

**THE INFLUENCE OF MEDIA IN CREATING AWARENESS OF JOB
OPPORTUNITIES FOR THE YOUTH IN KENYA: A CASE STUDY OF THE UWEZO
FUND INITIATIVE**

BY

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K50/69616/2013

PRESENTED TO

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN
COMMUNICATION STUDIES AT THE UNIVERSITY OF NAIROBI**

OCTOBER 2015

DECLARATION

Declaration by candidate

This research project is my original work and has not been presented anywhere to the best of my knowledge. No part of this thesis may be produced without the prior permission of the author.

John Otieno Okande

K50/69616/2013

Signature..... Date.....

Declaration by supervisor

This research project has been submitted with my approval as the university supervisor

.....

Elias Mokua, PhD

Date

(Supervisor)

DEDICATION

To my parents Walter O. Ochieng and Jane K. Ochieng

ACKNOWLEDGEMENTS

First of all, I wish to thank God for His grace and for providing me with peace of mind, strength and wisdom to undertake this journey. My deepest gratitude goes to my supervisor, Dr Elias Mokuu for his expertise, patience, and guidance throughout the process of coming up with this thesis. I would also like to thank the entire School of Journalism and Mass Communications (SOJMC) at the University of Nairobi.

A very special thank you to the youth from Manyatta B and Nyalenda A wards who took part in this study; Mr Kenneth Okwaroh, Director for Policy and Research at African Center for People Institution and Society (ACEPIS); Mr Cosmas Butuyi, Media Expert from Ogilvy and Mather's; and Dr Charles Nyambuga, Chairman, Department of Media and Technology, Maseno University, Kenya. You were all instrumental in a very important part of this research — data collection.

Phantus Wambiya and my brother Austine Okande, I appreciate your support, prayers and critique along this journey. May our God bless you!

Finally, I would like to thank my family for the support they have given me throughout my life. This has not been a one-year journey but a process that started at birth, and one that is still on. In particular I must acknowledge my wife and best friend, Mercy Juma Okande, without whose love, prayers, encouragement and support, I wouldn't have reached this far.

My friends, I may not mention all of you by name but to all of you, who had an impact in one way or another in this process, know that I appreciate each one of you from the bottom of my heart. May God bless you all!

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ACRONYMS

COK	Constitution of Kenya
MIL	Media and Information literacy
KNBS	Kenya National Bureau of Statistics
KIPPRA	Kenya Institute for Public Policy Research and Analysis
LSE	London School of Economics
SID	Society for International Development
YEDF	Youth Enterprise Development Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization

ABSTRACT

Youth unemployment is one of the most pressing socio-economic problems facing most developing countries. The Government of Kenya has been improving efforts aimed at increasing employment opportunities for young people. Despite increased media space and emergence of new media platforms, media use among the Kenyan youth has largely been for social interaction and thus has not been adequately leveraged as a powerful tool for creating awareness and encouraging youth participation in job creation initiatives. This study used Uwezo fund initiative as an illustrative case to determine how the media could influence the youth to participate in the fund; find out the type of media platforms used by the youth to access information on the fund; determine media literacy skills required by the youth to access and use information from the media; and highlight the challenges faced by the youth in accessing and using information on the fund. Using McCombs and Shaw (1972), Agenda Setting Theory as a theoretical framework, the study employed a descriptive research design, using a mixed method approach to examine the interaction between the media and youth within the context of the Uwezo Fund initiative in Kisumu County in Kenya. The study found out that the influence of media on youth participation in job creation is overrated as evidenced by a significant proportion of youth who were not persuaded by the media to participate in the fund and a significant proportion of others indicating that they obtained information on the fund from other sources apart from the media. It also established that perhaps radio as a media platform would provide better returns owing to a strong preference for information broadcasted through radio by the youth. Lastly, the study found out that the youth face significant challenges in accessing and engaging the media and these challenges included complex messaging, prohibitive costs, internet inaccessibility, and inadequate of media literacy skills. This study therefore recommends that Uwezo Fund administrators should develop contextualized simple messages that resonate with the youth for creating awareness of the fund in various regions; reorganize their outreach strategy to target youth who from the study appeared less involved in the funds activities; bridge gender disparities by encouraging more participation of women in the funds initiatives; leverage potential of radios for creating awareness of the fund; and also scholars can further embark on exploring why the level of influence of media in creating awareness of the fund is limited as exhibited by this study and how can it be improved. The study concludes that media has a significant potential to influence the youth to engage in job creation, however, its engagement with the youth should endeavor to go beyond conveyance of information to deeper discourse.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Youth unemployment is one of the most pressing socio-economic problems facing most developing countries (Derek Yu, 2013). The Kenya National Bureau of Statistics (KNBS) (2009) estimates that there are about 13.7 million youth in Kenya, accounting for about 34.5% of the total national population and with an unemployment rate constituting about 14.5% (Urban, 16.2% and Rural 8.9%). In Kisumu Town East Constituency in Kisumu County, there are about 61,143 young people aged 15–34 years comprising 30,455 men (49.81%) and 30,688 (50.19%) female of which 24,151 (39.5%) are considered poor and 28,130 of them (49.2% male, 50.8% female) are unemployed (KNBS and SID, 2013; Munga and Onsomu, 2014). International Labor Organization, Global Employment Trends report (2014) states that most frequent causes of unemployment include rapid population growth, skills mismatch; structural reforms; slow or declining economic growth and high cost of labour.

Over the past two decades, some effort has been made in the development sector to support youth development and their integration into the economy and development initiatives (KNBS and SID, 2013). Successive government administrations have initiated public sector programmes aimed at creating employment and increasing opportunity for accelerated job creation both in Government and the private sector (Omolo, 2012). Although differentiated, the programmes have centered around: i) public works jobs created by public sector programmes such as the Kazi Kwa Vijana initiative (a social protection programme); ii) provision of financing for private entrepreneurial business ventures such as the Youth Enterprise Development Fund; and, the

Uwezo Fund Initiative both targeting to provide young people with startup funding for creating businesses; and, iii) affirmative actions (30% of Government procurements assigned to the youth, women and people living with disability) aimed towards giving advantage to enterprises created and run by young people as a way to increase employment (Omolo, 2012; UNDP, 2013).

In Kenya, there is a sense in public opinion especially among young people that initiatives such as Youth Enterprise Development Fund (YEDF) have not borne enough fruit in dealing with the problem of youth unemployment in the country (Odero et al., 2013). There are also those who argue that young people have not sufficiently and actively embraced such initiatives to improve their unemployment status (Kimando, Njogu and Kihoro, 2012).

Locksley, (2009) argues that the media is a significant driver of growth in many economies as the business of producing content generates substantial revenue streams and occupations that contribute directly to the economy. He posits that increased access to knowledge spurs higher levels of literacy which in turn strengthens human capital for higher productivity (p. 2). The United Kingdom's Department for International Development (DFID) (2006) likewise states that creation and dissemination of knowledge are key factors in the development process and that the media can be instrumental as a means of storing and sharing knowledge with the masses.

Of profound importance is the role and value of the media in creating content that informs and shapes public discourse on various issues (unemployment, job opportunities and creation included). Girard, (2003) posits that the development impact of media content is related to the relevance of the content delivered. Kenya has a fairly open, developed and inclusive media space that has increasingly engaged and involved young people in discussions of various pertinent issues such as unemployment, government policy/legislation, and opportunity. This has often

been achieved through highlighting successful programmes by government or initiatives by young entrepreneurs that aim at mitigating unemployment through creation of job opportunities. This study therefore seeks to examine the influence of media in creating awareness of job opportunities for the youth in Kenya with a focus on the Uwezo Fund.

1.1 Statement of the problem

The Government of Kenya has over the past four decades improved efforts aimed at increasing employment opportunities for young people in the country. Nonetheless, a significant proportion of them still remain unaware, un-involved (lack of participation) or unenthusiastic about some of the government-sponsored job creation initiatives such as the Kazi Kwa Vijana programme, Youth Enterprise Development Fund (YEDF) and currently the Uwezo Fund (Omolo, 2012; Kimando, Njogu and Kihoro, 2012; Odero et al., 2013; UNDP, 2013). This is against a background of increased media space and emergence of new media platforms that have been argued to have the capacity to influence and enhance awareness and involvement of the youth in such initiatives (Deuze 2011; Carpentier and Francesca, 2013).

Despite increased media space and emergence of new media platforms, there's no sufficient research material on the influence of media in creating awareness of job opportunities for the youth in Kenya. This can be partly explained by the fact that media use among the youth has largely been for social interaction and thus has not been adequately leveraged as a powerful tool that can be used to create awareness of job opportunities for the youth in Kenya. This study therefore seeks to bridge the gap between development communications and youth unemployment by examining how the media can be used to create awareness of job opportunities

for the youth in Kenya. It will explore the dynamics of influence of media and engagement of young people on a state-sponsored job creation initiative - the Uwezo Fund initiative.

1.2 Purpose of the study

The purpose of this study was to examine the influence of media in creating awareness of job opportunities for the youth in Kenya with a focus on the case of the Uwezo Fund initiative. The researcher anticipated that the outcomes of this study can provide new knowledge that will inform media development programming, policy and legislation on media and overall public discourse on youth involvement in job creation initiatives in Kenya.

1.3 Objective of the study

The main objective of this study was to examine the influence of media in creating awareness of job opportunities for the youth in Kenya.

Specific objectives

- i. To determine how the media can influence the youth to participate in the Uwezo Fund initiative;
- ii. To find out the type of media platforms used by the youth to access information on the Uwezo Fund initiative;
- iii. To determine literacy skills required by the youth to access information on the Uwezo Fund initiative from the media; and,
- iv. To find out challenges faced by the youth in accessing and using information on the Uwezo Fund initiative.

1.4 Research questions

- i. How can the media influence the youth to participate in the Uwezo Fund initiative?
- ii. What type of media platforms do the youth use to access information on the Uwezo Fund initiative?
- iii. What literacy skills do the youth require in order to access information on the Uwezo Fund initiative from the media?
- iv. What challenges do the youth face when accessing and using information on the Uwezo Fund initiative?

1.5 Theoretical framework

This study relied largely on McCombs and Shaw's Agenda-setting theory whose core proposition is that issues that have always received much attention may be perceived to be the most important; all being equal thus when news item is covered frequently and prominently, the audience will regard the issue as more important. The theory assumes that the media does not reflect reality but rather filters and shapes it and that media concentration on a few issues and subjects leads the public to perceive those issues as more important than other issues (McCombs and Reynolds, 2002).

1.6 Methodology

The study employed a descriptive research design; using a mix of qualitative and quantitative research methods to examine the interaction between the media and the youth within the context of the Uwezo Fund initiative in Kisumu County Kenya. Primary data was obtained by stratified random sampling through use of questionnaires, key informant interviews and focus group

discussions. Data analysis was carried out mainly through Microsoft Excel and analysis of qualitative data.

1.7 Justification of the study

Research indicates that the influence of media on young people is profound (Locksley, 2009). In Kenya like in many countries today, the scope and ability of media to influence and facilitate public discourse or engagement on national issues cannot be underestimated.

The media through different platforms — radio, television, print media, social and digital media — has created content that shapes public discourse on issues around unemployment and creation of job opportunities. The existing body of literature and research on the influence of media in creating awareness of job opportunities for the youth is scarce, not contextualized and inconclusive. Therefore, there is need for new and contextualized knowledge to inform media development programming, policy and legislation on media and overall public discourse on youth involvement in creation of job opportunities in Kenya.

1.8 Scope of the study

This study focused on examining the influence of media on creation of job opportunities for the youth in Kisumu County. The study was carried out in Kisumu Town East Constituency, Kisumu County over a period of 4 weeks between September and October 2015.

The choice of locations of Manyatta B Ward and Nyalenda A Ward in Kisumu Town East Constituency was informed by the high levels of poverty, high unemployment rates among the youth, perceived level of exposure of young people to the media, and the youth significant involvement. In Kisumu Town East Constituency in Kisumu County, there are about 61,143

young people aged 15–35 years comprising 30,455 men (49.81%) and 30,688 (50.19%) female of which 24,151 (39.5%) are considered poor and 28,130 of them (49.2% male, 50.8% female) are considered unemployed (KNBS and SID, 2013; Munga and Onsomu, 2014).

The researcher hypothesized that the data collected, analyses carried out and conclusions arrived at in this study, although specific to the case in locations of Manyatta B Ward and Nyalenda A Ward in Kisumu Town East Constituency, could be easily extrapolated to reflect the situation in most parts of Kenya. This is because the incidences of poverty and unemployment rates among young people in the country do not show marked regional variations.

1.9 Definition of terms

Youth: The Constitution of Kenya (2010) defines the youth as an individual who has attained the age of 18 years but has not attained the age of 35. This research used this definition to conduct this study.

The Uwezo Fund: This is a programme by the Government of Kenya that aims at enabling women, youth and persons with disability access finances to promote businesses and enterprises and deal with unemployment in Kenya.

Poverty: This is defined in this study as the head count proportion of the total population living below the national poverty line.

UWEZO: This means capability” in Swahili language.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter provided insight into literature review on youth and media, influence of media, unemployment, and media and information literacy by other scholars and researchers. The study specifically dwelt on literature that has specific relevance to the objectives cited in this study. It also reviewed theories which the study is anchored on.

2.1 Youth and media

Sanjay (2006) states that as far back as can be traced, older generations have always chided younger generations for their apparent disengagement from public opinion affairs. This platitudinous perception has been reinforced by a sense that the information age and its technological toys have spawned a self-absorbed, plugged-in and tuned-out youth culture without comparison or precedent. Carlson (2006), states that during the past decades, the media landscape and its subsequent culture have undergone major changes. Modern information technology has given rise to a constantly increasing supply of media products through many new channels, and our perceptions of time and space, of the bounds between private and public, central and peripheral, has changed (p. 11). She further indicates that a good share of the people in this world — albeit far from all — have access to an abundance of information, entertainment and games via television, films, radio, books, periodicals, the internet and mobile telephones.

Media — press, film, radio, television, computer games, the internet, etc. — have as a concept, become more complex to grasp due to media's omnipresence in everyday life (Deuze, 2011), as

well as the technological convergence accelerated by digitization (Jenkins, 2006). Notably, mobile technology and ‘smart’ media are blurring previous distinctions and understandings of media equipment and media use which have both become more individualized. Carlson (2006) states that “an interactive media society has grown up alongside the traditional mass media society and thus young people around the world have already opted into it. These technological changes have made truly global flows of information possible, while they have also opened up transnational markets for global media companies (p. 11).”

According to Deuze (2011), the ‘unconscious’ use of media is growing in media — saturated societies and the implications of this is not yet fully understood. Young people are among the primary users and consumers of media texts. They also contribute heavily in generating content in many different media forms on the internet platforms. These among other circumstances speak to the growing importance of media, information and communication literacy, not least among young people.

In engaging with the media, young people explore and learn about themselves and the world around them. Asthana (2006) indicates that “Youth involvement in the media spans a wide range of activities — from learning technical production, writing, and reporting skills, to developing and deconstructing media content — and is closely connected to the process of media education and literacy (p. 6).” Christensen (2011), states that “socio-political engagement is increasingly becoming technology-driven thus making the media become a vital tool for engaging the society. The democratic potential provided by new communication technologies to further include young people in political and societal matters are still to be explored (155-57).”

2.2 Youth participation in media

Studies have shown that participation can strengthen social development, build organization capacity, and create substantial changes in society. Checkoway et al. (2006), argue that young people are increasingly organizing groups for social and political action, planning programmes of their own choice, and advocating their interests in the community. They are raising consciousness, educating others on matters that concern them, and providing services of their own choice (p. 1). Such efforts express the view of “youth as resources”, which contrasts with news media portrayals of youth as “victims of poverty” and “problems in society.”

Asthana (2006) says that the present generation of young people, unlike their predecessors, lives in an increasingly globalised world that is being transformed by a wide range of technological innovations (p. 6).” Forbrig (2005) argues that “...while public arenas for youth involvement appear to be more numerous than ever before, few would claim that the opportunities have amplified the participation of young people (p. 7).”

Bridland (2006) observes that “it is no longer adequate to see participation simply in terms of the ‘components of participation’ repeated in various publications... (p. 135).” Percy-Smith and Malone (2001) contend that authentic participation should be inclusive where the system accommodates participation, and not integration — wherein participation works in predefined ways in defined structures, (p. 18).”

The media, both traditional and new media, continue to facilitate participation of the youth in various spheres of life by fulfilling important pre-conditions. It enables them to develop, share, critique and utilize media content (Asthana, 2006). In engaging with the media, young people

explore and learn about themselves and the world around them. In doing so they bring their own unique knowledge and perspectives, (LSE, 2013).

Both traditional (mainstream) and participatory media such as community media, provide ample opportunities for young people to make their own media. Within mediated spaces, participatory language has been used to celebrate young people's engagement in social networks and online environments, including platforms such as Facebook, Instagram, You Tube and Twitter, among other digital technologies such as mobile apps and video games (Ito et al., 2009; Jenkins, 2006). There's a particular interest in understanding how participation in mediated environments can foster civic engagement, knowledge and civic participation among the youth (Rheingold, 2008).

2.3 Dimensions of participation

There has been a wide debate concerning the diverse forms and appropriate scope of citizens' involvement and participation in public affairs and the applicability of these frameworks to young people. It is evident that many people have different conceptions of what participation means and what it really entails. Pateman (1970) referred to the elusiveness of participation by pointing out that "the widespread use of the term [...] has tended to mean that any precise, meaningful content has almost disappeared; and that "participation" is used to refer to a wide variety of different situations by different people (p. 1)."

Arnstein's (1969) ladder of citizen participation is considered one of the classic and most influential participation theories as it differentiates the concept of participation even further specifically in relation to policy contexts. The ladder comprises eight different levels that are subdivided into three groups: manipulation and therapy (non-participation); information, consultation and placation (tokenism); and, partnership, delegated power, and citizen control

(citizen power). Arnstein rests her theory on the declaration that citizen participation is citizen power, arguing that participation cannot be had without distributing power. It is the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future.

Arnstein's typology of eight levels remains a key theory in the construction, analysis, and review of participatory policies, its approaches and practices, despite some valid criticism most commonly targeted at the hierarchical and sequential nature of the model, which suggests that participation can be constructed in a specific hierarchical order and that it occurs in a particular sequence. It is therefore important to note that these hierarchies of participatory practices point to the difficulty or even impossibility of achieving 'full' participation, as in 'equal power to determine the outcome' (Pateman, 1970), which is considered a normative ideal to strive for, while knowing that we shall never quite reach it (Cammaerts and Carpentier, 2005). Thus, many scholars need to develop notions that attempt to capture the reality, rather than the elusive ideal of participation.

Participation as defined and discussed above, explains why in political theory literature, it tends to be differentiated into various degrees of participation. Complementarily, Pateman (1970), introduced the useful distinction between full and partial participation, whereby the former refers to 'equal power to determine the outcome of decisions' for all participants and the latter to a consultation where 'the final power to decide rests with one party only' (p. 70-1).

2.4 Media and information literacy

Information and knowledge have always been critical resources for the survival of human beings and for ensuring sustainable development. In order to meet their needs, thrive, and improve the quality of life, it is fundamental to ensure that people have the prerequisite competencies — knowledge, skills, and attitudes — to succeed throughout all stages of the life cycle of both information and media (Moeller, , et. al. 2011).

The concept ‘Media and Information Literacy’ embodies access to information, creation and application of new knowledge, and communication of such knowledge to others. Various definitions have been advanced to explain Media and Information Literacy.

UNESCO contends that Media and Information Literacy is about: a) understanding the role and functions of media; b) conditions under which media operates; c) how to generate and critique media content; and, d) the use of ICTs and other media skills for participation in public dialogue and learning.

According to Tornero and Varis (2010), media and information literacy relates to the capacity of an individual to communicate using the media competently. Similarly, the European Commission defines media literacy as the ability to access the media, understand and critically evaluate different media aspects to communicate in a variety of contexts (UNESCO, 2010).

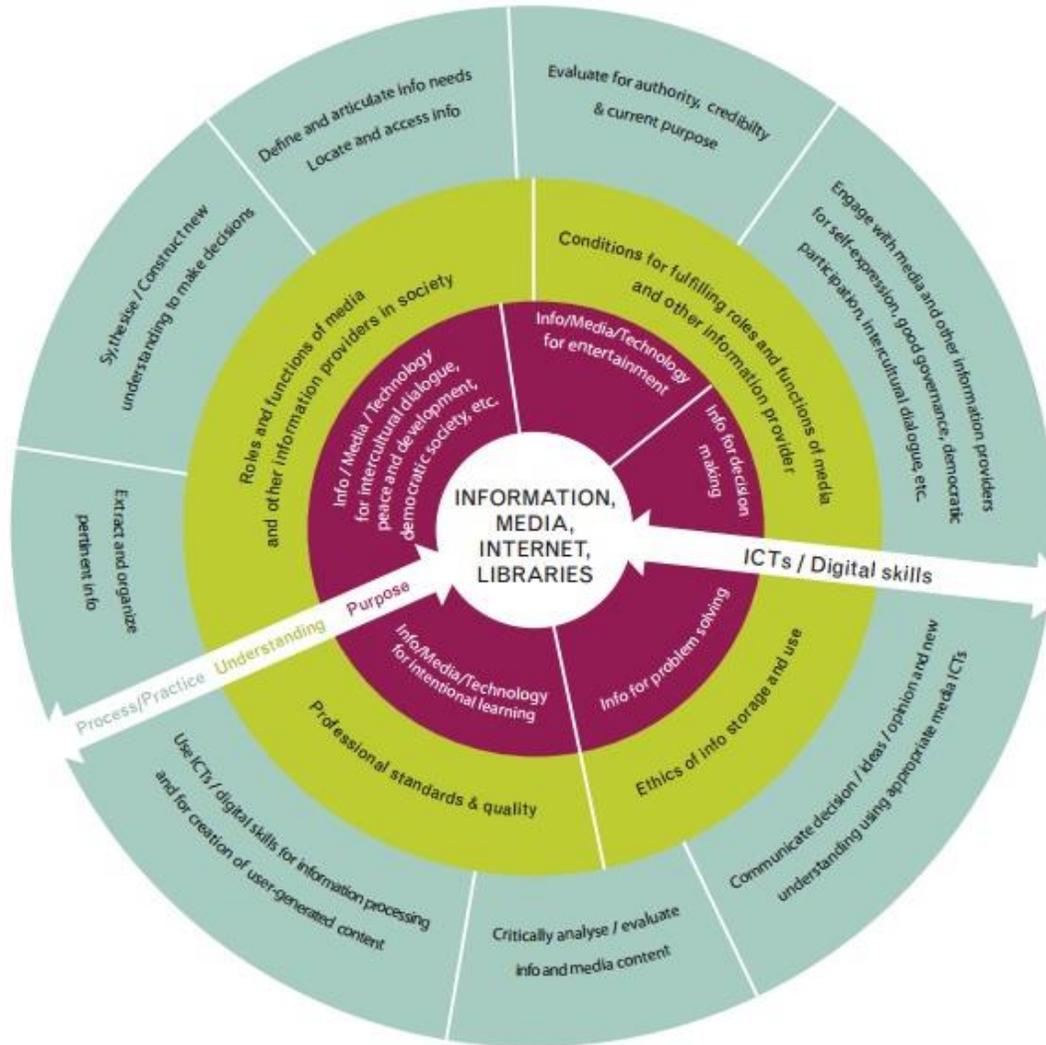
Acknowledging the multiplicity of definitions of the concept of Media and Information Literacy (MIL), some practitioners have thus advanced frameworks for understanding MIL. For example, the UNESCO Media and Information Literacy Framework focuses on: a) understanding the role and functions of media and other information providers in democratic societies; b) understanding

the conditions under which those functions can be fulfilled; c) recognising and articulating the need for information; d) Locating and accessing relevant information; e) organising and critically evaluating media content; f) ethically conveying information to audiences; g) leveraging ICT skills to process information; and, h) engaging with media and other information providers (UNESCO, 2013: p. 13).

2.5 Conceptual Framework: - Media and Information Literacy

The centre circle represents information resources and the means by which information is communicated and the media as an institution. These are important aspects of the enabling environment for MIL. The second circle from the centre summarises reasons why people use information and engage with media and other information providers. An awareness of purpose should drive the introspective analysis of citizens' information needs. The third circle from the centre refers to the basic knowledge that all citizens should have about the operations, functions, nature, established professional and ethical standards of all forms of media and other information providers. The final circle communicates the various steps that should be taken or competencies citizens should possess to effectively create and ethically use information and media content.

Figure 1: Media and Information Literacy: A Conceptual Framework



Source: -UNESCO (2013).

2.6 Media effects

Media effects have been studied by scholars in communication, psychology, sociology, political science, anthropology, and education, among other fields. Hanson (2015), states that the rise of mass society and the rapid growth of the mass media started in the nineteenth century, with the public, media critics, and scholars raising questions about what effects various media might have

on society and individuals. Initially these effects were viewed as being strong, direct, and relatively uniform on the population as a whole.

Many early communication models designed to explain the process of message dissemination were simple, one-way, and linear (Shannon and Weaver, 1949), positioning the medium or message as the cause and the behavioral, emotional, or psychological response as the effect (Bryant and Thompson, 2002, pp. 4–5). Modern conceptualizations, however, typically illustrate a two-way process that is more transactional or interactive in nature, in which the message or the medium affects the recipient(s), but the audience, in turn, influences and shapes the sender(s).

In the early part of the 20th century, concerns about political propaganda, manipulation by the elite and the rising popularity of electronic media led to the so-called “hypodermic needle” or “bullet” theories, which envisaged media messages as strong drugs or potent weapons that would have powerful effects on a helpless audience (Lasswell, 1927; Lippmann, 1922). However, while these theories explained some behavior, they did not account for the different responses individuals may have to the same media source.

In the 1950s and 60s, empirical research began to uncover the moderating power of predispositions and peer groups, concluding that the media’s impact was small — often referred to as “limited effects” theory (Klapper, 1960; Lazarsfeld, Berelson, and Gaudet, 1944). In the 1970s and 80s, prominent scholars began to look more closely again at the media’s relationship to knowledge, opinion, attitudes, and levels of violence, concluding that media effects could be significant in some cases, even if not “all powerful.” Scholars also came to agree that some vulnerable groups, such as children, may be more heavily influenced by media than others (Bryant & Thompson, 2002; McCombs and Shaw, 1972; McLuhan, 1964).

The National Research Council and Institute of Medicine (2006) states that the presence and intensity of media influences — television, radio, music, computers, films, videos, and the internet — are increasingly recognized as an important part of the sociology of children and youth. These influences have become more visible and volatile in recent decades. Understanding the effects of media on individuals and society requires that we examine the messages being sent, the medium transmitting them, the owners of the media, and the audience members themselves. The effects can be cognitive, attitudinal, behavioral, and psychological (Hanson, 2015).

2.7 Youth unemployment: Kenyan situation

KIPPRA (2009) indicates that high unemployment remains one of the most pressing socio-economic problems facing most developing countries and hence a major concern to policymakers and other stakeholders (p. 1). Aggravated by population explosion, the youth in Kenya are experiencing higher unemployment rates than the rest of the Kenyan population. Akitonye (2008) defines the unemployed “as a member of the economically active population, who are without work but available for and seeking for work, including people who have lost their jobs and those who have voluntarily left work (p. 98). KIPPRA (2009), further indicates that “the unemployed consists of all persons of working age who are not working; are available for work; and, are searching for work at prevailing wage rate (p. 5).”

According to the International Labour Organisation (ILO) in their report on Global Employment Trends for Youth 2012, there has been an increase of 4 million unemployed young people since 2012. Munga, B and Onsomu, E (2014) state that unemployment and underemployment continue to be a major obstacle to the full utilization of human resources despite relatively strong economic growth evidenced in the region over the last decade. In Kenya the economic growth

has not been sufficient enough to create job opportunities to absorb the increasing labour force. According to the Kenya National Bureau of Statistics, in 2005/2006 the unemployment rate among the youths aged 15–24 was 24% compared to the overall unemployment of 12.7%, with the urban and rural areas having unemployment rates of 19.9% and 9.8% respectively.

The National Youth Policy for Kenya recognizes that the youth are a key resource that can be tapped for the benefit of the whole country. Ministry of Youth Affairs and Sports (MOYAS) (2006) states that the policy “endeavors to address issues affecting young people by including broad-based strategies that would provide the youth with meaningful opportunities to realise their potential (p. 1).” It further states that the most frequent causes of unemployment in Kenya include: rapid population growth, poor dissemination of labour market information, skills mismatch, structural reforms, slow or declining economic growth, and high cost of labour.

2.8 Theoretical framework

2.8.1 Agenda-setting theory

McCombs and Shaw (1972) famously introduced their notion of media agenda-setting by quoting Cohen’s (1963) epigram that stated: The press might not be successful much of the time in telling people what to think, but its stunning successful much of the time in telling people what to think about. In more practical terms, agenda-setting theory has thus been defined as ‘the idea that the news media, by their display of news, come to determine the issues the public think and talk about’ (Severin and Tankard, 1988, p.164).

The core proposition of the agenda-setting theory is the transfer of salience from media agenda to the public agenda (McCombs, 2004). McCombs and Shaw (1972) alludes that issues that have always received much attention may be perceived to be the most important, all being equal thus

when a news item is covered frequently and prominently, the audience will regard the issue as more important. Price and Tewkbury (1997) define agenda setting as the process by which audience exposure to news about an issue raises its accessibility and thus when people consider the issues that face their country, they may recall issues that have received attention in the news.

Proponents of agenda-setting theory have argued that the media makes certain political, economic, and social issues salient in the society (McCombs and Shaw, 1972). For example, Sonski, (2006) discusses the agenda-setting theory as being a combination of the media indicating the importance of stories or topics and their presentation of that priority resulting in an impact on public opinion. He argues that even if a person does not consume information directly from the media, they still can be prone to learning about the priorities determined by the media through conversations with those who did in fact read, hear, or view the media.

Agenda-setting theory is grounded in psychological and sociological concepts. Iyengar and Kinder (1987) posit that agenda setting occurs through a cognitive process known as “accessibility,” which assumes that the more frequently and prominently the media covers an issue, the more the issue becomes accessible in the audience’s memory. Walgrave and Van Aelst (2006) contend that the audience’s predisposition to particular beliefs is important to agenda setting and thus would determine the extent of influence of the media. This is explained in the audience effects model, that maintains that media coverage of events and issues interact with the audience’s pre-existing sensitivities to produce changes in issues of concern. Consequently, an audience that is already highly sensitive to an issue will be most affected by an issue that is given increased news exposure while the same issue may have a limited effect on other groups.

Human beings often feel a need for orientation, which is conceptualized in terms of relevance and uncertainty that people experience. McCombs (2004) argues that the relevance of a topic refers to the fact that some issues are more pivotal to an individual or to a society at large; uncertainty in this case refers to unsubstantial information on the topic. The effects of the agenda-setting theory vary depending on the public familiarity with the issue at hand (McCombs, 2004). Issues that people deal with everyday are referred to as obtrusive issues while issues that individuals cannot experience or verify by themselves are considered unobtrusive issues. In this case, a national issue such as unemployment can be considered as a fine example of unobtrusive issues, and according to the agenda-setting theory, it will have greater public opinion. Unlike previous media effects theories that argued for instant effects of media messages, it takes time for agenda setting to propagate. This study thus seeks to investigate whether coverage of Uwezo Fund by the media, influences youth to participate in the initiatives activities.

2.8.2 Types of agenda setting

According to Rogers and Dearing (1988), there are three types of agenda setting — public, media and policy agenda setting. Public agenda setting focuses on the audience's agenda while media agenda setting focuses on the influence of the mass media on the audience. Policy agenda setting, on the other hand, deals with how media and public agendas might influence the decisions of elite policy makers. Policy agenda setting as a facet of the wider agenda setting theory seats neatly within the objective of this study which focuses on examining the influence of media in creating awareness of job opportunities for the youth in Kenya.

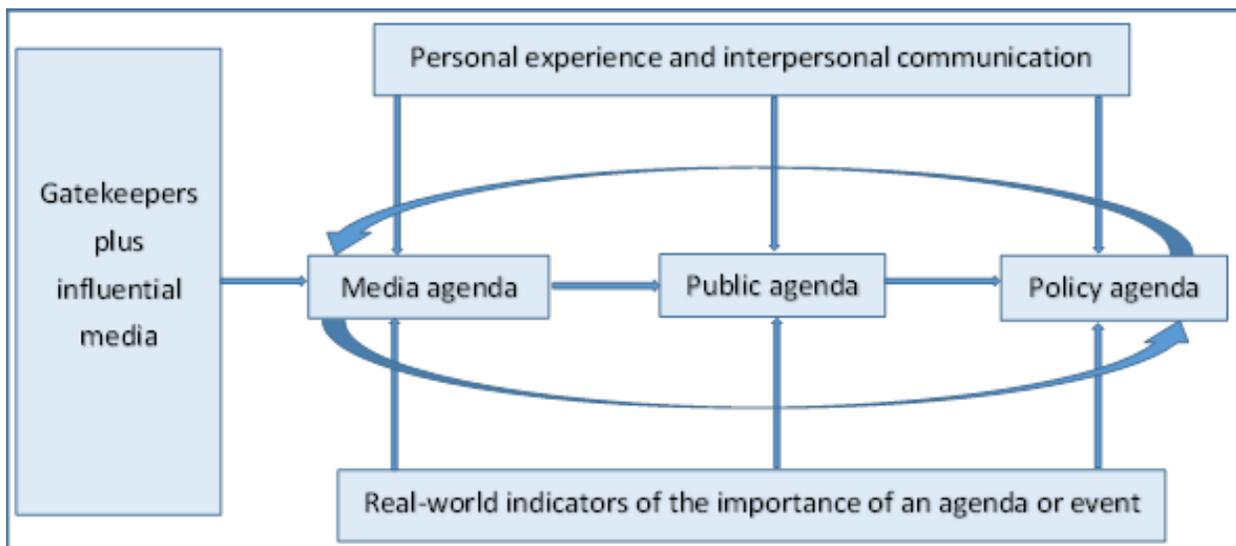
2.8.3 Assumptions of agenda-setting theory

The Agenda-setting theory makes two main assumptions: a) that the media does not reflect reality but rather filters and shapes it; and b) that media concentration on a few issues and subjects leads the public to perceive those issues as more important than other issues (McCombs and Reynolds, 2002).

2.8.4 Criticisms of agenda-setting theory

The prominent critique of the agenda-setting theory centres on the fact that it is problematic to measure. Rogers and Dearing (1988) also argue that the theory itself is inherently casual both in its surveying method and in the sheer number of variables that affect the results of a study.

Figure 2: Conceptual Model of Agenda-setting Theory



Source: McQuail and Windahl (1993)

2.8.5 Participatory communication theory

Participatory communication is the theory and practice of communication that involves people in the decision-making of the development process (Mody, 1997). It incorporates the concepts in the framework of multiplicity and stresses the importance of cultural identity of local communities and of democratization and participation at all levels — national, local and individual. The theory posits that communities should be at the center of processes of social change rather than ‘passive beneficiaries’ of decisions made by foreign entities (Servaes, 2002; Tufte and Mefalopulos, 2009). As an approach, participatory communication facilitates people's involvement in decision-making on issues impacting their lives (Mefalopulos, 2003). As a process it is capable of addressing specific needs and priorities relevant to people and at the same time assisting in their empowerment (Mody, 1997; Mefalopulos, 2003).

Participatory theory of communication points to a strategy, not merely inclusive of, but largely emanating from, the traditional ‘receiver.’ Paulo Freire (1986) refers to this as the right of all people to individually and collectively speak their word: “This is not a privilege of some few men, but the right if every man. Consequently, no one can say it for another, in a prescriptive act which robs of their words.” Servaes ed. (1996) states that in order to share information, knowledge, trust, commitment and a right attitude is very important in decision-making.

Participatory communication model stresses reciprocal collaboration throughout all levels of participation. McBride (1980:54) argues that “...this calls for a new attitude for overcoming stereotype thinking and to promote more understanding of diversity and plurality, with full respect for the dignity and equality of people living in different conditions and acting in different ways.” Consequently, the aforementioned arguments indicate that the point of departure in the

participatory model must always be the community as it is at the community level that problems of living conditions are discussed, and interactions with other communities are elicited.

2.8.6 Approaches to participatory communication

Two major approaches have been advanced to explain the concept of participatory communication. The first, dialogical pedagogy by Paulo Freire (1986) which argues that subjugated people, must be treated as fully human subjects in any political process. This implies dialogical communication. The second involves the ideas of access, participation and self-management advanced by Sanjay, A, 2006, Berrigan, 1979. It posits that every communication project must accept the principles of democratic communication.

2.8.7 Assumptions of participatory theory of communication

Participatory communication proposes a ‘communitarian’ view that makes deliberation and participation in public affairs, rather than information-transmission (Mefalopulos, 2003; Sevaes and Malikhao, 2005). The second assumption relates to conception of ‘development’ as a transformative process at both individual and social levels through which communities become empowered. Participatory communication also assumes that local forms of knowledge and action are the springboard for social change (Mody (ed.), 1997; Mefalopulos, 2003). This view is in sharp contrast with modernization and diffusionism that basically see local cultures as obstacles to progress and development.

2.8.8 Criticisms of participation theory of communication

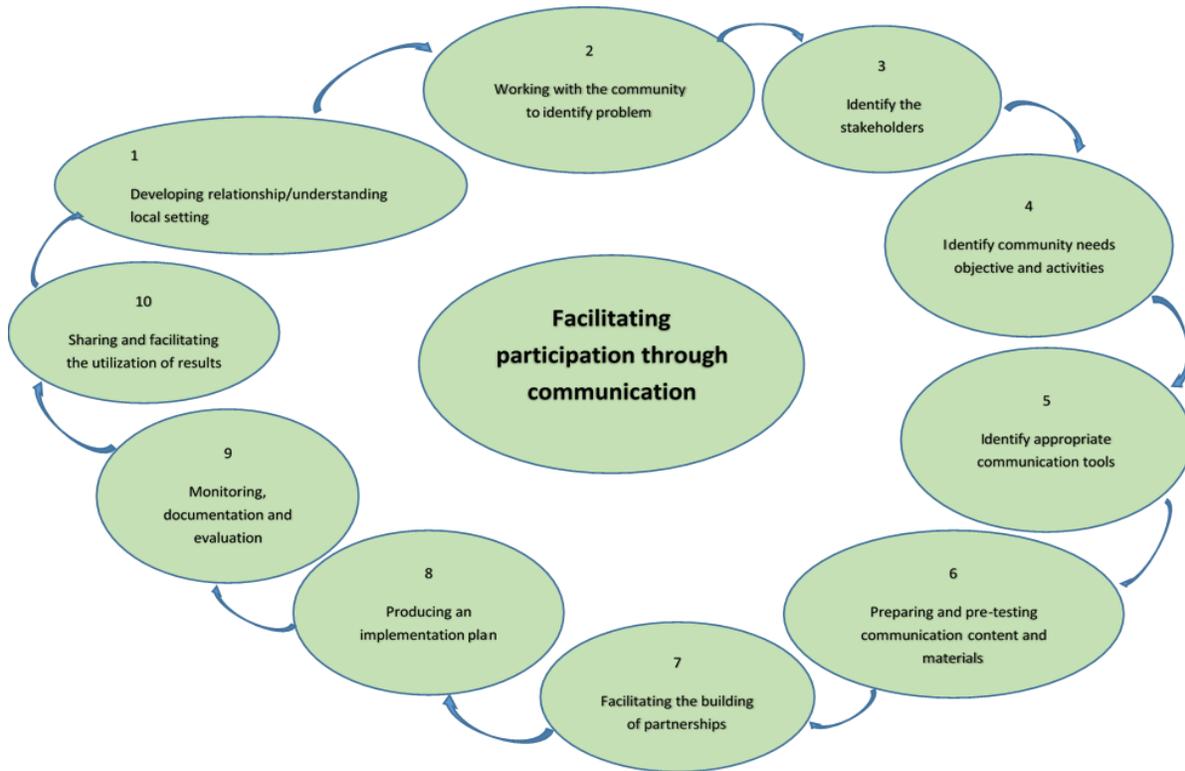
Critics have argued that the focus of participatory communication on interpersonal relations underplayed the potential of mass media in promoting development as participation and process. Little attention is paid to the uses of mass media in participatory settings, an issue that is

particularly relevant considering that populations, even in remote areas, are constantly exposed to commercial media messages that stand in opposition to the goals set by programmes (Warsbord, 2008).

Participatory communication has also been criticized for not offering a chance not to participate, and implicitly coerces people to adopt a certain attitude. Another criticism is related to the fact that participation can also promote division, confusion, and disruption that do little to solve problems. It may privilege powerful and active members of the community at the expense of the community as a whole (Miniz, 2005).

Overall, promoting sustainable and systematic use of communication in development process helps ensure people's participation at all levels as part of an effort to identify and implement appropriate technologies and policies for the development. This ties with the aim of this study which seeks to examine the influence of media in creating awareness of job opportunities for the youth in Kenya.

Figure 3: Conceptual model of participatory communication



Source: Bessette (2004)

2.8.9 Uwezo Fund Initiative

The Uwezo Fund is an empowerment programme initiated by the Government of Kenya in 2013 that aims to provide women, youth and persons with disability with necessarily financing to start and grow small enterprises and advance their various entrepreneurial activities.

Whereas the wording of its gazette notice appears to target broadly on women, youth and persons with disabilities, it is largely focused on promoting businesses and enterprises at the constituency level, enhancing economic growth and dealing with youth unemployment issues in Kenya. Besides increasing access to credit, other key elements of the fund include provision of mentorship opportunities to enable the beneficiaries take advantage of a 30% affirmative action

policy by the government of Kenya that gives preference in procurement to the youth. In summary, Uwezo Fund functions as an avenue for incubating enterprises, catalyzing innovation, promoting industry, creating employment, and growing the economy. Being a relatively new phenomenon, there is limited information thus far on its operations as well as progress. It is worth noting however that this is not the first economic empowerment initiative targeting the youth. Its predecessors include the Youth Enterprise Development Fund (YEDF) and a social protection programme titled – *Kazi kwa vijana*.

2.8.10 Summary of literature review

This chapter reviewed existing literature that would give insight to the study on the influence of media in creating awareness on job creation amongst the youth. Having considered the available literature, the main gap that emerged was that the nexus between the media, youth and unemployment is insufficiently covered in the available literature and that it also lacks specificity to situations in developing countries. This thus informed the need to carry out a study to collect and consider primary data to examine the influence of media in creating awareness of job opportunities for the youth in Kenya. Also, the forgoing literature review considered McCombs and Shaw's Agenda-setting theory, whose core proposition was that issues that have always received much attention may be perceived to be the most important when they are covered frequently and prominently and thus the audience will always regard the issue as more important. This assumption provided a suitable conceptual basing for analyzing the case study and drawing conclusions out of the data.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter dealt with the procedure that was used to conduct this study. It included research design, area of study, sample size, sampling frame, sampling procedure, research method instruments, ethical considerations, data analysis, scope of the study, and limitation of the study respectively.

3.1 Research design

Kothari (2004) states that a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The choice of a research design is often determined by a number of considerations such as the research purpose, categories of data needed, data sources and the cost factor.

This study pursued a descriptive research design. Kothari (2004) defines a descriptive research design as that which involves “a clear definition of what a researcher wants to measure and finds adequate methods of measuring it along a clear-cut definition of the ‘population’ he wants to study (p. 37)”. This was preferred as it concerns description of characteristics of a particular group of individuals and how they interact with a specific phenomenon, in this case, the influence of media in creating awareness of job opportunities for the youth in Kenya. The descriptive research design also utilizes data collection and analysis techniques that yield reports concerning the measures of central tendency, variation and correlation of statistics along with its

focus on specific types of research questions. This research design was chosen for this study because of its ability to ensure minimization of bias and maximization or reliability of evidence collected.

3.2 Area of study

Kisumu Town East Constituency is one of the seven constituencies of Kisumu County. The economic activities in this area consist mainly of subsistence farming, livestock keeping, fishing, rice farming, sugar cane farming, and small scale trading. The area lies in the equator and therefore often experiences a warm tropical climate throughout the year. This study was carried out in two locations of the Constituency that is, Manyatta B Ward and Nyalenda A Ward, between the months of September and October 2015.

The Kenya National Bureau of Statistics (KNBS) (2009) estimates that there are about 61,143 young people aged between 15–34 years in Kisumu Town East Constituency. Selection of Manyatta B Ward and Nyalenda A Ward in the Constituency is informed by the fact that these two areas are characteristic of urban informal settlements with significant socio-economic challenges that include high levels of poverty, high unemployment rates amongst the youth, high levels of insecurity, perceived participation of young people in the media, and a significant involvement in the Uwezo Fund Initiative.

This study focused on the youth of Manyatta B ward and Nyalenda A ward to examine the influence of media in creating awareness about job opportunities for the youth in Kenya - the case of the Uwezo fund initiative.

3.2.1 Unit of analysis

The study focused on youth and young adults from two locations of the study in Kisumu Town East Constituency as its unit of observation. 45 respondents were initially selected from Manyatta B Ward and 45 respondents from Nyalenda A Ward respectively. The aforementioned locations were the observation units from which data was collected. They were presented by the following percentages: 50% for Manyatta B Ward and 50% for Nyalenda A Ward of the entire population respectively. Three key informants also formed the unit of observation and two focus group discussions comprising of about 4–8 youths from each of the two locations. During the study, 45 respondents were able to be interviewed in Manyatta B ward and 45 from Nyalenda A ward. This represented 50% of the respondents in Manyatta B ward and 50% respondents in Nyalenda A ward as was previously foreseen by the researcher in the study.

3.3 Sample size

Lavrakas (2008) defines a sample size as the number of units from which data is gathered by a researcher. The sample size can also be defined as designated sample size and final sample size. Designated sample size is defined as the number of the sample units for contact or data collection while final sample size is the number of completed interviews for which data has actually been collected. The population under study was 90 youths living in Manyatta B Ward and Nyalenda A Ward in Kisumu Town East Constituency. The following formula was used to determine the sample size for each quota.

$$\text{Sample Size} = \frac{\text{Number of youth in the location X total no. of targeted sample}}{\text{Total number of the target population}}$$

Manyatta B ward

Number of youth in the location = 13,047

Total number of target population (total number of youth of youth in two locations) = 26,013

Total number of targeted sample = 90

Sample size = $13,047 \times 90$ divide by 26,013

Sample size = 45.14

Nyalenda A ward

Number of youth in the location = 12,966

Total number of target population (total number of youth of youth in two locations) = 26,013

Total number of targeted sample = 90

Sample size = $12,966 \times 90$ divide by 26,013

Sample size = 44.87

3.3.1 Sampling frame

Mugenda and Mugenda (2003) define a sampling frame as the list of all the items where a representative sample is drawn for the purpose of research. The sampling frame must always be representative of the population that is under study. For this study, the sampling frame included individuals aged 15–35 years who in this case were considered to be youth. These youth were considered to be inhabitants of the study areas which are characteristic of urban informal settlements with significant socio-economic challenges such as high levels of poverty, high unemployment rates amongst the youth, high levels of insecurity, and perceived participation of young people in the media.

3.3.2 Sampling procedure

The researcher employed a mix of probability and non-probability sampling methods to arrive at the study sample. In probability sampling technique, samples were gathered in a process that gives all the individuals in the population equal chances of being selected while in *non-probability sampling*, the samples were gathered in a process that does not give all the individuals in the population equal chances of being selected.

In probability sampling, stratified random sampling technique was used to subdivide the youth aged 15–35 years into equal proportions in the sample of the study. It was further used to separate the youths who have access to media platforms to access information on Uwezo Fund and those who did not have access to any media platform. The researcher selected participants who were most likely to contribute appropriate data, both in terms of relevance and depth.

Mugenda and Mugenda, (2003) postulate that stratified random sampling generally has more statistical precision than random sampling. A sample size of 90 participants was considered appropriate for this study, given the large population of the study area and the limited resources that the researcher had at his disposal to conduct this research. The sample size was drawn from the population under study — Manyatta B ward and Nyalenda A ward in Kisumu Town East Constituency, Kisumu County and in this case 90 of the youth inhabiting the aforementioned locations were studied. Each of the youth in the selected locations was considered as a distinct element in the study. For each location, the number of participants was selected proportionately to the percentage of the entire population of the youth in the locality.

Once the groups had been subdivided into independent homogenous sub-populations, the researcher through random sampling identified 45 participants from Manyatta B and 45

participants from Nyalenda A in Kisumu Town East Constituency. The researcher anticipated to interview 90 youths aged 15–35 years. The table below shows the distribution of the samples in the aforementioned locations.

Table 1: Distribution of samples in Manyatta B and Nyalenda A locations

Location	Population Size (2009 National Census)	Population of Youth	Distribution on a sample size of 90	Percentage distribution (%)
Manyatta B	27,952	13,047	45	50
Nyalenda A	28,269	12,966	45	50
Total	56,221	26,013	90	100.00

Source: Author, 2015

Purposive sampling techniques was used to identify and engage the most suitable and available respondents in the study. This sample procedure was used by the researcher to make decision on who to include in the sample and this was based upon a variety of criteria such as specialist knowledge of the research issue or capacity and willingness to participate in the research. The researcher selected 3 key informants through purposive sampling. One key informant, a Public Policy expert, from an international Non-governmental Organization, a Media expert from the private sector, and a Development Communications expert from Academia were selected to participate in the study. The researcher also carried out two focus groups discussions in each of the two locations — Manyatta B Ward and Nyalenda A Ward — consisting of 4–8 youths. These youths were selected through cluster sampling.

3.4 Research method instruments

The study used questionnaires, key informant interviews and focus group discussions to obtain primary data.

3.4.1 Questionnaires

Mugenda, O. and Mugenda, A, (2003) state that a questionnaire is a list of carefully structured questions, chosen after testing, with the view of eliciting reliable responses from a chosen sample. Kumar (2005) on the other hand describes a questionnaire as a written list of questions whose answers are provided by the respondents. The aim of using a questionnaire was to enable the researcher find out what the selected group of participants do, think or feel about the topic of study. These questionnaires were self-administered to the respondents by the researcher.

The questionnaires administered to the respondents in this study consisted of open-ended and close-ended questions. The questions probed for perceptions along the four research questions thus allowed broader discussions and accommodate emerging issues from respondents.

3.4.2 Key informant interviews

The researcher also used face-to-face interview method to collect information on the influence of media in creating awareness of job opportunities for the youth in Kenya. Three key informants were drawn from the fields of Public Policy, Media and Development Communications. One key informant, a Public Policy expert, from an international Non-governmental Organization, an expert from the private sector, and; a Development Communications expert from Academia were selected to participate in the study. During the research, the researcher also attempted to reach out to the administrators of Uwezo fund initiative on several occasions for an interview without success.

3.4.3 Focus group discussions

The researcher held 2 focus group discussions consisting of 4–8 youths in each of the two locations — Manyatta B Ward and Nyalenda A Ward. These focus group discussions allowed the researcher to get the participants’ perspective, attitudes, experiences and reactions on the influence of media in creating awareness of job opportunities for the youth in Kenya by way of interaction and discussion with them. This was considered as focus group discussions often have a high validity since they are less structured, more informal and interactive and deeper in the method of enumeration. They are also easy to understand, help the researcher get quick results at a relatively low cost, and are thus relevant and suited to community-oriented research.

3.5 Ethical considerations

This study conformed to ethical ideals of conventional research of anonymity and confidentiality, and voluntary participation by respondents (Kimmel, 1988 in De Vaus, 2001). The researcher defended the study’s research proposal at a panel at the School of Journalism and Mass Communications at the University of Nairobi and after successfully defending it was issued with a field work certificate included in appendix 6 of this study. The researcher ensured that the above mentioned ethical standards were adhered to throughout the study. To gain confidence of respondents and ensure consent before any interviews were carried out or any information is obtained, the researcher clearly outlined and explained the objectives of the study. The researcher also ensured anonymity is guaranteed through the use of proxies or reference to positions or professions. Storage of hard copies of interview notes, will be securely locked away and will only be available and accessed by those who were directly involved in the research.

3.6 Data analysis

For this study, both quantitative and qualitative analysis techniques were used with assistance of the Microsoft Excel Application. Quantitative data analysis consisted of measuring values which have been analyzed using descriptive analysis. The researcher ensured that these themes corresponded with the study objectives and generated frequencies, percentages, and descriptive statistics that were used to answer the research questions.

Qualitative analysis involved coding and organization of collected data into themes and concepts that addressed the research questions of the study. Data obtained was sorted and transcribed to help identify the specific themes in the study research questions.

3.7 Limitation of the study

There were chances that sampling included respondents with limited awareness of Uwezo fund initiative. Moreover, due to constraints of resources, both financial and time, the findings of the two locations will be used to represent the case in Kisumu Town East Constituency, Kisumu County.

In order to mitigate the influence of the aforementioned limitations on the quality of the outcomes of the study, the researcher: i) utilized purposive sampling to ensure that respondents are suitable for this study; ii) triangulated responses from key informant interviews and focus groups discussions with secondary data and information from literature review to reduce bias; and iii) carried out reconnaissance and pre-visit engagement to identify and buy in crucial gate keepers.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

This chapter presents analyzed data generated from the study of the influence of media in creating awareness of job opportunities for the youth in Kenya. Data has been organized around the study objectives and has been presented in two sections; data presentation and interpretation and analysis.

4.1 Data presentation and interpretation

This section presents data which was collected and analyzed from the questionnaires administered to respondents and from key informant interviews and focus group discussions. The collected data has been presented in the form of texts, tables, pie charts, graphs, frequencies and percentages.

4.1.1 Instrument return rate

In this study, questionnaires were used to collect data among the study's respondents who comprised of youth living in Manyatta B ward and Nyalenda A ward in Kisumu Town East Constituency, Kisumu County. Table 2 shows the instrument return rate of questionnaires administered to participants in the aforementioned areas of study.

Table 2: Instrument return rate

Respondent	Sample Size of respondents	Response rate
Manyatta B	45	100%
Nyalenda A	45	100%

Source: Author 2015

A total of 90 questionnaires were issued to respondents and were all returned giving a response rate of 100 percent which was deemed sufficient for data analysis in this study. Respondents engaged during the study were cooperative and thus data collected was considered as a true representation of the respondent's view of the study.

4.2 Demographic information of respondents

The study sought to find out the demographic information of the respondents in respect to their location, gender, age, and academic qualification. The purpose of this information was to establish the general characteristics of the youth living in Manyatta B ward and Nyalenda A ward in Kisumu Town East Constituency in Kisumu County.

4.2.1 Distribution of respondents by location

Table 3 shows the distribution of respondents by location (wards) in Kisumu Town East Constituency in Kisumu County. This manner of disaggregation was important for explaining the character and scope of the sample frame used in this study.

Table 3: Distribution of respondents by location

Location (Ward)	Distribution frequency	Percentage distribution
Manyatta B	45	50%
Nyalenda A	45	50%
Total	90	100%

Source: Author 2015

4.2.2 Distribution of the respondents by gender

To determine the gender distribution of the total number of people consulted in the study, the respondents were asked to indicate their gender on questionnaires issued to them. A total of 60% of the respondents were found to be male and 40% were female distributed across the two case study areas. Gender differences were taken into consideration so as to ensure that the study was not biased towards one gender.

4.2.3 Distribution of respondents by age

The study also sought information on the age of respondent's participating in the study. This was aimed at establishing the age pattern of respondents participating in the study. Notably, most of the respondents (51%) comprised young people 21–25 years of age. The least represented age group was 30–35 years with a 7.8% distribution rate. Because the categorization and scoping of the term 'youth' involves a broad continuum of ages with significant variations in character, temperament and needs, it was necessary to disaggregate the respondents further into more homogenous cohorts as outlined in the table 4. This was aimed at dealing with any possible

biases and generalizations that might come with lumping up all the youth between ages 15 and 35 years.

Table 4: Distribution of respondents by age

Age cohort	No. of respondents	Percentage distribution of respondents
15 – 20	19	21.1%
21 – 25	46	51.1%
26 – 30	18	20.0%
30 – 35	7	7.8%
Total	90	100

Source: Author 2015

4.2.4 Distribution by level of education

The study also sought information on the level of education of respondent. The purpose was to establish the level of education exposure of participants engaged in the research in the areas of study. Since the study focused on examining access and use of information, education which is an important factor in determining consumption of information was a key element to be considered among the sampled respondents. This aimed to outline how disparities in the level of education would affect responses and outcomes of the study. Table 5 shows the percentage distribution of the highest level of education among the respondents.

Table 5: Distribution of participants by level of education

Level of education	No. of respondents	Percentage distribution of respondents
Primary School	11	12.2
Secondary School	35	38.9
University/college/tertiary	40	44.4
Postgraduate	2	2.2
No education	2	2.2
Total	90	100

Source: Author 2015

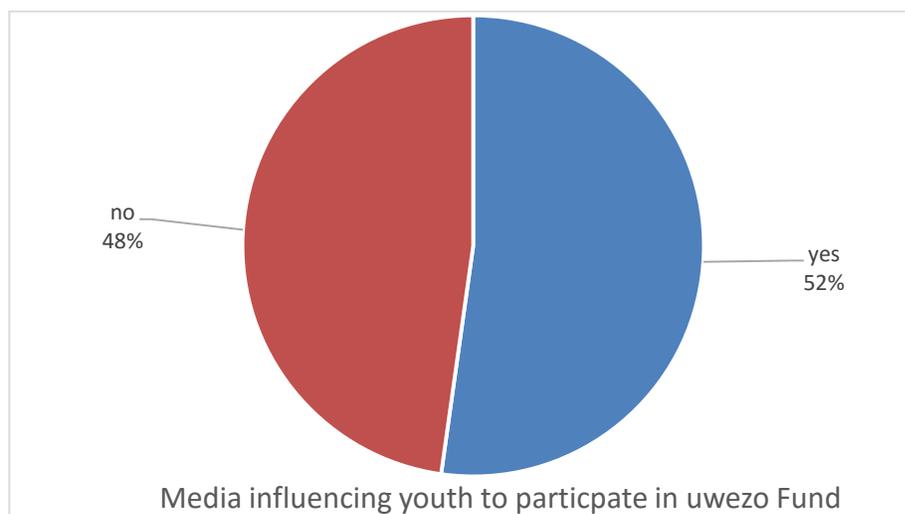
4.3 Data presentation and interpretation

This section presents data presentation and interpretation. Data has been organized around the study objectives as described in chapter one of this research study.

4.3.1 Media influence on youth to participate in Uwezo fund initiative

The first objective of the study was to examine whether media had influenced the youth to participate in the Uwezo fund initiative in Manyatta B ward and Nyalenda A ward in Kisumu Town East Constituency in Kisumu County. Influence was defined here as the power or ability of media to cause an action among the youth and in this case the action was encouraging the youth to participate in the Uwezo fund initiative. The question that the study sought to answer was: Has the media influenced you to participate in the Uwezo fund initiative? To establish this, respondents answered a question item on the questionnaire that sought their opinions on the aforementioned question. Figure 4 shows results from the study.

Figure 4: Media influence on youth to participate in Uwezo fund initiative

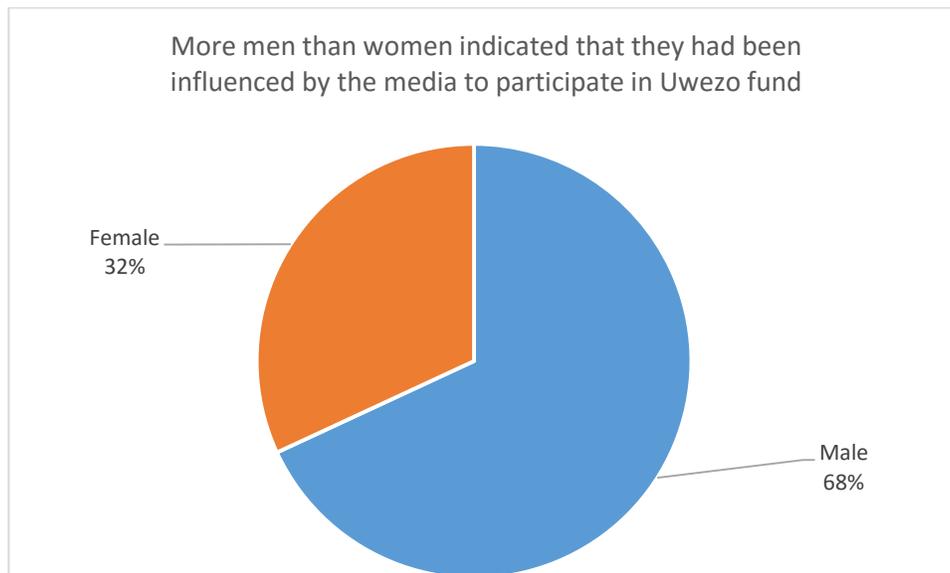


Source: Author 2015

Findings in figure 4 shows that a significant proportion of those involved in the study indicated that the media had somewhat influenced them to participate in the Uwezo fund initiative. Notably, 52% of the study's respondents (47 youth) indicated that the media had indeed influenced them to participate in the Uwezo fund initiative. The Yes and No responses from participants on the influence of media on youth to participate in the Uwezo fund initiative were verified by questions that asked them to tick where appropriate on whether they; applied for the Uwezo fund loan and started businesses; shared information on Uwezo fund with friends and peers; convinced their friends to participate in the funds initiatives; and lastly if they did none of the aforementioned. The above finding can be attributed to the fact that respondents targeted in the study were located in urban areas – Manyatta B ward and Nyalenda A ward in Kisumu Town East, Kisumu County - thus were predisposed to various available media platforms in the urban area that in turn necessitated their influence to participate in the Uwezo fund initiative.

During the study, it was noted the media had influenced more young men than women to participate in the Uwezo fund initiative. The indicators used to establish youths participation in the funds initiatives included; youths access to information on the fund; media platforms used to access information on the fund; and, use of information received on the fund by the youth. Figure 5 shows results of the study graphically.

Figure 5: More Men than Women influenced to participate in Uwezo fund initiative



Source: Author 2015

Out of the 47 respondents (52%) who indicated that the media had influenced them to participate in the Uwezo fund initiative, 68% (32 respondents) were male and the rest, 32% (15 of the respondents) were female. The disparity in gender can be attributed to the general tendency of more men than women to participate in the media. This corresponds with body of literature that evidences low level of participation of women in media in general (Montiel, A, V, 2014, World Bank, 2014). Similar arguments were made by a key informant from academia who said that:

“The Kenyan media gives skewed advantage to men. For example, men have more voice and are prominent in a lot of products, advertisements, practice, ownership and management of media. Despite several measures initiated to draw women to participate, they still lag behind.” – Key Informant from Academia

Another key informant emphasized the need to mainstream female participation in development initiatives by giving them a voice in the various available media platforms that are used to create awareness of job opportunities.

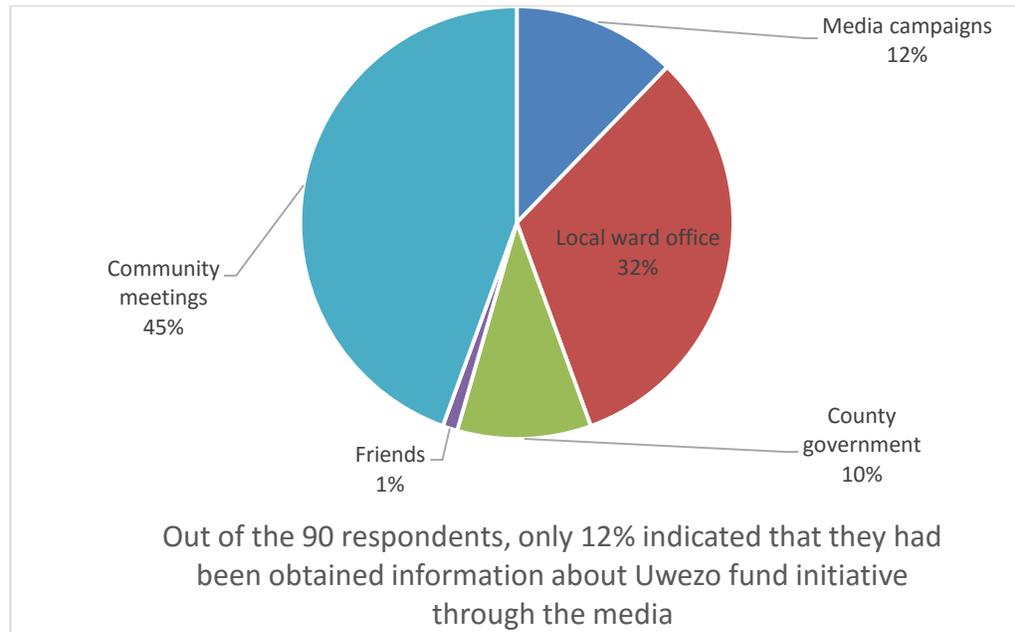
It also emerged from the focus groups that females tended to take a laid back position when it comes to participating in the media.

“I always don’t have time for media since I am always busy either working in the house, preparing food, or in school or at the market.” - Focus group discussion, Manyatta B Ward

4.3.2 Source of information on Uwezo fund initiative

The study also sought to establish how the youth got to know about the Uwezo fund initiative and the specific question that was required to be answered by respondents was: Where did get information about Uwezo fund initiative? To establish this, respondents were required to respond to above-mentioned question. Figure 6 shows results of where respondents got information on the Uwezo fund initiative.

Figure 6: Source of information on Uwezo fund initiative



Source: Author 2015

The findings from figure 6 show that the media appeared to have a limited influence on youth participation in Uwezo fund initiative. Only 12% of respondents involved in this study had received information on the fund through the media (media campaigns). 45% of the respondents interviewed indicated that they obtained information on the fund from various community meetings and gatherings, 32% of the respondents through the local ward office, 10% from the county government offices and 1% from friends. Aforementioned findings indicate that most of the respondent's obtained/received information on the Uwezo fund initiative via alternative means apart from the media. This outcome points out to the ineffectiveness of the media in reaching out to the youth with information on job creation and subsequently influencing them to act on the received information. This finding was attributed

to the heavy focus by the media on political economy issues at the expense of highlighting key issues that affect the youth. A key informant specialized in public policy issues said.

“The ineffectiveness of the media is largely attributed to the existing disconnect between the mainstream media and youth especially in terms of their focus on heavy political economy issues that do not resonate much with the youth.” Key informant, Public Policy Expert

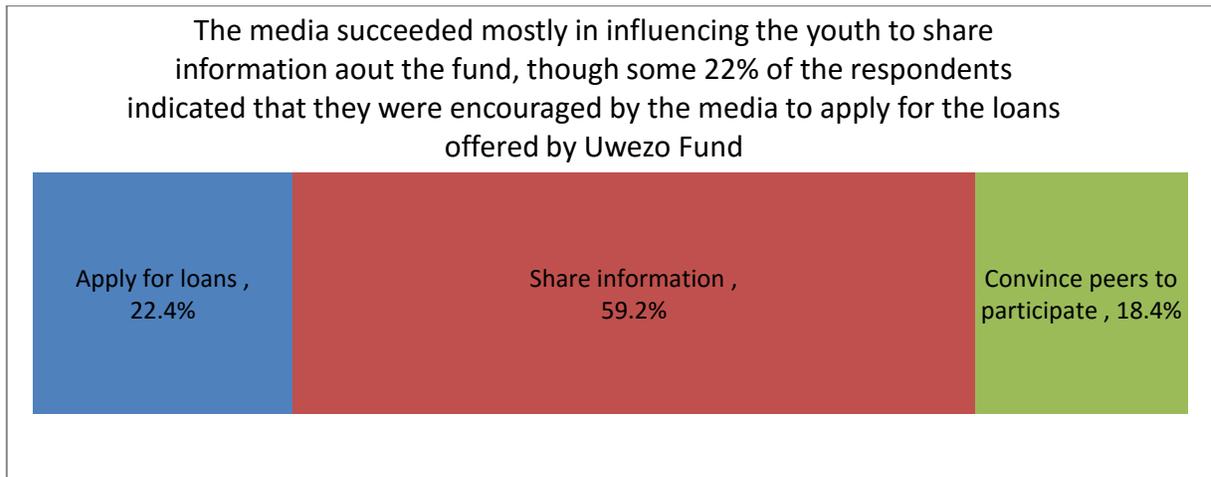
Moreover, the focus group discussions also revealed that the youth received information on Uwezo fund initiative from other alternative means apart from the media for example community meeting and gatherings, local ward office, county government offices and from friends. A participant at a focus group discussion said:

“I got to know about the Uwezo fund from our youth empowerment community meetings that we always have in our ward every month. Our MCA is the one who informed us about the Uwezo fund and said that we need to apply for the money and start our businesses in order to improve our life.” Focus group discussion, Nyalenda A Ward

4.3.2 Actions taken based on information they received on Uwezo fund initiative

The study also sought to establish actions taken by youth after they were influenced by media to participate in the Uwezo fund initiative. The specific question that was sought to be answered by respondents was: What action did you take after receiving information on Uwezo fund initiative? To establish this, respondents were required to respond to the aforementioned question on the questionnaire that they were provided with. Figure 7 shows results of the study.

Figure 7: Actions taken based on information they received on Uwezo fund initiative



Source: Author 2015

Findings on figure 7 show that information conveyed by the media actually impacted the respondents in various ways in regard to their participation in the Uwezo fund initiative. The findings ranged from encouragement to apply for loans offered by the fund, setting up businesses, to sharing broad information on and about the fund. Out of the respondents who received information on the fund through media campaigns, 22.4% said that the information they received encouraged them to apply for the Uwezo fund and therefore used it to start various business projects. Though not necessarily influenced to apply for Uwezo fund loans, 59.2% of the respondents indicated that they internalized the information and were able to share it with their friends and others in their neighborhoods. Some 18.4% of the respondents also indicated that they actually pointed their peers to the media sources and information on Uwezo fund to the extent that they got interested in participating in the Uwezo fund initiative. The finding points out to the fact that being reached by media with information on the fund was not an absolute guarantee for active participation by the youth.

Nonetheless by applying for loans, and sharing information on the fund with friends, the youth involved in the study showed avenues through which information conveyed by the media could influence them to participate in various job creation initiatives. This finding was corroborated by a key informant specialized in public policy who argued that:

“Being influenced by the media is never a prerequisite for participation or engagement in a particular development initiative or issue.” – Key Informant, Public Policy Expert

A participant from a focus group discussion also said:

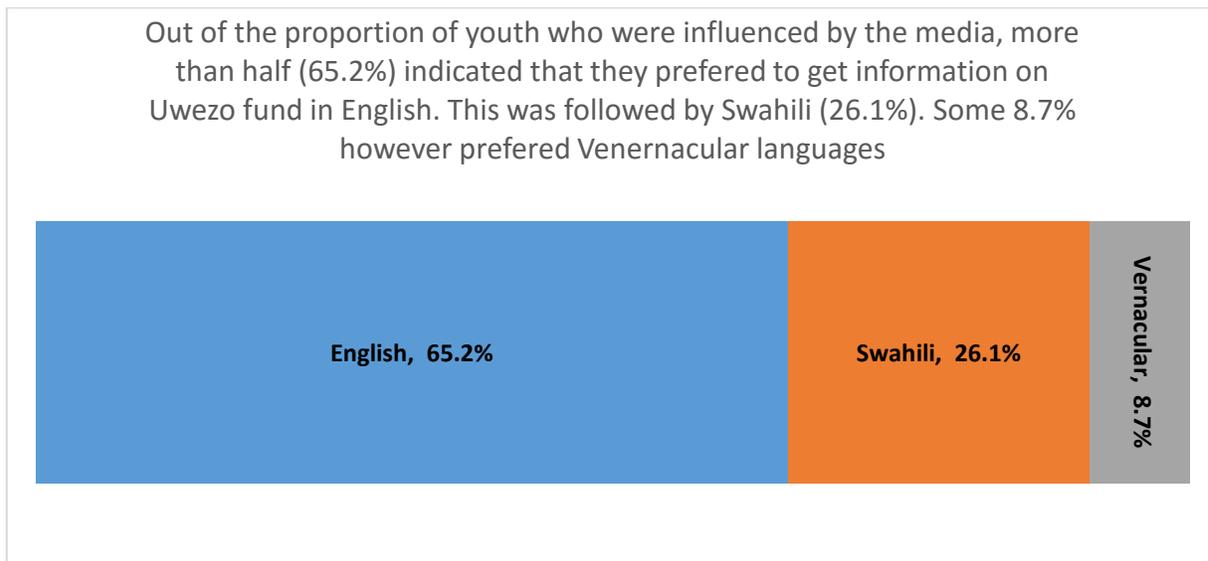
“I know about Uwezo funds, but the process of application is frustrating. I prefer to just share information for those who are interested to try their luck and apply as they ‘might’ get it. -

Focus group discussion, Manyatta B ward

4.3.3 Preferred language for use to relay information on Uwezo fund initiative

The study established that there was a strong variation in preference on the language which the media should use to relay information on the Uwezo fund initiative as well as create awareness of job opportunities. The question that was sought to be answered by respondents was: Which language would you prefer to be used by the media to create awareness of the Uwezo fund initiative? To establish this, respondents were required to respond to the aforementioned question on the questionnaire that they were provided with. Figure 8 shows results of the findings.

Figure 8: Language preferred by the youth to get information on Uwezo fund initiative



Source: Author 2015

Findings from figure 8 show that out of the proportion of youth who were influenced by the media, more than half, 65.2% of the respondents indicated that they preferred to get information on Uwezo fund initiative in English language. This was followed by Swahili at 26.1% and selected Vernacular languages at 8.7%. This finding is attributable to the fact that the study area is largely urban and therefore the target audience was more likely to be more educated and thus able to understand, write and speak in English language.

In fact, World Bank (2010) estimates that the national literacy rate for adults in this region is at 87.4% with males comprising of 90.6% and females 84.2%. Literacy rate among the youth is at 92% with males at 91.7% and females at 93.7%. These statistics justify the preference for English. A key informant, media expert stated that the youth inhabiting such urban areas would ideally prefer English language to access information as they are predisposed to the language in their day to day activities.

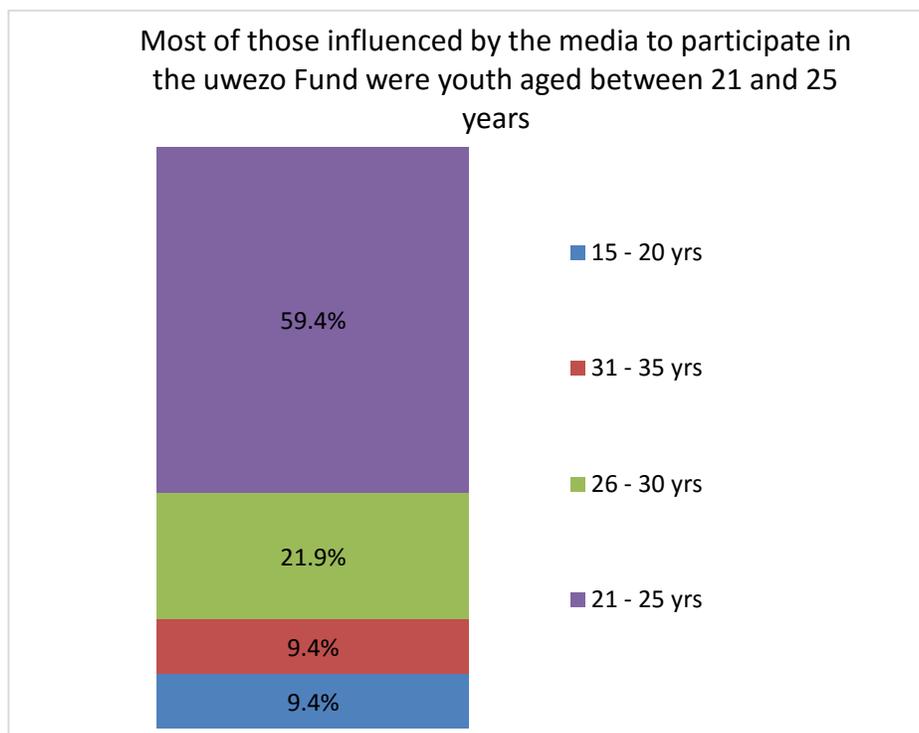
“It is inevitable. This is an urban area. You expect a good proportion of young people to have attained a significant level of literacy”- Key informant, Media Expert

4.3.4 Influence of media on youth according to age

When respondents were disaggregated by age, the largest proportion of youth influenced by the media to participate in the Uwezo fund initiative were young people aged 21-25 years.

Figure 9 below shows results from the study.

Figure 9: Influence of media on youth according to age



Source: Author 2015

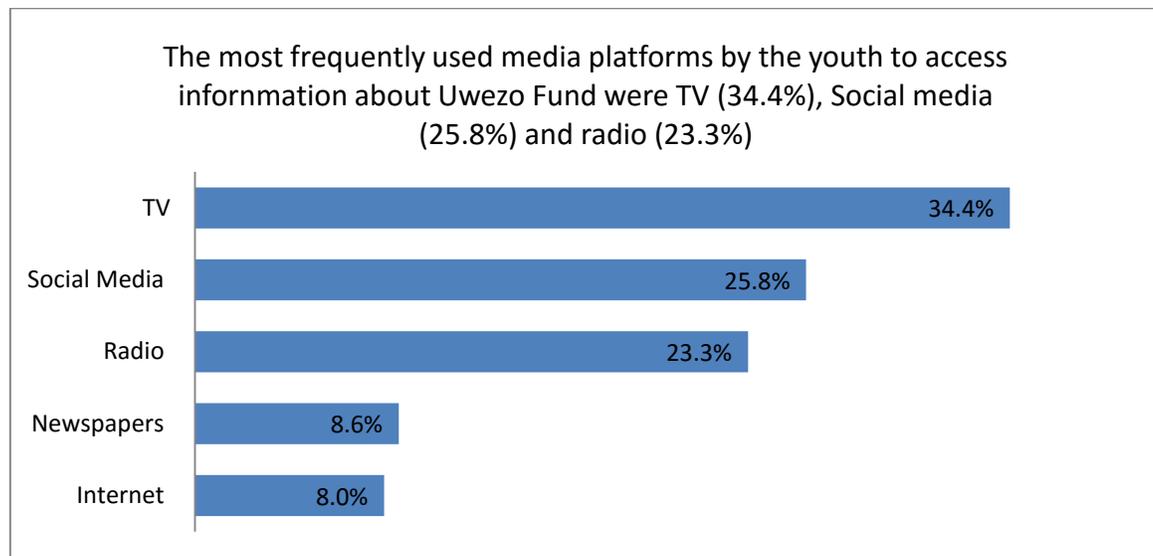
Findings from figure 9 show that respondents aged 21-25 years recorded the largest proportion of youth to be influenced by the media at 59.4%, followed by a significant proportion of those aged 26 – 30 years at 21.9%. The lowest level of impact of media on youth was noticeable

amongst the lowest (15 – 20 years) and highest (31 – 35 years) cohorts in the youth age bracket both at 9.4%. The disparity in the level of influence between the various age cohorts can be attributed to the tendency of youth aged between 21 and 25 to have more free time and affinity for the media than those aged 26-35 years who often tend to be busy either at work, in pursuit of work or in school.

4.3.5 Media platforms used to access information on Uwezo Fund

The second objective was to determine the type of media platforms used by the youth to access information on Uwezo fund initiative in Manyatta B ward and Nyalenda A ward in Kisumu Town East Constituency in Kisumu County. The specific question that the study sought to answer was: Which media platform do you use to access information on Uwezo fund initiative? In order to determine this, respondents were required to answer a question item on the questionnaire that sought answers to the above-mentioned question. Figure 10 below shows results of the study.

Figure 10: Media platforms used to access information on Uwezo fund initiative



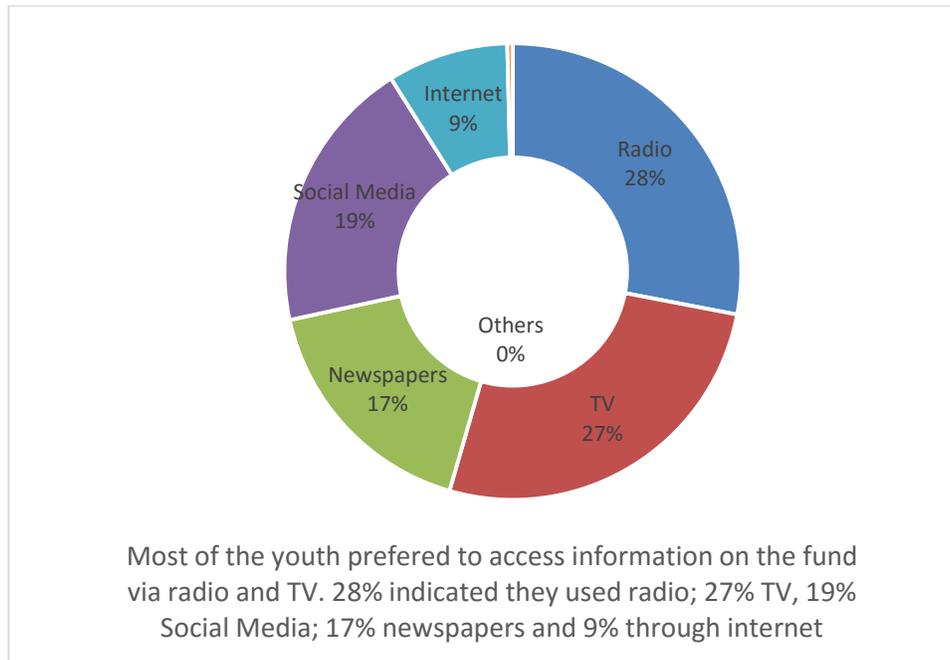
Source: Author 2015

Figure 10 indicates that the most frequently used media platform by the youth in the case study area to access information on Uwezo fund initiative and job opportunities was television followed by social media and radio respectively. Out of the respondents who were influenced in this study, 34.4% indicated that they often accessed information through television, 25.8% indicated that they used social media platforms and 23.3% indicated that they used radio most of the times. The least frequently used media platform by the youth involved in this study was newspapers and internet at 8.6% and 8.0% respectively. Nonetheless, it must be noted that internet access is a crucial component in the use of all the above-mentioned media platforms. There is a plausible possibility that part of what is indicated as access through the other platforms could have been driven by the internet.

4.3.6 Preferred media platform for use to access information on Uwezo fund

Although the youth involved in this study placed television at the top of their most frequently used media, most of them indicated that they actually preferred radio. The question that was sought to be answered by respondents was: What would be your preferred media platform for use to access information on the Uwezo fund initiative? To establish this, respondents were required to tick as appropriate their preferred media platform on the questionnaire they were provided with. Figure 11 shows results of the study.

Figure 11: Preferred media platform for use to access information on Uwezo fund



Source: Author 2015

Findings on figure 11 show that out of the influenced respondents involved in the study, 28% indicated radio as their most preferred media platform, followed by television at 27%, social media at 19%, newspapers at 17%) and internet at 9%. This is attributable to the fact that there are significant cost implications regarding access to different media platforms which radio obviates. As indicated by some respondents, it is relatively cheaper and easier to access radio. Secondly because most of the activities that the youth indulge in on a typical day predisposes them to radio whether while using public transport (*matatus*), in areas of leisure like movie outlets or grooming establishments like *barber shops (kinyozis)*. Moreover mobile telephony has made it easier for the youth to use radio. And perhaps also because radio focuses a lot more on programming that is preferable to the youth especially by spending much of airtime on music that is attractive to the youth.

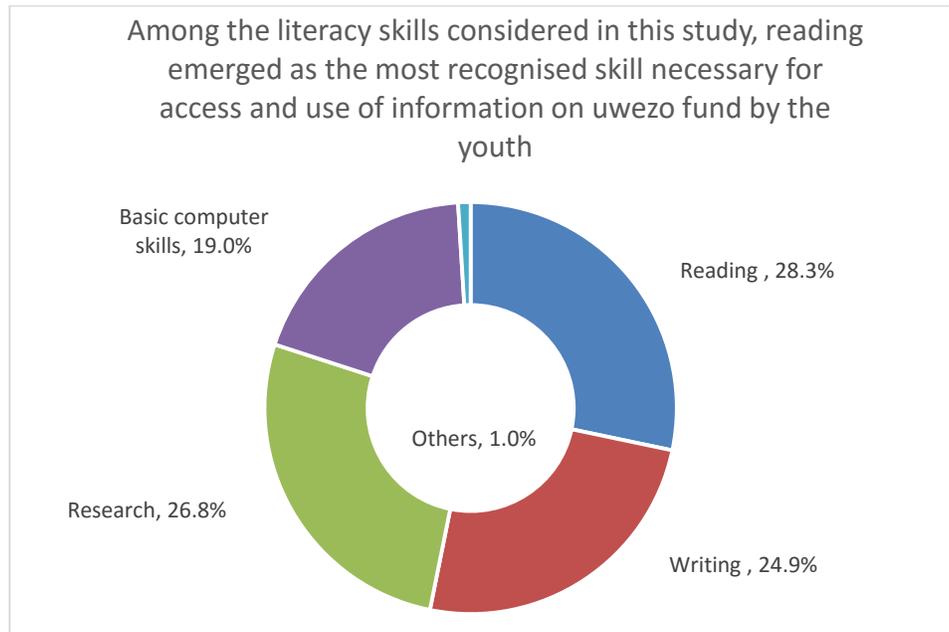
Besides indications from the youth involved in focus group discussions, it was also argued by one of the key informants that radio as a platform was more likely to be preferred by young people in general.

“You almost expect young people to prefer radio because of its coverage, its relative portability, its overall availability and its alignment in terms of programmes (music) with the preference of many young people.” Key informant – Media Expert

4.3.7 Literacy skills required to access information on Uwezo Fund from the media

The study also sought to investigate the typical literacy skills that the youth require to access and use information from the media on the Uwezo fund initiative. The question that was to be answered by respondents was: What literacy skills do you require in order to access information on Uwezo fund initiative from the media? The study considered reading, writing, research/analytical thinking and basic computer skills as the key skills necessary for accessing information on the fund. In order to determine this, respondents were required to tick as appropriate the type of skills they require in order to access information on Uwezo fund initiative. Figure 12 shows results of the study.

Figure 12: Literacy skills required to access information on Uwezo fund initiative



Source: Author 2015

From the findings in figure 12 above, whereas there appeared not to be a specific inclination to one specific skill, most of the respondents felt that reading skills was the most important literacy skill required to access information on the Uwezo fund initiative from the media. About 28.3% of the respondents cited reading as most important skill for their participation in the fund via media. This was followed by research skills at 26.8%, writing at 24.9%, and basic computer skills at (19.0%). A few other respondents indicated other unspecified skills at 1%. The aforementioned can be attributed to the fact that beyond the ability to read, there is need for satisfactory capacity to make sense of the information acquired by the youth on Uwezo fund initiative and thus be able to start businesses from the obtained funds.

“You require some basic literacy skills for access and application of information conveyed through the media. Some of this does not mean fancy technical skills.” Key informant from

Academia

“Perhaps the youth need more than just basic reading and writing skills to exploit the information value provided by media. But this requires deliberate attention to developing research and analytical skills from lower levels of education like primary and secondary.”

Key informant, Media Expert

4.3.8 Challenges faced in accessing and using information on the Uwezo fund initiative

The final objective of the study was to examine the challenges faced by youth when accessing and using information on Uwezo fund initiative from the media. The question that the study sought to answer was: What challenges do you face in accessing and using information on Uwezo fund initiative? To determine this, respondents were required to answer a question item on the questionnaire to answer the aforementioned question. Findings from the study noted that the following were the key challenges faced by respondents in accessing and using information on Uwezo fund:

a) Inadequate detailed information

There was an apparent inadequacy of detailed information on Uwezo fund initiative. Most of the respondents indicated that although there was information available about the initiative, the level of details and depth did not reach a threshold that could catalyze interest and active participation of the youth. For example when Uwezo fund is checked on Google search engine, there is very little information about it apart from the application forms. Also the available content is not up to date.

b) Complex messaging

Messages used by the media to create awareness on Uwezo fund were regarded by respondents as being too complex. Some participants in the study indicated that it would be good if developers of awareness messages on the fund considered using simple messages that could easily be understood by the youth. Most of the respondents argued that the perceived complexity in messaging excluded some of the youth or limited their understanding.

c) Prohibitive costs

There was wide agreement amongst the youth involved in the study that it was expensive to access information through media (internet and TV pay to view). Most of the respondents indicated that the cost implications involved in accessing information on the fund via most of the media platforms were prohibitive, in fact substantially led to their exclusion or under-information. They indicated for example that using the internet required money and also in order to watch TV one needed to part with monthly subscription fees that many of the youth or their families could not afford. This they cited was too expensive as they had other pressing needs that they needed to channel the money they had to.

d) Internet accessibility

One of the key findings of this study was the prominence of the use of internet as a platform for accessing information on the fund. Nonetheless, there was a perceived instability and intermittence in access to the internet that most of the youth involved in the study felt was a significant challenge. The speed and stability of internet connection was cited by participants as a significant challenge.

e) Inadequate basic literacy skills

Some of the participants in the study indicated that lack of adequate necessary basic literacy skills made it difficult for some youths to access and use information on Uwezo fund. Such skills included computer skills as well as basic literacy skills pertaining to reading and comprehension.

4.4 Data analysis

Media has significant capacity to influence youth to participate in job creation initiatives, at least in the case of Kisumu County. As expected, the media played an important role in providing information and engaging the youth on issues about job creation that functions to improve their awareness and provide incentives for them to participate in job creation endeavors. Similar arguments are advanced in the agenda setting theory and by other scholars like Rheingold (2008), McCombs and Shaw (1972), Price and Tewkbury (1997) and Asthana (2006) who maintain that it is possible for the youth to develop, share, critique and utilize media content and leverage it to participate in development initiatives.

Nonetheless, what is of greater importance is the level of influence on such issues that the media actually succeeds to create. Forbrig (2005) argues congruently that despite an increase in public arenas for youth involvement in the media, the opportunities imply an increase in the quantity and depth of their participation. As evidenced by this study, although the media succeeded in informing the youth on job creation opportunities, in this case Uwezo Fund initiative, there is a threshold of influence that it could not reach without deeper engagement with the youth. As much as the media played an important role in providing information about the fund, it could not provide incentives for the youth to take action for example picking up

forms and applying for loans. This aligns with the argumentation in the agenda setting theory about how the media can create salience on particular issues but falls short of providing the mechanisms for actual engagement on the issue at hand.

Perhaps more value is put on the media than it actually deserves in regards to influencing the youth to participate in job creation activities. The convention assumes that the media will have significant leverage in appealing to the youth. However, it is no guarantee that the media actually does appeal to the youth on all matters and even when it does, the level of influence varies. As demonstrated by the findings of this study, the media is not the only agent contributing to awareness and participation of the youth in job creation. Perhaps other agents like informal meetings and direct information from other agents of government in charge of job creation issues have equally significant leverage.

It worth pointing out that media influence on the youth in creating awareness on job creation is rather superficial and is largely focused on conveyance of information rather than deeper engagement and use of information. This perhaps has profound implications on the outcomes of media engagement with the youth and could explain the limitation in actions taken by the youth based on information conveyed by the media on job creation. Beyond setting the agenda and creating salience on issues of job creation amongst the youth, the media achieves little in actually inducing the youth to take action. This is also argued in existing body of literature on Media and Information Literacy (MIL) that emphasizes on the need to ensure that consumers of information from the media have requisite ability to access, understand, critically evaluate and use information (UNESCO, 2011; 2013). This study has highlighted how the link between conveyance of information on job creation and actual involvement in job creation amongst the

youth could be tenuous. Perhaps a lot more is needed in terms of skill and incentives to transform information into awareness and awareness into meaningful engagement in job creation.

Notably, the choice of platform is crucial to the level of engagement and impact created by the media on issues of job creation amongst the youth. There is uniqueness in preferences of the youth that requires specificity in the type of media platforms chosen for engagement with them. This affects the level of uptake and determines possibility of use of information and involvement in job creation activities. The characteristic preference by the youth for particular media, especially radio, is discordant with government focus on advertisement through TV and newspapers. Perhaps has significant implications on efficacy and effectiveness of messages conveyed. There is need for the interests and preferences of the youth on particular media platforms to converge with the choice of platforms preference by government for meaningful progress to be made in creating awareness on job opportunities.

Skills play an important role in access to and use of information for job creation amongst the youth. This position is also widely agreed in existing literature on Media and Information Literacy (MIL), the ability to access, understand and critically evaluate and use different aspects throughout all stages of the life cycle of information conveyed by the media is crucial. The overall implication is that skills possessed by the youth targeted for awareness on job creation issues have profound influence on their ability to understand and use such information. Whilst basic reading and writing skills are crucial for effective access and use of information conveyed, further skills in making sense of information are necessary. This study has illustrated how improvement of skills amongst the youth to not only read and write but

also critically analyse the information and make sense of it is equally crucial for achievement of success. This aligned to arguments by Pateman (1970) who indicate that it go deeper than mere repetition of components of participation.

4.5 Summary of key findings

Below is the summary of specific findings as presented per objective in this study.

The influence of media on youth participation in job creation is somewhat overrated. Nearly half of respondents indicated that they had not been influenced at all by the media to participate in the abovementioned initiative. This is despite the study revealing that slightly more than half of the respondents were influenced by the media to participate in the Uwezo fund initiative.

TV most used but Radio most preferred platform for access of information. There was strong preference for information broadcasted through radio as a platform despite frequent use of television. This was attributed to the frequent use of TV as a platform to convey information on the Fund by government.

Research skills key to accessing and using information on job creation. There is a threshold of requisite literacy skills required by the youth to access and use information to participate in job creation. The media should go beyond conveyance of information to having forums where the youth can consider and debate on issues of job creation.

Whereas the study focused on the different media platforms used by the youth to access and use information on job creation, it emerged that substantial information was also obtained from other sources apart from the media. This alludes to the ineffectiveness of the media in

creating awareness on job creation and subsequently encouraging them to act on such information.

Significant challenges faced by the youth in terms of media access. These included complex messaging, prohibitive costs, internet inaccessibility, and inadequacy of media literacy skills. This was also attributed to an existing disconnect between mainstream media and the youth especially in terms of their focus on heavy political economy issues that do not resonate with the youth.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings, conclusion and recommendations of the study whose aim was to examine the influence of media in creating awareness of job opportunities for the youth in Kenya using Kisumu Town East Constituency as an illustrative case.

5.1 Summary of findings

The study sought to find answers to the following questions: i) how can the media influence the youth to participate in Uwezo fund initiative? ii) What type of media platform do the youth use to access information on Uwezo fund initiative? iii) What literacy skills do the youth require in order to access information on Uwezo fund initiative from the media? and iv) What challenges do the youth face when accessing and using information on Uwezo fund initiative? The following emerged as the main issues of prominence:

Nearly half of respondents indicated that they had not been influenced by the media to participate in the Uwezo Fund initiative. This gave an indication that the influence of media on youth participation in job creation could be somewhat overrated. It is worth noting nonetheless that the study revealed that a significant proportion of respondents were influenced by the media to participate in the Uwezo fund initiative.

There was strong preference for information broadcasted through radio as a platform despite frequent use of television. This was attributed to the characteristic preference by the youth for

particular media, especially radio, which was discordant with government focus on advertisement through TV and newspapers. This finding pointed to the need for the interests and preferences of the youth on particular media platforms to converge with the choice of platforms preference by government for meaningful progress to be made in creating awareness on job opportunities.

There is a threshold of requisite literacy skills required by the youth to access and use information to participate in job creation. This is because research skills are important for accessing and using information in order to meaningfully engage in job creation. This finding amplified the need for the media to go beyond conveyance of information to having forums where the youth can consider and debate on issues of job creation.

Whereas the study focused on the different media platforms used by the youth to access and use information on job creation, it emerged that substantial information was also obtained from other sources apart from the media. This alludes to the ineffectiveness of the media in creating awareness on job creation and subsequently encouraging them to act on such information.

The youth face significant challenges in their endeavours to engage the media on issues on job creation. Such challenges included complex messaging, prohibitive costs, internet inaccessibility, and inadequacy of media literacy skills. This was also attributed to an existing disconnect between mainstream media and the youth especially in terms of their focus on heavy political economy issues that do not resonate with the youth.

5.2 Conclusion

After analysis of data in this study which has further determined the outcome of this study, it can be concluded that the influence of media on youth participation in job creation is somewhat overrated despite remaining a strong medium of use for access and use of information among the youth in Kenya.

5.2.1 Influence of media on youth participation in job creation is somewhat overrated

Despite the study revealing that slightly above half (52%) of the respondents were influenced by the media to participate in the Uwezo fund initiative, an almost similar number (48%) of respondents indicated that they had not been influenced at all by the media to participate in the abovementioned initiative. This was attributed by participants to inadequate detailed information about the fund, complex messaging, high costs related to access of information on platforms used to create awareness, internet inaccessibility, and inadequate basic literacy skills. Notably, this finding was somewhat in support of Forbrig (2005) argument that despite an increase in public arenas for youth involvement in the media, the opportunities have not fully amplified their participation. It can therefore be said that being influenced by media does not provide an absolute guarantee that one will participate in a particular initiative.

This was further evidenced by the nature of actions that the influenced youth had indicated that they had taken upon receiving information on the fund. Nearly a quarter of those influenced indicated that they had taken loans and started their businesses based on the information provided by the media. About two thirds indicated that they shared information on the Uwezo fund initiative and another 18.4% stated that they had convinced their peers to participate in the initiative. Practically, participation in the fund would entail applying for

loans, sharing information and engaging in discourse related to the fund. This neatly aligns with the various actions indicated by respondents that they had taken upon receiving information on the fund and as such provide evidence of influence by the media. This was congruent with arguments by Rheingold (2008) and Asthana (2006) where it is hypothesized and argued that youth participation in mediated environments can enable them develop, share, critique and utilize media content and also foster civic engagement, knowledge and participation.

However, there appeared to be significant gender disparity when it came to rating the level of influence. More young men (68%) than women (32%) indicated that they were influenced by the media through broadcasted information to participate in the Uwezo Fund initiative. This is attributable to the general tendency of more men than women to participate in the media and corresponds with the body of literature that evidences low level of participation of women in the media in general. This was also supported by arguments by a key informant with significant knowledge and experience on the media in Kenya involved in the study who said.

“The Kenyan media gives skewed advantage to men. For example, men have more voice and are prominent in a lot of products, advertisements, practice, ownership and management of media. Despite several measures initiated to draw women to participate, they still lag behind.” – Key Informant from Academia

Furthermore there were also significant disparities in the level of influence between various age cohorts involved in the study. A significant proportion (59.4%) of those reached and influenced by the media were youth aged between 21 and 25. This is partly attributable to the tendency of youth in this age bracket to have more free time and affinity to the media.

A rather lower proportion (25.9%) of the youth influenced were aged 26-35 years despite largely being the target of the fund. This was argued by most of the key informants to be as a result of the tendency of youth in this group to be busy, either at work most of the day or in pursuit for work.

Overall, this finding aligns with the arguments set out in the Agenda Setting Theory that the media can actually raise the level of importance and currency of an issue thus influence the youth to participate in the Uwezo fund initiative. By using the media to convey information about the fund, a significant number of youth indicated that they improved their knowledge of the issue and did something about the information they received. The findings also align to arguments by proponents of agenda setting theory who posit that the media often makes certain political, economic, and social issues salient in the society (McCombs and Shaw, 1972; Price and Tewkbury (1997).

5.2.2 TV most used but Radio most preferred platform for access of information

It can be concluded that from the study there was the preference for information broadcast through radio as a platform despite frequent use of television.

A third of the youth (34.4%) involved in the study indicated that they accessed information on the Uwezo Fund initiative mainly on TV. This was attributed to the frequent use of TV as a platform to convey information on the Fund by government. Nonetheless, a strong preference for radio was expressed by most of the youth involved in the study. Despite respondents indicating that TV was the platform that they mostly used to access information on the Uwezo Fund initiative, 28% of the respondents indicated that they actually preferred radio compared

to 27% who preferred TV. Other media platforms also preferred by respondents included social media at 19%, newspapers at 17% and the internet at 9%.

It is notable however that internet access is a crucial component in accessing information from the other media platforms. Some key informants actually argued that with the necessary technology like mobile phones compatible with internet navigation, mainstream media could expand access as radio can be listened to via the internet, the same way TV and social media platforms can.

“Internet enabled mobile phones have become a necessity in today world especially among the youth. This has made them be able to listen to radio and access any information instantly.” Key informant, Media Expert

5.2.3 Research skills key to accessing and using information on job creation

The study sought to establish the requisite literacy skills required by the youth to access and use information to participate in job creation. Besides reading, it emerged from the study that some basic research and analytical skills were necessary to facilitate access and effective use of information provided by the media to take part in various job creation initiatives. Both the youth and key informants involved in the study argued that beyond the ability to read, there was need for satisfactory capacity to make sense of the information acquired. This is widely agreed in existing literature on Media and Information Literacy (MIL) that takes the position that in development contexts, it is fundamental to ensure that people have the ability to access but more importantly, understand and critically evaluate and use different aspects throughout all stages of the life cycle of information and media (UNESCO, 2011; 2013).

The argument here is that the media should do more than just conveying information about the fund through the various available platforms. As contended by Pateman (1970) that participation should involve more than repetition of components of participation, this finding shows that in order for media to authentically influence the youth on this matter participation thus needs to be inclusive (Percy-Smith and Malone, 2001). This can only be achieved when the youth can make sense of the information.

Out of the four media literacy skills considered, nearly a third of the respondents rated research and analysis skills as an important skill for use to effectively leverage information to participate in job creation. This underscores the importance of going beyond conveyance of information to having forums where the youth can consider and debate on issues of job creation as broadcasted by the media. Nonetheless, it is important to note that the other skills are equally important especially computer skills due to the increasing use of ICT as an enabler of different media platforms.

5.2.4 Source of information on job creation

It can be concluded that whereas the study focused on the different media platforms used by the youth to access and use information on job creation, it emerged that substantial information was also obtained from other sources apart from the media.

The study revealed that 8 out of 10 youth received information on the Uwezo fund initiative from other sources apart from the media. This finding perhaps aligns with the argument by pundits (though not substantiated) that the influence of the media on the youth could in fact be overrated. Notably only 12% of the respondents had actually received information on the fund from the media. Essentially a large proportion (nearly half) had received information on the

Uwezo Fund initiative through *barazas* (community meetings) and a third others from their local ward offices. This could be in contrast with arguments by a host of scholars including McLuhan (1964), McCombs and Shaw (1972) and Bryant and Thompson (2002) that some vulnerable groups such as children may be more heavily influenced by media than others.

This is an important finding as it points to the ineffectiveness of the media in reaching out to the youth with information on job creation and subsequently encouraging them to act on such information. In fact this was attributed by some of the key informants and respondents to significant challenges faced by the youth in terms of media access. Some of such challenges highlighted included: Complex messaging, prohibitive costs, internet inaccessibility, and inadequacy of media literacy skills. Some key informants also argued that this was attributable to an existing disconnect between mainstream media and the youth especially in terms of their focus on heavy political economy issues that do not resonate much with the youth.

“The ineffectiveness of the media is largely attributed to the existing disconnect between the mainstream media and youth especially in terms of their focus on heavy political economy issues that do not resonate much with the youth.” Key informant, Public Policy Expert

5.3 Recommendations

After the results of this study which shows that the influence of media on youth participation in job creation is somewhat overrated specifically within the case study areas – Manyatta B and Nyalenda A ward in Kisumu Constituency in Kisumu County. The study therefore recommends the following action plans:

5.3.1 Messaging

The complex nature of messaging targeting the youth on job creation emerged as one of the key challenges limiting the level of influence of the media in the study. Most of the respondents and key informants indicated that effort should be made by the media to ensure that messaging resonates well with the youth. For example through the use of simple messages in advertisement and business cases of persons who have succeeded in job creation or benefitted from fund availed through job creation initiatives. The Uwezo Fund initiative administrators should therefore use contextualized simple messages that resonate with the youth in the various regions that they are targeting with the fund.

5.3.2 Age group to focus on

The study noted that a large proportion of youth that were reached and influenced by the media comprised those aged 21–25 years as compared to those aged 26–35 years who are largely the target of the Fund. The Uwezo Fund initiative administrators should thus reorganize their outreach strategy to target youth aged 26–35 who appeared less involved yet it is the age bracket within which most enterprising youth would be.

5.3.3 Bridge gender disparities

The study noted that there was a significant disparity when it came to rating the level of influence among the different genders. More young men than women were influenced by media to participate in the Uwezo Fund initiative. The Uwezo Fund initiative administrators should thus develop strategies that would encourage more women to participate in the Fund's activities. For example, women can be used as voices in campaign messages and advertisements in the media aimed at creating awareness for participation in the Fund's

initiatives by young women. Also, successful business cases started by women from the Fund's initiatives can be used by media to encourage more women to take part in the Fund.

5.3.4 Focus on utilizing media platforms most preferred and accessible to the youth

It emerged in the study that despite respondents indicating TV as the most utilized media platform to access information on the Uwezo Fund initiative, more of the youth actually preferred radio. The Uwezo Fund initiative should consider conveying more information on the Fund and other job creation initiatives through leveraging the potential of radios for wide coverage, its ease of access by the youth and relative affordability. Community media broadcasting in vernacular languages could also be used for broader reach and awareness.

5.4 Areas for further research

It emerges from the study in sum that the media has capacity to influence the youth to engage in job creation initiatives, however the level of influence appears superficial. This study attributes this to the choice of platforms, the absence of requisite skills, disconnects between the media and the preferences of the youth and particular challenges on the side of the youth that include complexities in messaging. Scholars can further embark on exploring why the level of influence is limited as exhibited by this study and how it can be improved.

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APPENDICES

Appendix 1: Research questionnaire

My name is John Okande, a student at the University of Nairobi, School of Journalism and Mass Communication currently pursuing a Master of Arts Degree in Communication Studies (Development Communications major). I am conducting a study on *The Influence of Media in Creating Awareness of Job Opportunities for the Youth in Kenya - A Case Study of Uwezo Fund Initiative*. The research is purely for academic purposes and as such your individual responses will remain confidential. You are free to withdraw at any time without penalty if you no longer wish to proceed. If you agree to participate please complete this questionnaire only once. Thank you.

SECTION A: BIO DATA

Kindly Tick (✓) appropriate answer

1. What is your gender?

a) Male ()

b) Female ()

2. What is your age bracket?

a) 15-20 ()

b) 21-25 ()

c) 26-30 ()

d) 30-35 ()

3. Where do you live in Kisumu Town East Constituency in Kisumu County?

a) Manyatta B ward ()

b) Nyalenda A ward ()

4. What is your highest level of education?

Level of Education	Tick (√) as appropriate
Primary School	
Secondary School	
University/College/Tertiary	
Postgraduate	
None	

SECTION B: MEDIA USE

5. Do you know about Uwezo Fund?

a) Yes ()

b) No ()

a) If YES, where did you get information about the Uwezo fund initiative?

Media Campaigns/Advertisements	
My local ward office	
County Government	
Friends	
Community meetings/Barazas	
Others (Specify)	

SECTION C: MEDIA PLATFORMS

Kindly tick (✓) appropriate answer

6. Which of the following media platforms do you use to access information on Uwezo fund initiative?

Media Platform	Tick as appropriate
Radio	
Television	
Newspapers	
Social Media (Facebook, Twitter, Whatsup etc)	
Internet (online newspapers and blogs)	
Others (Please specify)	

7. What would be your preferred media platform for use to access information on Uwezo fund initiative?

Media Platform	Tick as appropriate
Radio	
Television	
Newspapers	
Social Media (Facebook, Twitter, Whatsup etc)	
Internet (online newspapers and blogs)	
Others (Please specify)	

SECTION D: MEDIA INFLUENCE

Kindly Tick (√) and answer appropriately

8. a) Has the media influenced you to participate in Uwezo Fund initiative?

a) Yes ()

b) No ()

b) If YES, what action have you been able to take after receiving information on Uwezo fund initiative?

Action	Tick as appropriate
I've been able to apply for a loan from Uwezo Fund and started my business	
I have been able to share information received about Uwezo Fund with my friends and other people	
I have been able to convince my friends to participate in the Uwezo Fund initiative	
Other, please specify	

SECTION E: LITERACY SKILLS

Kindly tick (√) appropriate answer

9. What literacy skills do you require in order to access information about Uwezo Fund initiative from the media?

Literacy Skill	Tick as appropriate
Reading Skills	
Writing Skills	
Research Skills	
Basic computer skills	
Others	

10. Which language would prefer to be used by the media to create awareness of the Uwezo Fund initiative?

- a) English ()
- b) Swahili ()
- c) Vernacular ()

SECTION F: CHALLENGES

11. What challenges do you face in accessing information about job creation initiatives and opportunities from the media?

.....

.....

.....

.....

Thank you for your participation.

Appendix 2: Focus Group Discussion guide

1. Do you know about Uwezo fund initiative?
2. Where did you get information about Uwezo fund initiative?
3. Has the media helped you to participate in the Uwezo fund initiative?
4. Do you know of any youth or groups in your area that are participating in the Uwezo fund initiative?
5. How do you access information on Uwezo fund?
6. Which media platform do you think should be used by Uwezo fund to create awareness about the fund among the youth?
7. Do you think there's adequate information on Uwezo fund initiative in the media?
8. What challenges do you face when accessing and using information on Uwezo fund initiative?

Appendix 3: Interview Guide for public policy Expert

1. Has the media sufficiently leveraged its potential to influence the youth to participate in the Uwezo fund initiative and broader job creation activities?
2. What could the media do differently to engage and encourage the youth to participate in the job creation?
3. What are some of the challenges that the youth face in their endeavor to to engage the media in general?

Appendix 4: Interview Guide for Development Communications Expert

1. Do you think the media has sufficiently leveraged its potential to influence the youth to participate in the Uwezo fund initiative?
2. In your opinion, what do you think the media should do to encourage the youth to participate in the Uwezo Fund initiative?
3. What are some of the challenges that the youth face in their endeavor to participate and at the same time access information on the Uwezo fund initiative and other job creation initiatives?
4. To what extent are salient elements of development communication infused in daily media practice in Kenya?

Appendix 5: Interview Guide for Media Expert

1. Do you think the media has satisfactorily played its role in creating awareness of the Uwezo fund initiative among the youth in Kenya?
2. In your opinion, what do you think the media should do to encourage the youth to participate in the Uwezo Fund initiative?
3. What are some of the challenges that the youth face in their endeavor to participate and at the same time access information on the Uwezo fund initiative and other job creation initiatives?
4. What challenges do media houses face in their endeavor to engage the youth broadly on unemployment and job creation?

Appendix 6: Certificate of Field Work



**UNIVERSITY OF NAIROBI
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P.O. Box 30197-00100
Nairobi, GPO
Kenya

REF: CERTIFICATE OF FIELD WORK

This is to certify that all corrections proposed at the Board of Examiners' meeting held on 12 May 2015 in respect of M.A./Ph.D final Project/Thesis defence have been effected to my/our satisfaction and the student can be allowed to proceed for field work.

Reg. No: K50/69616/2013

Name: John Otieno Okando

Title: The Influence of Media in Creating Awareness
of Job opportunities among the youth: The Case study of overland.

Dr. Elias Mwangi
SUPERVISOR

[Signature]
SIGNATURE

3/8/2015
DATE

Dr. Sam Siringi
PROGRAMME COORDINATOR

[Signature]
SIGNATURE

11/8/2015
DATE

Dr. Nletia Nletia
DIRECTOR

[Signature]
SIGNATURE/STAMP

6.10.2015

Appendix 7: Letter for authorization for data collection



**UNIVERSITY OF NAIROBI
COLLEGE OF HUMANITIES & SOCIAL SCIENCES
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*Telegram: Journalism University Nairobi
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Email: director.sj@unbs.ac.ke*

*P.O. Box 29197
Nairobi,
Kenya*

*OUR REF:
YOUR REF:*

DATE: October 6, 2015

TO WHOM IT MAY CONCERN

RE: OKANDE, John Otieno - K50/69616/2013

This is to confirm that the above named is a bona fide student of the University of Nairobi's School of Journalism and Mass Communication registered for Master of Arts degree in Communication Studies.

Mr. John has completed his course work and is currently going to collect data for his research project leading to a Master of Arts Degree in Communication Studies.

Any assistance accorded to him will be highly appreciated.

Immaculate Akinyi
Administrative Assistant
School of Journalism & Mass Communication



/dm

Appendix 8: Certificate of Corrections



**UNIVERSITY OF NAIROBI
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REF: CERTIFICATE OF CORRECTIONS

This is to certify that all corrections proposed at the Board of Examiners meeting held on 30/10/2015 in respect of M.A/Ph.D. Project/Thesis Proposal defence have been effected to my/our satisfaction and the project can now be prepared for binding.

Reg. No: K50/69616/2013

Name: John Otieno Okande

Title: The influence of media in creating awareness of job opportunities for the youth in Kenya. A case study of the Unwezo fund initiative

Dr Elias Mbarua
SUPERVISOR

[Signature]
SIGNATURE

30/10/2015
DATE

Dr Samuel Sirugi
M.A. COORDINATOR

[Signature]
SIGNATURE

3-11-2015
DATE

for Dr. Nalati Nalati
DIRECTOR

[Signature]
SIGNATURE/STAMP



Appendix 9: Map of Study Area

