage
Whether kazi kwa vijana is the youth project in the area	Yes	14	25.5
	No	41	74.5
	Total	55	100.0
Whether CDF projects is the youth project in the area	Yes	8	15.1
	No	45	84.9
	No response	2	
Total	55	100.0	
Whether recreational projects is the youth project in the area	Yes	16	29.1
	No	39	70.9
	Total	55	100.0
Whether CBO projects is the youth project in the area	Yes	27	50.0
	No	27	50.0
	No response	1	
Total	55	100.0	
Whether NGO projects is the youth project in the area	Yes	6	11.1
	No	48	88.9
	No response	1	
Total	55	100.0	
Any other project in the area	Yes	1	2.0

No	49	98.0
No response	5	
Total	55	100.0

Half of the youth (50%) of the youths were aware of CBO project in their area, 29.1% of the respondents indicated recreational activities, 25.5% indicated kazi kwa vijana, 15.1% indicated CDF projects, 11.1% indicated NGO projects while few (2%) of the respondents indicated other projects. Community based projects were the most commonly known project among the youth.

#### 4.2.2: Projects Awareness

To find out the prevalent awareness methods of youth development projects, respondents were asked how they came to know about the projects that they know of.

**Table 4.10: Method of Awareness**

Methods of Awareness		Frequency	Percentage	
Media	Yes	8	14.5	
	No	47	85.5	
	Total	55	100.0	
Friends / peers	Yes	39	73.6	
	No	14	26.4	
	No response	2		
Posters/banners	Total	55	100.0	
	Yes	9	16.7	
	No	45	83.3	
Road shows	No response	1		
	Total	55	100.0	
	Yes	3	5.7	The
Advocacy campaign for youths	No	50	94.3	mo
	No response	2		st
	Total	55	100.0	pre
Any other	Yes	7	13.2	val
	No	46	86.8	ent
	No response	2		(73.
	Total	55	100.0	6%
	Yes	0	0.0	)
	No	55	100.0	
Total	55	100.0		

method of awareness of youth projects according to the analysis of the results was through

friends and peers while (5.7%) came to know about youth projects through road shows. The results further indicated that 16.7% became aware through posters and banners, 14.5% through media while 13.2% was through advocacy campaigns for the youths.

#### 4.2.3 Youth Involvement in Advocacy of Projects

The respondents were asked to rate the extent of publicity , consideration of youth needs and their involvement in advocacy projects whether it was to a very great extent, great extent, moderate extent, less extent, or not at all.

**Table 4. 11: publicity, youth needs and involvement in advocacy of projects**

		Frequency	Percentage
Extent to which youth projects are publicized in this area	Very great extent	1	1.8
	Great extent	2	3.6
	Moderate extent	12	21.8
	Less extent	14	25.5
	Not at all	26	47.3
	Total	55	100.0
Extent to which the youths are considered in advocacy and awareness creation of projects	Very great extent	0	0.0
	Great extent	3	5.5
	Moderate extent	11	20.0
	Less extent	14	25.5
	Not at all	27	49.1
	Total	55	100.0
Extent of youths involvement in advocacy of projects	Very great extent	0	0.0
	Great extent	4	7.3
	Moderate extent	12	21.8
	Less extent	18	32.7
	Not at all	21	38.2
	Total	55	100.0

Youth projects are not publicized at all as per 47.3% of respondents. A significant number (25.5%) of the respondents indicated to a less extent and (21.8%) to a moderate extent. The results further indicated that (3.6%) of youth projects were publicized to a great extent while (1.8%) indicated to a very great extent.

#### 4.2.4: Effectiveness of awareness channels

Respondents were asked to rate the effectiveness of awareness channels in promoting youth participation in development projects, whether very effective, effective, moderately effective, less effective, or not effective at all.

**Table 4.12: Effectiveness of awareness channels in youth participation**

	Frequency	Percent
Very effective	2	3.6
Effective	2	3.6
Moderately effective	16	29.1
Less effective	13	23.6
Not effective at all	22	40.0
Total	55	100.0

When asked to rate the level of effectiveness of awareness channels in promoting youth participation in development projects, majority (40%) of the respondents indicated that they were not effective at all, (29.1%) indicated they were moderately effective while (23.6%) less effective. The results further indicated that (3.6%) of the respondents were either very effective or effective.

#### 4.2.5: Discrimination in Awareness

A question was asked whether youth face discrimination when organizations were creating awareness of youth and community development projects.

**Table 4.13: youth discrimination in creating awareness of youth projects**

	Frequency	Percent
Yes	32	58.2
No	22	40.0
Total	54	98.2
No response	1	1.8
Total	55	100.0

When asked whether they faced discrimination when organizations are creating awareness of youth projects, majority (58.2%) of the youths indicated that they faced discrimination when organizations are creating awareness of youth projects while (40%) of the respondents declined to have faced discrimination when organizations were creating awareness of youth projects. It was evident from the study findings that there was some level of discrimination as far as youth participation in development projects was concerned.

#### **4.2.6: Activities of Active Group**

The study sought to find out the kind of activities the most active group was involved in among the several activities being undertaken by the various youth groups.

**Table 4.14: Kind of activities of the most active youth group**

	Frequency	Percent
Voluntary activities	4	7.3
SME business	8	14.5
Educational programmes	1	1.8
Sports / Recreational activities	36	65.5
Others	6	10.9
Total	55	100.0

An analysis of the activities that the most active youth group is involved in indicated that: Majority (65.5%) of the most active youth group are involved in sports/recreational activities, while (1.8%) are involved in educational programmes. The results also indicated that (14.5%) are engaged in SME business while (7.3%) are involved in voluntary activities. There is some level of youth participation especially with regards to sports and recreational activities.

#### **4.2.7: Information Sharing**

The respondents were asked to rate how they related with other youths in sharing information

**Table 4.15: relation with other youths in information sharing**

	Frequency	Percent
Very well	3	5.5
Fairly well	21	38.2



Well	14	25.5
Poorly	10	18.2
Total	48	87.3
No response	7	12.7
Total	55	100.0

Majority (38.2%) of the youths related fairly well in information sharing, while a significant number (25.5%) of the respondents indicated that they related well. The results further indicated that (18.2%) related poorly while few (5.5%) of the respondents related very well. While there is some level of information sharing among the youth, a large percentage of the youth indicate information sharing as poor. Awareness strategies to opportunities according to our study have an influence on youth participation in youth development projects to a great extent. Majority (40%) of the respondents indicated that awareness strategies in place were not affective at all and thus negatively affects youth participation.

#### 4.3.1: Accessibility of Participation Opportunities for the Youth

The researcher asked the respondents their level and extent of participation since joining the group, and whether they have ever had any leadership position during their membership period. This was meant to examine their level of accessibility and extend of influence towards youth participation programs.

**Table 4.16: Respondents level of involvement and position in the groups**

		Frequency	Percentage
Respondents level of involvement in the group	Decision making	15	28.3
	Implementation	35	66.0
	Evaluation	3	5.7
	Total	53	100.0
Respondent's position in the group	Chairperson	5	9.8
	Deputy Chairperson	4	7.8
	Secretary	4	7.8
	Treasurer	7	13.7
	Other (member)	31	60.8
	Total	51	100.0

An analysis of the respondents' level of involvement in the groups indicated that: Majority (66%) of the respondents were involved in implementation while (5.7%) were involved in evaluation. The results further indicated that (28.3%) of the respondents as being involved in decision-making. An analysis of the respondents position in the group indicated that: Majority (60.8%) of the respondents were members of their groups while (7.8%) of the respondents indicated, they were either deputy chairpersons or secretaries at one point. The results also indicated that (9.8%) of the respondents have been chairpersons in their groups while (13.7%) were treasurers. There was evidence that youth had participated in different decision making positions such as chairperson, deputy chairperson and secretaries' positions.

#### **4.3.2: Participation Interest**

The respondents were asked to rate their interest of participation in the development projects.

**Table 4.17: The level of interest of participation in development projects**

	Frequency	Percent
Very high	1	1.8
High	4	7.3
Average	4	7.3
Low	14	25.5
Very low	7	12.7
Total	30	54.5
No response	25	45.5
Total	55	100.0

An analysis of the level of interest of participation on development projects among the youths indicates that: Majority (25.5%) indicated that it was very low, while (1.8%) indicated that it was very high. The results also indicated that (12.7% of the respondents) it was very low while (7.3%) indicated that the interest was either high or average. The interest of the youth to participate in development projects is considered low.

#### **4.3.3: Nature of support**

A question was put across to find out the nature of support youth projects get from other development stakeholders.

**Table 4.18: Nature of support for youth groups**

	Frequency	Percent
Financial	12	21.8
Institutional	7	12.7
Equipment's / Materials	6	10.9
Training	6	10.9
None	23	41.8
Total	54	98.2
No response	1	1.8
Total	55	100.0

An analysis of the nature of support youth groups get from CBOS, NGOs, Government and other development agencies indicates that: majority of the youth groups (41.8%) get no support from the CBOS, NGOs and other development agencies, while (10.9%) get equipment's /materials or training. The results also indicated that a significant number (21.8%) get financial support from them while (12.7%) get institutional support. It is notable from the study findings that youth have little or no support from development projects. Most of the popular form of support that youth get is inform of financial support.

An analysis of the level of interest of participation on development projects among the youths indicated it was very low from the majority of the respondents rating (25.5%).This according to the study emanated from inaccessibility of opportunities to participate in youth projects. Moreover, the findings further indicated that majority of the youths were not involved in decision-making (28.3%) and evaluation (5.7%) of youth projects .This would mean that most youths were discriminated in making critical decisions and evaluation of projects. Also affecting youth participation according to this study was lack of support from CBOS, NGOs, Government and other development agencies as indicated by the majority (41.8%) of the respondents' .This would mean that youths do not have accessibility to opportunities to enhance their participation.

#### **4.3.4: Government directive and policies**

The researcher asked the respondents whether they knew of any government directive and policies that promote and affect youth participation in development.

**Table 4.19: Government directive and policies for youth participation in development**

		Frequency	Percentage
Whether aware of any government directive that promotes youth participation in development	Yes	20	37.0
	No	34	63.0
	Total	54	100.0
Whether Government policies affect youth participation in development projects	Yes	13	56.5
	No	10	43.5
	Total	23	100.0

An analysis of the government directive and policies that promotes youth participation in development indicates that: Majority (63%) of the youths are not aware of any government directive that promotes youth participation in development, while (37%) are aware. Majority (56.5%) of the respondents also indicated that government policies affect youth participation in project while (43.5%) declined. There is high level of unawareness among the youth, as far as government directives and policies that support the youth is concerned.

#### **4.4.1: Influence of Government policies**

The respondents were asked to rate the extent of influence that government policies have on youth participation in development projects.

**Table 4.20: Extent government policies influence youth participation in projects**

	Frequency	Percent
Very great extent	1	1.8
Great extent	5	9.1
Moderate extent	5	9.1
small extent	5	9.1
Not at all	3	5.5
Total	19	34.5
No response	36	65.5
Total	55	100.0

When asked the extent that government policies influence youth participation in projects, majority of the respondents indicated either to a small extent (9.1%), to a great extent or moderate extent while (5.5%) indicated that government policies didn't affect youth participation in projects at all, (1.8%) indicated to a very great extent. There was little indication among respondents on the extent to which government influenced youth participation in development projects.

#### **4.4.2: Effectiveness of government agencies in implementing youth policies**

Respondents were asked to rate the effectiveness of government agencies in implementing youth policies to enhance youth participation in development projects.

**Table 4.21: Respondents rating of the effectiveness of government policies**

	Frequency	Percent
Very effective	2	3.6
Effective	6	10.9
Moderately affective	9	16.4
Less effective	20	36.4
Not effective at all	18	32.7
Total	55	100.0

An analysis respondents rating of the effectiveness of government agencies in implementing youth policies indicated that: Majority (36.4%) rated government agencies effectiveness in implementing youth policies as less effective while a significant number (32.7%) of the respondents indicated that it was not affective at all. The results also indicated that (16.4%) rated government agencies effectiveness as moderately effective, (10.9%) as effective while (3.6%) as very effective. Government policies are rated as ineffective a per the observations of the study findings.

#### **4.4.3: Participation and likeability of government projects**

The respondents were asked whether they have ever participated in any government project, or knew of their peers who had participated and if they like the projects set for them by the government.

**Table 4.22: Participation and likeability of government projects by the youths**

		Frequency	percentage
Whether participated in any	Yes	13	23.6
government project targeting youths	No	42	76.4

	Total	55	100.0
Whether aware of any peers who have participated in government development projects targeting youths in last 12 months	Yes	16	29.1
	No	39	70.9
	Total	55	100.0
Whether youths like the projects set for them by the government	Yes	8	15.1
	No	45	84.9
	Total	53	100.0

An analysis of participation and likeability of government projects by the youths indicated that: Majority (76.4%) of the respondents indicated that they did not participate in any government project targeting youths while (23.6%) indicated that they did participate. Moreover, majority (70.9%) of the respondents indicated that they were not aware of any peers who had participated in government development projects targeting youths in the last 12 months while (29.1 %) indicated that they were aware. When asked whether youths liked the projects set for them by the government (84.9%) said ‘No’ while (15.1%) indicated that youths liked the projects set for them by the government. On average, 77.4% of the respondents do not like and participate in government development projects.

### 5.5.1: Discrimination by government agencies

The respondents were asked to rate their level of discrimination in channelling their challenges to government agencies and their due inclusiveness in the various stages of project cycles.

**Table 4.23: The extent of discrimination**

		Frequency	percentage
Extent of channelling challenges that youth face to government agencies	Very great extent	1	1.9
	Great extent	4	7.4
	Moderate extent	19	35.2
	Less extent	16	29.6
	Not at all	14	25.9
	Total	54	100.0
Extent of according equal opportunities to youths in decision making projects	Very great extent	1	1.8
	Great extent	0	0.0
	Moderate extent	9	16.4
	Less extent	13	23.6
	Not at all	32	58.2
	Total	55	100.0
Extent of according equal	Very great extent	2	3.6

opportunities to youths in planning projects	Great extent	1	1.8
	Moderate extent	6	10.9
	Less extent	14	25.5
	Not at all	32	58.2
	Total	55	100.0
Extent of according equal opportunities to youths in designing and selection of projects	Very great extent	1	1.9
	Great extent	0	0.0
	Moderate extent	8	14.8
	Less extent	14	25.9
	Not at all	31	57.4
Extent of according equal opportunities to youths in implementation of projects	Total	54	100.0
	Very great extent	9	16.4
	Great extent	7	12.7
	Moderate extent	16	29.1
	Less extent	8	14.5
Extent of according equal opportunities to youths in monitoring and evaluation of projects	Not at all	15	27.3
	Total	55	100.0
	Very great extent	0	0.0
	Great extent	2	3.6
	Moderate extent	9	16.4
	Less extent	9	16.4
	Not at all	35	63.6
	Total	55	100.0

An analysis of the extent of channelling challenges that youths face to government agencies indicated that: Majority (35.2%) rated to a moderate extent, the channelling of challenges that they face to government agencies while (1.9%) rated the same to a very great extent while still (7.4%) rated it to a great extent. The results also indicated that a significant number (29.6%) of the respondents had rated the extent of channelling challenges that face government agencies to a less extent while (25.9%) indicated not at all.

An analysis of the extent of according equal opportunities to youths in decision making indicated that: Majority (58.2%) of the youths were not involved in decision making at all while a significant number (23.6%) rated their involvement to a less extent. The results also showed that (16.4%) had rated their involvement to moderate extent while (1.8%) to a very great extent. An analysis of the extent of according equal opportunities to youths in planning projects indicated that a majority (58.2%) of the youth were not involved in planning of projects at all while a significant (25.5%) were involved to a less extent. The results also indicated that (10.9%) of the youths were involved to a moderate extent,(3.6%) to a very great extent while (1.8%) were involved to a great extent.

An analysis of the extent of according opportunities to youths in designing and selection of projects indicated that majority (57.4%) were not given any opportunity in designing and selection, (25.9%) were accorded to a less extent, and (14.8%) were accorded to a moderate extent while none of the youths were accorded to a great extent. An analysis of the extent of according opportunities to youths in implementation of projects indicated that majority (27.3%) were not given any opportunity implementation of projects, (29.1%) were accorded to a moderate extent, (14.5%) were accorded to a less extent, (16.4%) of the youths were accorded to a very great extent, while (12.7%) were accorded opportunities to a great extent.

An analysis of the extent of according opportunities to youths in monitoring and evaluation of projects indicated that majority (63.6%) were not given any opportunity at all in monitoring and evaluation of projects, (16.4%.1%) were accorded to a moderate extent, and to a less extent while (3.6%) were accorded opportunities to a great extent. On average on 13.5% indicated that the government was not discriminative as far as channelling of the challenges facing the youth, according equal opportunities, participation and implementation of youth development projects by the youth.

#### **4.5.2: Organizational Discrimination during Recruitment**

To find out whether youth faced any discrimination when organizations were recruiting employees, a question was asked.

**Table 4.24: Discrimination when organizations are recruiting employees**

	Frequency	Percent
Yes	36	65.5
No	19	34.5
Total	55	100.0

An analysis of whether youths face any discrimination when organizations are recruiting employees indicated that: Majority (65.5%) of the respondents indicated that youths face discrimination when organizations are recruiting employees while (34.5%) declined to have faced any discrimination. Evidence of discrimination is also identified when recruiting youths. The study indicated that majority (63%) of the youths are not aware of any government directive and policies that promotes youth participation in development. This



indicates that the government policies did not positively affect the youths significantly and that most youths were not aware of any directives and government policies that concerned them. This would mean that the government lacked effectiveness in communication of its youth policies. However, Majority (56.5%) of the respondents also indicated that government policies affect youth participation in projects while (43.5%) declined. This underlines the importance of youth awareness of youth projects since these projects have direct effects on the youths.

#### 4.6 Correlation Analysis

This section presents the correlation analysis of the study variables. To establish the level of influence on education levels, awareness strategies, accessibility to opportunities and government policies on youth participation to development projects, Pearson Correlation Coefficient was calculated.

##### 4.6.1 Method of awareness and youth participation

In order to establish the influence of method of awareness on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

**Table 4. 25: Correlation analysis on method of awareness and youth participation in development projects**

		1	2	3	4	5	6
1.Youth participation in development projects	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	55					
2.Awareness through media	Pearson Correlation	.250**	1				
	Sig. (2-tailed)	.002					
	N	55	55				
3.Awareness through Friends and peers	Pearson Correlation	.899	.114	1			
	Sig. (2-tailed)	.534	.788				
	N	55	55	55			
4.Awareness through Posters and banners	Pearson Correlation	.306	.278	-.582	.400		
	Sig. (2-tailed)	.461	.504	.130	.326		
	N	55	55	55	55		
5.Awareness through Roads Shows	Pearson Correlation	.625	-.435	-.303	-.771*	1	
	Sig. (2-tailed)	.098	.282	.466	.025		
	N	55	55	55	55	55	
6.Awareness through Advocacy campaigns	Pearson Correlation	.296	-.078	.098	-.415	.537	1
	Sig. (2-tailed)	.476	.855	.818	.307	.169	
	N	55	55	55	55	55	55

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The study analysis on the correlation between method of awareness and youth participation in development projects revealed that; awareness through friends and peers has the highest and strong positive correlation with youth participation in development projects. The correlation coefficient between participation between awareness through friends and peers yielded a correlation value of 0.899. Other methods of making the youth aware of development projects yielded a relatively weak correlation. The relationship between method of awareness and participation in development projects included; awareness through media, awareness through posters and banners, awareness through roads shows and awareness through advocacy campaigns exhibited a correlation values of 0.25, 0.306, 0.625 and 0.296 respectively.

#### 4.6.2 Relationship of education level and youth participation

To establish the education and training levels' influence on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

**Table 4.26: Correlation analysis on education level and youth participation in development projects**

		1	2	3	4
1.Youth participation in development projects	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	55			
2.Level of Education	Pearson Correlation	-.0550**	1		
	Sig. (2-tailed)	.002			
	N	55	55		
3.Training in participation in development projects	Pearson Correlation	.753	.114	1	
	Sig. (2-tailed)	.534	.488		
	N	55	55	55	
4.Period of Training	Pearson Correlation	.306	.371	-.421	1
	Sig. (2-tailed)	.230	.412	.130	
	N	55	55	55	

A correlation analysis between youth participation in development projects and level of educations revealed a significant – relationship between participation in development projects and highest level of education attained by youth. This from the study finding showed a correlation coefficient value of -0.550. Other relationships established though not significant

included training in participation of development projects and youth participation with a correlation coefficient value of 0.753, and period of training and participation in development projects with a positive correlation coefficient value of 0.306. From these findings, it is apparent that higher level of education reduces the level of participation of youth in government initiated projects. This may probably be associated with the notion the projects are meant for the less educated youth in the society.

#### 4.6.3 Accessibility to opportunities and youth participation

In order to establish the influence of accessibility to opportunities on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

**Table 4. 25: Correlation analysis on accessibility to opportunities and youth participation in development projects**

		1	2	3	4	5
1.Youth participation in development projects	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	55				
2.Extend of involvement in development projects	Pearson Correlation	.425**	1			
	Sig. (2-tailed)	.004				
	N	55	55			
3.Position in groups or projects activities	Pearson Correlation	.520**	.104	1		
	Sig. (2-tailed)	.213	.588			
	N	55	55	55		
4.Efforts made to ensure opportunities are available to the youth	Pearson Correlation	.306*	.176	-.186	1	
	Sig. (2-tailed)	.126	.153	.120	.215	
	N	55	55	55	55	
5.Nature of support available to enhance participation	Pearson Correlation	.341	-.312	-.202	-.771*	1
	Sig. (2-tailed)	.89	.182	.427	.31	
	N	55	55	55	55	55

An analysis of the study findings on the relationship between youth participation in development projects and accessibility of opportunities indicated that there was a statistically significant relationship between participation and extent of youth involvements (decision making, implementation or project evaluation) in the development project. This showed moderately strong positive correlation value of 0.425. Position of the youth in the

development groups was found to correlate with participation at a coefficient value of 0.520 shows a moderate positive correlation. There was also a significant correlation between efforts made to ensure opportunities are available to the youth and the participation in development projects. This showed a positive correlation value of .306. Though, not statistically significant, the nature of support available to the youth positively correlates with their participation in development projects. From these study findings, it can be noted that accessibility to opportunities is a determining factor as far as youth participation in development projects is concerned. Among the ways in which accessibility to opportunities could be enhanced is through involving the youth in decision making, and core project activities such as implementation and evaluation, giving youth leadership positions, making deliberate efforts to ensure opportunities are available to the youth, and providing support for the youth through financials and offering institutional links and materials/equipment..

#### 4.6.4 Government policy and youth participation

To establish the influence of Government Policies on youth participation in development projects, a Pearson Correlation Coefficient was calculated. The results are shown in the table below.

**Table 4.28: Correlation analysis on government policy and youth participation in development projects**

		1	2	3	4	5
1.Youth participation in development projects	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	55				
2.Youth Awareness about government policy directives	Pearson Correlation	.214**	1			
	Sig. (2-tailed)	.003				
	N	55	55			
3.Relevance of the policy directives in meeting the needs of the youth	Pearson Correlation	.320**	.108	1		
	Sig. (2-tailed)	.115	.488			
	N	55	55	55		
4. Interest of the youth in the government policy directives	Pearson Correlation	.312*	.156	-.185	.300	
	Sig. (2-tailed)	.112	.123	.120	.215	
	N	55	55	55	55	
5.Implementation of government policy directives	Pearson Correlation	.431	-.212	-.202	-.221*	1
	Sig. (2-tailed)	.59	.188	.319	.31	
	N	55	55	55	55	55

To some extent, government policy was found to affect/correlate with youth participation in development projects in one way or another. An analysis of the study findings indicated that

there was a positively weak correlation (0.214) between youth awareness about government policy directives and participation in government projects. Relevance of policy directives was also found to have a moderately weak positive correlation (0.320) on youth participation in development projects, with interest of youth in the government policy/directives being positively correlated with youth participation in development projects.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the conclusions of the findings on the factors influencing youth participation in development projects in Njiru Subcounty: a case of Maili Saba slum, Nairobi, Kenya. This chapter provides a summary of key observation, conclusions and recommendations based on the findings in chapter four above.

#### **5.2 Summary of the Findings**

Majority of the youths who had their level of education at certificate level diploma level and Degree level ranged at (65.5%) indicating that most youth were literate. Majority (40%) of the respondents indicated that awareness strategies in place were not affective at all and thus negatively affects youth participation. On accessibility to opportunities, the study indicated that level of interest of participation on development projects among the youths indicated it was very low from the majority of the respondents rating (25.5%). Further indicated that majority of the youths were not involved in decision-making (28.3%) and evaluation (5.7%) of youth projects .Majority (63%) of the youths are not aware of any government directive and policies that promotes youth participation in development. 56.5% of the respondents also indicated that government policies affect youth participation in projects while (43.5%) declined. This underlines the importance of youth awareness of youth projects since these projects have direct effects on the youths. Respondents rated moderately the simplicity of channelling of challenges that they faced to government agencies, with majority indicating that they were not given any opportunity at all in monitoring and evaluation of projects.

#### **5.3 Discussion**

The study sought to ascertain the factors influencing youth participation in development projects in Njiru Subcounty: a case of Maili Saba slum, Nairobi, Kenya. Thus, it focused on establishing the extent to which education level, awareness strategies on opportunities, accessibility to opportunities and government policy influence youth participation in development projects in Njiru Subcounty.

Education to some extent influence youth participation in development activities. Young people spent substantial amount of time in community based activities. Education sets precedence for youth participation in community activities based in their participation in school based activities such as sports and recreation. Participation in such activities in school has been associated with development of self-esteem among the youth and willingness to be part of the larger community. The study findings indicated higher levels of participation in youth development projects was associated with higher levels of education among the youth. This findings concur with Angba, (2009) education levels are highly significant in the extent, intensity and pattern of participation.

Awareness about community development projects is considered a critical aspect in shaping youth participation. When community leaders promote partnership between youth and authorities in national, state and local levels, youth are encouraged to participate. On the question on the influence of awareness strategies on youth participation, the study finding indicated that efforts were done to enhance awareness. The findings however indicated that the efforts adopted in creation of awareness was not effective. Given these observations, it is possible for awareness promotions to be undertaken and fail to serve the intended purpose of the awareness. The responses showed that the ineffectiveness of awareness strategies negatively affect youth participation. These findings concur with Samad (2002) slum dwellers have very low utilization of services offered by development projects due to lack of knowledge about these services.

While there might be plenty of opportunities for youth to participate in community development projects. The willingness and their participation may be influenced by the accessibility of the opportunities. On the study evaluation on the influence of accessibility to opportunities on youth participation in development activities, it was established that the interest of youth to participate in projects was low owing to the inaccessibility of those opportunities and the low inclusiveness of youth in participation in projects. The findings concur with APHRC, (2002), youth in urban slums are faced not only by lack of adequate accessibility to basic urban services but also lack of clarity in accessibility to participation in development opportunities.

Policy directives play an important role in providing avenue to engage young people. In order to benefit from young people's capabilities the government and development agencies should ensure that youth are engaged in development processes so as to avoid exclusion and

marginalization of youth while depriving communities of their energy, dynamism and innovativeness. This also prevents youth from being sources of social disruption. The study established that government policies did not positively affect the youth significantly and that most youth were not aware on any government directive and government policy that concerns them, thus the government lack effective communication channels on its youth policies. These findings concur with Chadha, (2005) government policies with regard to development projects are of critical importance in determining the direction of participation by any kind of grassroots levels.

#### **5.4 Conclusion**

Based on the findings the research came up with the following conclusions:

This study indicated that majority of the youths were literate enough to participate in youths development projects since majority had attained between O-level and Degree level of education. Highest level of education attained among individual youth can be an important advantage in indicating the how, when and extent of youth participation in development projects. Awareness strategies to opportunities according to our study affect youth participation in youth development projects largely since majority (40%) of the respondents indicated that awareness strategies were not affective at all.

The study indicated that the level of interest of youth's participation on development projects was very low. This according to the study emanated from inaccessibility of opportunities to participate in youth projects. Poor funding towards development projects hence attracting very few youths. Youth participation accordingly lacked support from CBOS, NGOs, Government and other development agencies.

The youths are not aware of any government directive and policies that promotes youth participation in development. The government policies did not affect the youths significantly since youths lacked awareness of any directives and government policies that concerned them. The results according to the study indicated that majority of the youths were facing discrimination with regard to participation in projects. The study also indicated that youths faced discrimination when organizations are recruiting employees. Youths were also discriminated in making critical decisions and evaluation of projects.



## **5.5. Recommendations**

Based on the conclusions, the following recommendations were made:

1. Level of education among the youth influences the extent of participation in youth participation in development projects. They however have negative attitude towards development projects. It is therefore important for the project managers and the education system to promote a positive attitude towards youth participation in development projects.
2. The extent of awareness highly depend on the strategies that are popular to the youth, It is therefore recommended that project managers and communication stakeholders in development projects use youth friendly awareness strategies such as media, sports, and through youth peers.
3. Development projects for the youth should be well articulated to enhance their accessibility. Development stakeholders through affirmative actions should ensure that all projects targeting the youth are easily accessible.
4. While there are government policies for youth, the extent of implementation and influence on youth is limited. The study therefore recommends a further enforcement on policy implementation and projects sustainability by the government policies.

## **5.6 Suggestions for Further Research**

The study recommended a similar study to be done on other parts of the country to establish whether there other determinants of youth participation in development projects, like political influence.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION FOR DATA COLLECTION

September, 2012.

**Dear Respondent:**

I am a postgraduate student undertaking a Master of Arts in Project Planning and Management in the School of Continuing and Distance Education at the University of Nairobi. I am carrying out a study on **Factors influencing Youth Participation in Development Projects in Njiru Sub county Nairobi: A Survey of Maili Saba Slum, Nairobi Kenya**. I am using the attached questionnaire to collect information for the study. It is my kind request that you fill the questionnaire, providing the relevant information to facilitate the study. Please use the space provided to fill in the information required as objectively and honestly as possible. The information provided will be treated with strict confidentiality for the purpose of this study only.

Stellamaris Mumbua.

## **APPENDIX 2: QUESTIONNAIRE FOR THE YOUTH (members of youth projects)**

This questionnaire is aimed at gathering information on factors influencing youth participation in Development projects in informal settlements within Nairobi. The study will be focused on Maili Saba Slum, Njiru, and District. The information provided will solely be used for accomplishing academic goals.

### **SECTION A: BACKGROUND INFORMATION**

1. Please indicate your age bracket (tick the appropriate)

- |                |     |
|----------------|-----|
| 15-20 years    | [ ] |
| 21-25 years    | [ ] |
| 26-30 years    | [ ] |
| 31-35          | [ ] |
| Above 35 years | [ ] |

2. Please indicate your gender (tick the appropriate)

- |        |     |
|--------|-----|
| Male   | [ ] |
| Female | [ ] |

3. What is your occupation /Economic Activity? (Circle the appropriate)

- |                               |   |
|-------------------------------|---|
| Formal employment.....        | 1 |
| Informal employment .....     | 2 |
| Recreational activities ..... | 3 |

Other (Specify) .....4

4. Income range per month (circle the appropriate)

- |                     |   |
|---------------------|---|
| Less than 1000..... | 1 |
| 1000-3000.....      | 2 |
| 3001-5000.....      | 3 |
| 5001-7000.....      | 4 |
| 7001-9000.....      | 5 |
| Above 9000.....     | 6 |

5. Please state the number of years you have been involved in youth development projects (tick appropriately).

- |                   |     |
|-------------------|-----|
| Less than 5 years | [ ] |
| 5-10 years        | [ ] |
| 11-16 years       | [ ] |



Above 16 years [ ]

6. What are the main challenges affecting youth participation in development projects

.....  
 .....

**SECTION B: FACTORS INFLUENCING YOUTH PARTICIPATION IN DEVELOPMENT PROJECTS**

*Education Levels: Please Indicate Your Scores in the Comments Column (circle appropriately)*

No	Questions and filters	Coding Categories	Comments
7	Highest level of education attained	Primary .....1 O level .....2 Certificate level .....3 Diploma level .....4 Degree level .....5 Post graduate level .....6	
8.	Have you undergone any training on community participation in development projects?	Yes.....1 No.....2	
8.a	If yes, which form of training?	.....	
8.b	What was the duration of the training?	.....	

**Awareness: Please Indicate Your Scores in the Comments Column (circle appropriately)**

No	Questions and filters	Coding categories	Comments
9	Are you aware of other youth development projects in your area apart from your group?	Yes.....1 No.....2	
10	If yes , which ones?(multiple responses allowed)	Kazi kwa vijana.....1 CDF projects .....2 Sports/recreational projects.....3	

		CBO Projects.....4 NGO Projects.....5 Other (specify).....	
11	How did you get to know about this/these projects? (multiple responses allowed)	Through the media (TV, Newspaper, radio , internet) .....1 Friends/peers/family .....2 Posters/ banners.....3 Road shows .....4 Advocacy campaign for the youth .....5 Any other .....	
12	To what extent are youth projects publicized in this area?	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	
13	To what extent would you say the needs of the youth are considered in advocacy and awareness creation of projects in this area?	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	
14	To what extent would you say the youth are involved in advocacy of projects in this area?	Very great extent .....1 Great extent .....2 Moderate extent.....3 Small extent.....4 Not at all.....5	
15	Do youth face any discrimination when organizations are creating awareness/advocacy of youth projects in this area?	Yes .....1 No.....2	
16	If yes in Q15 above, what kind of discrimination do youth face	..... ..... .....	

17	How would you rate the effectiveness of awareness channels in promoting youth participation in development projects	Very effective .....1 Effective.....2 Moderately effective .....3 Less effective.....4 Not effective at all .....5	
18	What kind of activities is the <b>most</b> active youth group in this area involved in ?	Voluntary activities .....1 SME business.....2 Educational Programmes.....3 Sports/Recreational activities... .....4 Others (please specify).....5	
19	How do you relate with other youth in terms of information sharing	Very well .....1 Fairley well .....2 Well.....3 Poorly .....4	

*Accessibility to Opportunities: Please Indicate Your Scores in the Comments Column*

No	Questions and filters	Coding categories	Comments
20	What is your level of involvement in your group? Are you involved in...	Decision making .....1 implementation.....2 Evaluation.....3	
21	What is your position in the group?	Chairperson..... 1 Deputy Chairperson.....2 Secretary .....3 Treasurer.....4 Other(specify).....5	
22	What activities does the group engage in?	..... .....	
23	How would you rate the level of youth participation/involvement in youth projects?	Very High.....1 High.....2 Average.....3 Low .....4 Very Low.....5	

24	What strategies are used by development agencies to ensure opportunities are available for the youth in this area?	..... ..... .....	
25	What nature of support does your youth group get from CBOs, NGO s, Government and other development agencies in this area? (Circle all mentioned.)	Financial.....1 Institutional(e.g. links/networks) .....2 Equipment's/materials.....3 Training.....4 None.....5 Other(specify).....6	

**Government policy: Please Indicate Your Scores in the Comments Column**

26	Are you aware of any government directive/policy that promotes youth participation in development?	Yes.....1 No .....2	
27	If yes, which ones are you aware of?	..... ..... .....	
28	Do these policies influence youth participation in development projects?	Yes.....1 No.....2	
29	If yes , to what extent	Very great extent .....1 Great extent.....2 Moderate extent.....3 Small extent.....4 Not at all .....5	
30	How do you rate the effectiveness of government agencies in implementing youth policies concerning participation in development projects	Very effective .....1 Effective.....2 Moderately effective.....3 Less effective.....4 Not effective at all.....5	

31	Have you participated in any government project targeting youth in this area	Yes.....1 No.....2	
32	If yes, what project did you participate in	..... .....	
33	Are you aware of any peers who have participated in a government development projects targeting the youth in last 12 months?	Yes.....1 No.....2	
34	If yes, how many are you aware of ?		
35	Do you think youth like the projects set for them by the government?	Yes.....1 No.....2	
36	(If yes), how do you rate the level of interest of participation on development projects among the youth	Very High .....1 High .....2 Average .....3 Low .....4 Very Low.....5	
37	To what extent do you think it is easy to channel challenges that you face to government agencies in your area	Very Great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all .....5	

***Youth Participation in Projects: Please Indicate Your Scores in the Comments Column***

No	Questions and filters	Coding categories	Comments
38	To what extent would you say equal opportunities are accorded to youth in decision making of projects	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	

39	To what extent would you say equal opportunities are accorded to youth in planning of projects	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	
40	To what extent would you say equal opportunities are accorded to youth in design and selection of projects	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	
41	To what extent would you say equal opportunities are accorded to youth in implementation of projects	Very great extent .....1 Great extent.....2 Moderate extent.....3 Less extent.....4 Not at all.....5	
42	To what extent would you say equal opportunities are accorded to youth in monitoring and evaluation of projects	Very great extent .....1 Great extent .....2 Moderate extent.....3 Small extent.....4 Not at all.....5	
43	Do youth face any discrimination when organizations are recruiting employees	Yes .....1 No.....2 ( if no, end interview).	
44	If yes in 43 above, what kind of discrimination do youth face	..... .....	

**END.**

**Thank you for participating in this interview**