

**INFLUENCE OF CAPACITY DEVELOPMENT ON
SUSTAINABILITY OF PROJECTS FUNDED BY YOUTH
ENTERPRISE DEVELOPMENT FUND IN KANDARA SUB
COUNTY, MURANG'A COUNTY, KENYA**

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**A Research Project Report Submitted in Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Arts in Project
Planning and Management of The University of Nairobi**

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DECLARATION

I declare that this research project report is my original work and has not been presented for a degree/diploma in any other university.

Sign _____ Date _____

Robert Waguchu Ng'ang'a

L50/83922/2016

I confirm that this research project report has been submitted for examination with my approval as the University Supervisor

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DEDICATION

This research project report is dedicated to my wife Elizabeth Wairimu, who has inspired and encouraged me to keep focused in order to achieve my academic potential. It is also dedicated to my daughter Brenda Nyambura and my son Christopher Ng'ang'a for their understanding and perseverance during the period of my study. I also dedicate it to my mother Lydia Nyambura for her enthusiastic encouragements.

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ABBREVIATIONS AND ACRONYMS

CIA	Central Intelligence Agency
C-YES	Constituency Youth Enterprises Scheme
GOK	Government of Kenya
IFAD	International Fund for Agricultural Development
M&E	Monitoring and Evaluation
NACOSTI	National Council of Science, Technology and Innovation
RBM	Results Based Management
RoK	Republic of Kenya
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UNDP	United Nations Development Programme
UYF	Umsobomvu Youth Fund
YEDF	Youth Enterprise Development Fund

ABSTRACT

The purpose of this study was to establish the influence of capacity development on sustainability of projects funded by Youth Enterprise Development Fund in Kandara Sub County, Kenya. The research objectives of the study was to determine how development of financial management skills influence sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County.; to establish how development of technical skills influence sustainability of Projects funded by YEDF in Kandara Sub-County, Muranga County; to determine how development of Leadership skills influence sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County and to determine how development of monitoring and evaluation skills influence sustainability of Projects funded by YEDF in Kandara sub-county, Muranga County. The literature was reviewed based on these objectives where it was noted that financial management skills, technical skills, leadership skills as well as monitoring and evaluation skills influences the sustainability of projects funded by Youth Enterprise Development Fund. The study employed the descriptive survey design. The target population was the 480 group members of the 42 youth groups in Kandara Sub County who had stayed for more than three years since they benefitted from YEDF (Central Region YEDF Office, 2016). The study also targeted the YEDF officer in Kandara Sub-County. The sample size for the study was 108 youth group members who were selected using cluster sampling. Cluster sampling approach was used to select two groups from each of the 9 locations in the Sub-County. The test-retest method was used to establish the reliability where a coefficient of 0.701 was obtained for the study. Data was collected using questionnaires for the group members and the interview schedule for the YEDF officer. Descriptive statistics including frequencies means and percentages were used in data presentation and analysis. The output was presented in percentages and tables. This study generated information that showed that sustainability of projects funded by YEDF among youths in the research area was influenced by financial management skills, technical skills, leadership skills and monitoring and evaluation skills. The findings of this study would be beneficial to various stakeholders including the youth groups, government through the YEDF among others. Specifically, the study generated insight in helping improve the performance of youth groups through prudent management of finances, good leadership and technology usage as well as enhance monitoring and evaluation process. Based on the study findings, the researcher recommended for enhancement of training on financial management, leadership, usage of new technology and monitoring and evaluation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, the notion of sustainability of projects has been of abundant concern for development agencies and governments. According to the International Fund for Agricultural Development Strategic Framework (2007-2010), the concept sustainability of a project is defined as “the ability to ensure that the institutions supported through projects and the benefits realized are maintained and continue after the end of the project external funding.” Recently, there has been a growing focus on as well as the understanding of the major phases of projects with an aim to make the projects work more efficiently and successful (IFAD, 2007).

Studies done by TANGO International (2008) noted that, whereas the trend with execution of projects is showing substantial improvement, the project sustainability trend is somewhat unsatisfactory with only fewer projects being sustainable. This implies that the expenses incurred throughout implementation fail to be commensurate with the accrued benefits. As a strategy to address the increasing problem of youth unemployment, most governments in the world have implemented various programmes to help the youths who are majorly inflicted with numerous socio-economic challenges. According to the labor ministry in India 2012-2013 report, more than 13% of youths in India were without jobs and programs like skills harnessing training programs and job funds were introduced by the government and the civil society groups. Nevertheless, sustainability of such programs continued to be a challenge.

According to Eurostat report, the unemployment rate of the youths in United Kingdom as at 2011 was 22.2%. The civil society agencies and the UK government headed by the Prince's youth enterprise fund have been involved in activities aimed at addressing youth unemployment problem. In Spain also, the government responded to youth unemployment through creating youth trainings programs and job funds but sustaining these programs was a major. This response was after the CIA world fact book Report, (2011) indicated that Spain unemployment of those people aged between 15 to 24 years was at 46.4% with 48.2% males and 44.4%.females.

In Africa, programmes to address youth unemployment have been at the heart of government amongst other development partners. In South Africa, the government founded the Umsobomvu Youth Fund (UYF) in 2001 with an objective of promoting creation of jobs and development of skills to enable the youths pursue significant self-employment chances through several enterprise initiatives to those aged 18 to 35 years. However, sustainability of such enterprises remained as a main challenge (Naser, 2003 & CDE report, 2007). A study conducted by McKay & Sarakinsky (1995), noted lack of skills and education to run the youth enterprises as key factors likely to affect the sustainability of youth projects hence hampering the competitiveness of such projects. Several factors have also undermined the sustainability of such income generating youth projects such as, lack of technical skills, the lack of follow-up support to implement preventive maintenance as well as lack of reminder training courses. (Rigby, Howlett & Woodhouse, 2000).

In Kenya, the Youth Enterprise Development Fund was started in 2006 as a tactical move towards addressing unemployment which has been a main youth problem. Top to its priority, the YEDF aimed is to raise economic prospects for and the involvement of Kenyan youths in

building the nation through enterprise development and planned partnerships. This fund's main focus is all youth owned enterprises owned by either individuals, companies, groups, in cooperatives or any other forms of legal business ownership. Seventy five percent (75%) of those unemployed are the youth. The government set aside Kenya shillings One billion (Ksh. 1 billion) in the 2006/07 budget to fast-track this noble and timely initiative (GOK, 2008). Regardless of these governments' efforts, the question of sustainability of the projects funded by YEDF remains unanswered since the intended goal of this noble scheme has been compromised. In addition, no study has focused specifically how capacity development affects the sustainability of these projects. It is against this background that the researcher sought to find out the influence of capacity development on sustainability of projects funded by youth enterprise development fund in Kandara Sub County, Kenya.

1.2 Statement of the Problem

Youth groups experience hitches in reaping from the projects they start after receiving funding from the YEDF, which arises basically because the projects fail to be sustainable. This could be as a result of many factors related to capacity development amongst the groups. This implies that a closer relation between capacity development and the projects sustainability remains the key to overcoming the obstacles faced by YEDF funded projects. Development of financial management skills, technical skills, leadership skills and monitoring and evaluation skills therefore provides a pertinent route for the youth groups to address the project sustainability problems as well as to improve performance in their respective groups. Though the Kenyan government has implemented programmes and policies like Youth Enterprise Development Fund to address youth unemployment problems, there are no studies done to investigate the influence of capacity development on sustainability of projects funded by YEDF. According to a study by

Wadell (2001), Street and Sykes (2003), inadequate financing of a project as well as poor leadership amongst other factors affect sustainability of projects.

The general research problem focused in this study is that despite a lot of funding from the government through the YEDF, most projects started by the youths have not been sustainable due to various capacity development elements that have not been investigated. This study, therefore, sought to establish the influence of capacity development on sustainability of projects funded by youth enterprise development fund in Kandara Sub County of Murang'a County, Kenya.

1.3 Purpose of the study

The purpose of this study was to establish the influence of capacity development on sustainability of projects funded by youth enterprise development fund in Kandara Sub County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To determine the influence of development of financial management skills on sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County.
2. To establish the influence of development of technical skills on sustainability of Projects funded by YEDF in Kandara Sub-County, Muranga County.
3. To determine the influence of development of Leadership skills on sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County.
4. To determine the influence of development of monitoring and evaluation skills on sustainability of Projects funded by YEDF in Kandara sub-county, Muranga County.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent does development of financial management skills influence sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County?
2. To what extent does development of technical skills influence sustainability of projects funded by YEDF in Kandara Sub-County, Muranga County?
3. To what extent does development of Leadership skills influence sustainability of projects funded by YEDF in Kandara Sub- County, Muranga County?
4. What is the influence of development of monitoring and evaluation skills on sustainability of Projects funded by YEDF in Kandara sub-county, Muranga County?

1.6 Significance of the study

In finding out the influence of capacity development on sustainability of projects funded by YEDF, this study would be significant in various ways. The study came up with information that might be useful for the respective youth groups to enable them discover how various aspects of capacity development hereby investigated are likely to affect the sustainability of projects started under YEDF among other projects. In addition, the findings of the research would also be used by officers in the youth department in helping them come up with as well as review policies on youth enterprise development. This will specifically ensure that factors that influence sustainability of projects funded by YEDF are addressed at the policy levels. It is further hoped that the results of this study would improve to the already present body of awareness in the area of project sustainability. Future researchers and policy makers in various sectors will discover it mainly useful in coming up with decisions on capacity development that provide individuals,

groups and organizations with the opportunity to enhance sustainability of projects undertaken at any level.

1.7 Limitations of the study

The study mainly focused on youth officer at the sub county as well as youth groups and their leaders who reported mainly on their performance. As a result, this might have limited their objectivity in the study. Specifically, the leaders of the various groups were reluctant to be truthful in their answers especially on their leadership abilities and technical skills. However, the researcher encouraged the respondents to be as honest as possible since the findings of the study would be beneficial in helping to generate interventions that might improve the performance of the groups. The study was also constrained by inadequate time and finances since the researcher is an employee and also a student. However, the researcher addressed this challenge by requesting for a leave from the employer as well as getting research assistants to be able to do the study on time.

1.8 Delimitations of the study

This study was carried out in Kandara Sub-County, in Murang'a County. The study targeted youth groups funded by YEDF only with a period of more than three years since they received funding. Groups under study were drawn from the 9 locations which make up the Sub-county. Furthermore, the study only focuses on financial management skills, technical skills, leadership skills and monitoring and evaluation skills as the factors likely to influence sustainability of YEDF funded projects. The study also focused on the youths only within the age bracket of 18 to 35 years and not currently in school.

1.9 Assumptions of the study

One of the assumptions made by the researcher in this study was that honest responses would be received from the respondents. The study also assumed that the sample selected was an accurate representation for the study. The study assumed that the youth groups under study were ideal groups which were able to provide responses to the research questions of the study.

1.10 Definitions of Significant Terms

Capacity development: This is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.

Leadership Skills: the use of expertise in influencing others to achieve desired goals and objectives using available resources efficiently and effectively.

Monitoring and evaluation – for the sake of this study, monitoring and evaluation is geared towards learning from what you are doing and how you are doing it by focusing on efficiency, effectiveness and impact of the implementation of CDF projects.

Sustainability: This is the process of keeping a project on course up to the end even if the donors have withdrawn their support.

Youth Enterprise Development Fund (YEDF): This referred to the fund established by the Kenya Government in 2006 with the mandate of giving loans, providing training as well as offering market linkages to youths in the country with intention of reducing unemployment and poverty among the youths.

Youth Groups: Persons who come together for a common objective namely to better their lives both socially and economically. The group comprised of 8-13 members.

Youth: A person aged 25 to 35 years.

1.11 Organization of the study

The completed study comprises of five chapters. Chapter one comprises the introduction of the study with properly explained statement of the problem. Included also in chapter one is the purpose of the study, objectives of the study and well formulated research questions the study seeks to answer. The significance of the study, limitations of the study and delimitation of the study are also clearly indicated as well as the assumptions made for the study and the definition of key terms used. The review of the literature related to the study is encompassed in chapter two under the heading Literature Review which comprises of the introduction of the contents in the chapter and then presented based on the study objectives. The theoretical and the conceptual framework are also included in this chapter and a summary of the literature review. Chapter three comprises of the research methodology to be employed during the study. The contents of the chapter are research design, the target population, sample and sampling procedure, study sample size, research instrument to be used, procedure for data collection, data analysis techniques and the operational definition of the study variables. The study further comprises chapter four noted as data analysis, presentations and interpretations in which the data collected was analyzed, presented and interpreted according to research objectives after analysis of personal information of the respondents. Chapter five, which is the final chapter comprises of summary, conclusions, discussions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous literature on the topic of the study. The chapter reviews literature based on the research objectives. Theoretical and conceptual underpinnings of the study are also discussed in the chapter and a summary of the reviewed literature provided.

2.2 Financial Management Skills and Sustainability of Projects Funded by YEDF

According to a study by Chigunta (2002), youth entrepreneurs encounter main constraints in accessing finance for their business projects. Such constraints include absence of personal savings and resources, lack of securities and credibility for financing debts, complicated documentation procedures, lack of knowledge and skills on management of finances as well as lack of knowledge to initiate financing possibilities. This has made it challenging to ensure sustainability of projects initiated by the youths.

Ongeri (2012) sought to find out influences of sustainability of groups started by youths in Marani District, Kisii County, Kenya. From the study, he found out that youth groups lacked financial statements such as budgets plus cash books. This study also found out that management of funds within youth group lacked transparency. This implies that financial management of funds in groups owned by young people to a great extent influences sustainability of projects.

In another study, Karanja (2014) sought to find out how management practices influences sustainability income generating projects started by the youths in Kangema District, Murang'a County, Kenya. The study mainly concentrated on Monitoring & Evaluation, Training,

Leadership and the aspects of financial management in relative to sustainability of projects. The study adopted descriptive survey design selecting 13 youth groups through stratified sampling with the chairperson and group members included in the sample. In the study, groups were involved in a focus group discussion where the youth officer for the district was also interviewed. After analysis of the collected data using descriptive statistics, the study found out that, proper financial management, suitable training, leadership and operational monitoring and evaluation have an effect on the sustainability of youth projects.

Prudent financial management skills are a key factor which assures existence of projects either for group, individual or community. According to a conference by Theewaterskloof municipality (2011), it was unanimously established that careful financial management is at the top priority, or the only element of project sustainability. These include accountability, good governance, and transparency as well as properly stipulated processes, procedures and policies in connection to management of finances. The conference added that prudent documentation of financial happenings enhances proper planning, good budgeting, effective reporting and analysis. In conclusion, the Theewaterskloof municipality conference (2011) concluded that those organizations with prudent and sound financial management tend to be able to attain project sustainability.

In a report by European regional development fund (2007-2013), the sustainability of a project is determined by elements internal in the project besides other factors external to the project. According to this report, at the project level sustainability can be achieved through excellent project planning, sensible financial management and tolerable financing. In addition, the report

argues that poor financial management encourages open theft, embezzlement of project funds and these are major factors for project unsustainability.

In a similar study, Kinyua & Mwangi (2013) found out that prudent financial management of any project in the community involves thoughtful, identification and approximation of both operational and maintenance costs of the project. They also added that cautious financial management includes, among others, transparency in budgeting and appropriate management of financial documents in the organization. Finally, they revealed that projects deemed to be sustainable are usually connected with prudent management of finances and related skills.

2.3 Technical Skills and Sustainability of Projects Funded by YEDF

One of the essential steps in equipping the community for sustainable development is capacity building. It begins with the commencement of the project where communities are involved directly and indirectly. Once such capacity is build, the community gains experience on how to manage their owned projects even after donors' withdrawal. Youths therefore need extra knowledge and skills to assist them on how they can deal with the project for the purpose of sustainability. According to Campos (2008), in an intervention model which was introduced in Peru for water supply recognized training of the community as a crucial component in ensuring project sustainability. He contended that training on subjects like operation and maintenance ensured empowerment of the communities to take care of water supply systems consequently aiding sustainability. On the other hand, absence of community education was cited as one of the factors which could eventually lead to non-sustainability and breakdown of water supply projects in emerging economies.

Cole (1997) holds that training is an inclined activity, which is geared towards attainment of specific skills & knowledge for the purpose of a job. Its main focus is on the job task and can either be formal or informal carried out to assist people understand and perform their jobs better. Additionally, he defines development as a learning activity devoted to meet future needs rather than current needs of the organization. Armstrong (2006) agrees with Cole that training is an organized modification of behaviour via learning, which happens as a result of instruction and education. The current business environment, being highly dynamic in terms of technology and economic trends, therefore calls for frequent equipping of organisations with technical skills so as to ensure that projects started are competently run for the purpose of sustainability. In this study, technical skills are considered to be a key factor in influencing sustainability of projects funded by YEDF in Kandara Sub-County, Kenya.

Past studies also consider technical skills as an important influencer of project sustainability. According to Mullei(1999), past research results have reliably established that training results in improved performance of an organization which inevitably leads to sustainability of projects. To him, in Netherlands, Spain, Hungary, and China, the execution of YEDF related training programs led to greater sustainability of SMEs started by youths. This declaration supports the significance of training and development in ensuring economic development and sustainability of projects. The training however should be designed to meet the goals of the organization and impart the necessary specific attitudes, knowledge, behaviors or skills (Bernardin, 1998).

According to Landale (2006), obtaining knowledge and skills by the targeted groups enable them to function effectively and efficiently. Such technical skills also enable the groups to acquire new

values and attitudes for the appreciation of their untapped potential which is inherent thereby reinforcing their self-confidence. This makes them attain some sense of autonomy and capability to sustain their initiated projects as opposed to remaining dependent on donors. Therefore, for the project to be sustainable, the group members and the relevant people working in the project need to be trained on all essential tasks recognized during project planning phase and post execution phase of the project (Westland, 2007). The training given should be of value matching with the requirements of the project in order to ensure effectiveness and efficiency of the project. Also, so as to increase probabilities of project sustainability all the project team members and managers need to be competent on assessment of project risk as well as evaluation and monitoring (Hubbard & Bolles, 2007). Development of human capacity through the necessary training of project staff, managers, whole project team and community members has therefore been noted as a pertinent aspect for project sustainability.

2.4 Leadership Skills and Sustainability of Projects Funded by YEDF

According to Choudbury (1988) leadership encompasses being innovative, motivating the employees, creating a healthy organization among others. Leadership skills play a key role in determining the success of sustainability income generating projects initiated by youths. Project managers of youth projects have failed to effectively inspire and motivate the project team due to incompetency. This has led to reduced rate of success of such projects either in the implementation phase or after implementation (Westland, 2007). While executing their functions, project managers allocate duties, explain routines, make clear the policies and also provide response of the performance of the project to the staffs (Wickham & Wickham, 2008). Managers of the youth projects in their effort to lead, usually complicate people working in the

project due to insufficient of the essential competencies for leading the project team (Ncebere, 2000).

According to Hakala (2009) several leaders in projects find it hard to strike the required amount of assertiveness. In his study on the issue of Personality and Social Psychology, under assertiveness or over assertiveness might be the most known weakness among visionary aspiring leaders. Kathleen O`Brien (2011) asserts that no organization can successfully stand in absence of effective leadership. She further states that good leaders have special capacity and skills. Additionally, she argues that leaders can be developed at every level of the organization in order to deliver lasting constructive change. The building of effective leadership capacity according to Kathleen entails mentoring, training and empowering evolving leaders through trainings in public speaking.

According to Kotter (2006) leadership skills are at the core of addressing the numerous complicated challenges of modern living including fast change and high uncertainty levels. His observation is supported by the view of Gordon and Berry (2006) who stated that difficult problems and speedily changing solutions need more leadership from every person in an organization. Conger (1993) also observed that for organizations to remain sustainable, effective leadership is needed particularly during the time of complex problems when answers are hard to develop, when behavioral change needed, and when there is frequent chronic failure of policies.

2.5 Monitoring and Evaluation Skills and Sustainability of Projects Funded by YEDF

Project monitoring is a continuous and periodical review, and overseeing of the project to ensure that input deliveries, work schedules, target outputs and other required actions proceed according

to the project plan (Nyonje, Kyalo and Mulwa, 2012). Monitoring is a continuous process of collecting information at regular intervals about ongoing projects or programmes concerning the nature and the level of their performance (Nyonje ,Kyalo and Mulwa ,2012). Project evaluation is a process that involves systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to project objectives. It is a process of ascertaining decision area of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision makers in selecting among alternatives (Alkin, 1969).

In discussing the significance of monitoring and evaluation for projects Nuguti (2009), said that any reliable project manager needs to get feedback on the project being executed. This feedback helps to determine the strengths and weakness of the project under implementation. Monitoring and evaluation helps to find out whether the project is on the right path and establish if there is necessity for adjustment. Monitoring and evaluation offers full representation of the project performance on a particular time. This provides full sign of what is to be expected at the completion of the project cycle. It assists project managers to come up with strategies that can convey results. When deviations in the project are corrected, this increases the chances of project sustainability after completion and exit of the donor.

In a study to find out the challenges facing youth enterprise development fund in Nyaribari Chache constituency, Amenity, (2011) found that there is absence of regular monitoring and evaluation of the youth business enterprises funded by C-yes. This converts to the lowly performance of these enterprises and failure when funding stops. Omukhango, (2012) also established that monitoring and evaluation is of great importance to the youth projects since it a

driving force its progress and sustainability. Additionally, she found out that there is little occurrence of monitoring and evaluation of youth projects or enterprises.

According to UNDP (2009) “Monitoring allows management to detect and evaluate probable problems and achievement of a program or project. It offers the foundation of corrective actions, both practical and operational to improve the design of a program or project, implementation as well as increase its chances of remaining sustainable.” In addition, monitoring enables the strengthening of initial positive results and it is a key aspect that cannot be ignored since it determines the sustainability of whichever venture or project. According to Standish Group Project Chaos Report (2005), lack of project monitoring and control is one of the causes for project failure. Monitoring and evaluation of project activities give project managers, civil society and government officials better means for knowledge from previous experience in order to improve service delivery, planning as well as allocating of resources.

According to Mark, Henry, & Julnes (2000), the sustainability and success of any program or project is basically determined by constant feedbacks on the project on going activities. In fact, over the past decade, relief organizations have experienced increasing pressure towards becoming extra effective and results oriented which has made many to launch agendas of results based management (RBM) and results-orientation (Hatry & Harry, 1999). It is against this background that the concept of M&E on youth projects needs to be fully embraced in order to ensure project sustainability.

2.6 Theoretical Framework

This study was founded on the three main theories which include motivation theory, human capital theory and contingency theories. The application of these theories in the study was discussed as follows.

2.6.1 Motivation Theory

According to McClelland (2011), the motivation of individual results from three main dominant needs identified as, the need for achievement (n-ach), the need for affiliation (n-aff) and the need for power (n-p). On the need for achievement, group members can perform their duties in sustaining projects funded by YEDF through management of YEDF projects when provided with right financial management tools such as, planning, programming and budgeting systems. This means that they would need power and authority as advocated by McClelland (2011) to be able to manage YEDF projects as budgeted, planned and approved. The theory of needs would compel the groups funded by YEDF to have a single mind preoccupation in management YEDF projects.

As postulated by McClelland (2011), individuals who are high in need for achievement are more likely to engage in activities or tasks that have a high degree of individual responsibility for outcomes, require individual skill and effort, have a moderate degree of risk, and include clear feedback of performance than those who are in low in need for achievement. Technical officers/staff could be demotivated due to poor performance of the groups in various sections.

The various youth groups funded by YEDF would feel affiliated when the community environment is conducive after project implementation and there after sustainability will be able to operate and manage YEDF projects effectively. Additionally, the groups would feel frustrated

and perform poorly in the management of YEDF projects if an enabling environment is not provided for them as YEDF project managers.

2.6.2 Human Capital Theory

Entrepreneurial knowledge of an individual gained from education adds economic value to a firm or an organization, (Becker, 1964). The skills and knowledge acquired through training and education is importance to employees when they are performing their tasks as it improves their performance. Youth groups' management teams need technical skills to run their projects successfully. These skills could be gained from technical institutions, formal education or on job training. This theory has been put in application in several occasions. The theory has shown the need for the youth groups' management team to have skills and experience in project management cycle and use of project management tools and techniques when running the projects. This training will enhance their capacity in order to ensure effective sustainability of the projects funded by YEDF. In this case, the skills and experience of human capital acquired translates to profitability. This theory addressed all the research questions where financial management skills, technical skills, leadership skills and monitoring and evaluation skills affect the sustainability of YEDF projects. The theory assisted in the understanding of relationship between human capital and sustainability for economic productivity.

2.6.3 Contingency Theory

Contingency theories define how situations influence the actions of leaders. The Hersey-Blanchard Situational Leadership Theory created by Hersey and Blanchard (2009) encourages leaders to choose a style based on the capability of their subordinates. If new subordinates need specific instructions, effective project managers tell them what to do, typically by providing comprehensive step-by-step procedures (Hersey & Blanchard, 2009).

When team members know how to accomplish a task, project managers tell subordinates what needs to be done but spend less time communicating how to do it. If the project team members don't require much direction, the project leader focuses on motivating the team to produce quality results. When a project team member can operate completely on his own, the project manager delegates authority to him/her (Fielder, 2004). Using this theory, effective project managers select a style that fits the current situation to work most productively.

2.7 Conceptual Framework

A Conceptual framework is a model presenting how the researcher represents or conceptualizes the relationships amongst the variables in the study. Basically, it shows the relationship between the dependent and the independent variables as the key variables in the study. The conceptual framework for this study, as shown in figure one identifies financial management skills, technical skills, leadership skills and monitoring and evaluation skills as the independent variables. These factors are studied in their ability to influence the dependent variable presented as sustainability of projects funded by Youth Enterprise Development Fund. This relationship is however moderated by members' involvement.

Independent Variables

Dependent Variable

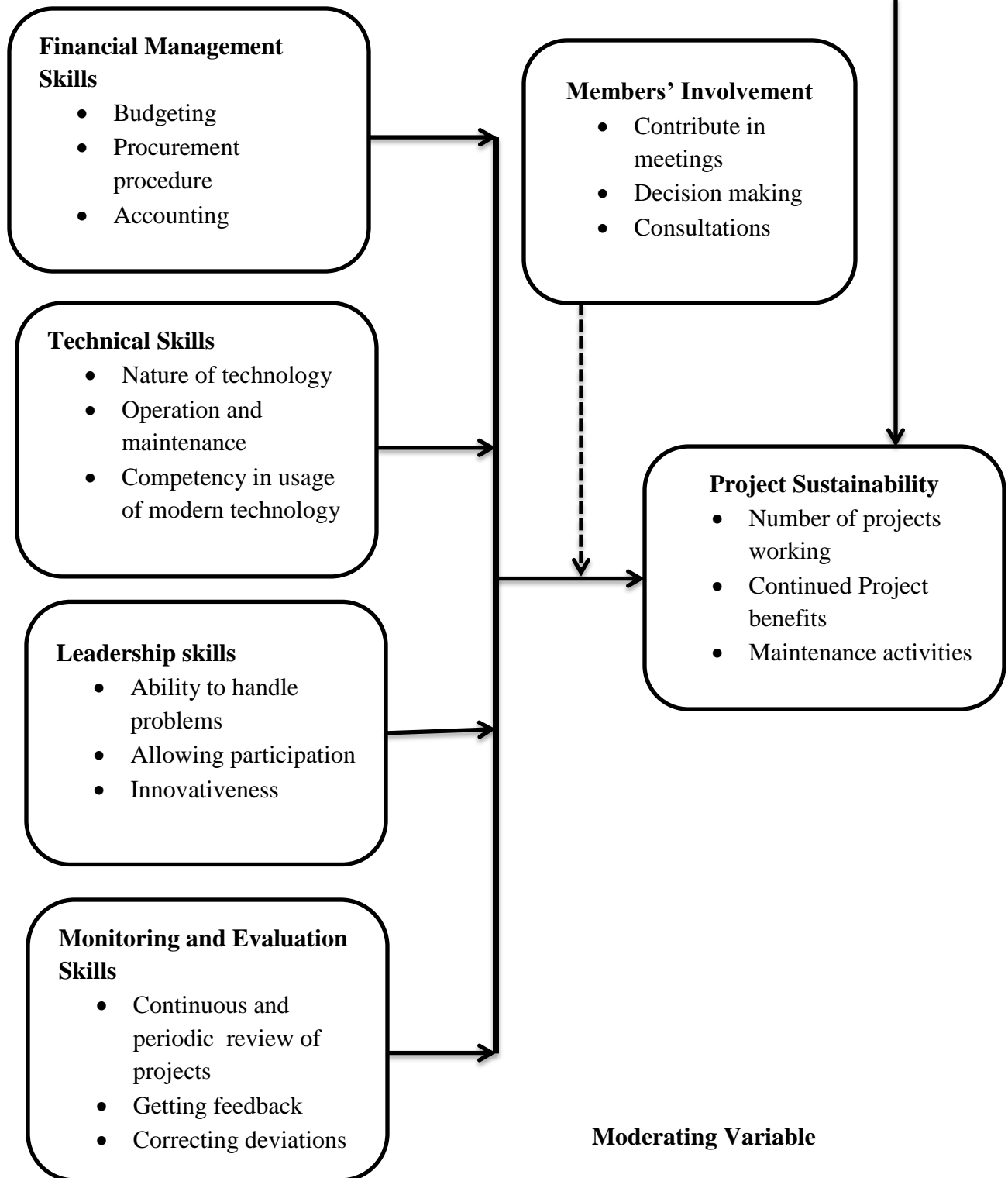


Figure 2.1: Diagrammatic Representation of Conceptual Framework

2.8 Summary of the Reviewed Literature

From the above reviewed literature, financial management skills, technical skills, leadership skills and monitoring and evaluation skills were established to possess a substantial effect on sustainability of projects. Empirical data that backs this study includes those of; Chigunta (2002) who sought to find out the key policy challenges to youth entrepreneurship, Ongeru (2012), who investigated the factors influencing sustainability of youth groups in Marani District, Kisii County, Kenya, Karanja (2014) sought to find out how management practices influences sustainability income generating projects started by the youths in Kangema District, Murang'a County, Kenya among others.

This shows that much knowledge has been added to the field of projects development in the last few decades, but the researcher has noted from the study that little has been done on evaluating the influence of capacity development on sustainability of projects funded by Youth Enterprise Development Fund. Specifically, no similar study has been conducted in Kandara sub-county, to investigate youth projects sustainability in relation to factors such as financial management skills, technical skills, leadership skills and monitoring and evaluation skills, a gap that the researcher also sought to address. These are the factors that this study sought to investigate and how they affect the sustainability of projects funded by YEDF. The researcher therefore carried out the research with the hope that it would assist youth project stakeholders in knowing the best strategies to employ in project life-cycle and recommend on better ways of ensuring sustainability of youth projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodologies of the study. It covers the research design, the target population of the study, sampling procedures, research instruments, validity and reliability of instruments, data collection procedures, data analysis procedures, ethical considerations and operationalization of the variables.

3.2 Research Design

A research design is the plan for gaining answers to the queries being studied and handling some of the problems met throughout the research process (Kothari, 2004). It is thus the arrangement of conditions for the collection and analysis of data in a method that intends to combine significance to the research purpose. This study used descriptive survey research design. A descriptive research determines and reports the way things are without manipulating the variables under study. This study intended to give a detailed description of the influence of capacity development on sustainability of projects funded by YEDF Kandara Sub-County. According to Kisilu (2006), a descriptive research design is the most suitable when the purpose of the study is to create a detailed description of a phenomenon.

3.3 Target Population

According to Mugenda & Mugenda (2003), a target population is that population to which a researcher wants to generalize the results of the study. The target population for this study was all the 480 group members of the various youth groups which have stayed for more than three

years since they benefited from Youth Enterprise Fund in Kandara Sub-County. The study also targets the YEDF officer in Kandara Sub-County as a key informant.

3.4 Sample and Sampling Techniques

Mugenda and Mugenda (2003) recommends that a sampling frame is required before sampling in order to select a representative sample of 10-30% when the elements in the sample are more than 30. Singh (2007) defines a sampling frame as a list of entities from which sampling units are selected for observation in the study. The register of youth groups available at the YEDF office Kandara was used as a sampling frame. From the population frame, the required number of respondents was selected in order to make a sample. Cluster sampling was used to obtain two groups from each of the 9 locations in the sub-county and simple random sampling was used to select 6 group members from each of the sampled youth groups. Further, extra groups were sampled from locations that had more groups to cater for locations that had one or no group. The YEDF officer was also purposively selected. The respondents comprised of 108 youth group members and the YEDF officer in the Sub County.

3.5 Research Instruments

The study utilized two research instruments to collect the required data where questionnaires and interview guide were best appropriate for this study. Semi structured questionnaire and interview guide were used to collect data. The closed ended questions were used for easy coding and analysis while the open ended questions were used to elicit more information from respondents to complete any missing links. The structured questionnaires were administered to the respondents who were present during the study. Questionnaires gave respondents freedom to express their views or opinion and also to make suggestions. It was also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires had

six sections. Section A was on demographic information of the respondents, section B, C, D and E was on information concerning the influence of financial management skills, technical skills, leadership skills and monitoring and evaluation skills on the sustainability of projects funded by YEDF respectively. Section F collected data on the measurement of the dependent variable. This instrument was used to collect data from youth group members because of their ability to cover a large population within a short time (Mutai, 2006).

In addition, an interview schedule was also used to supplement the data collected using questionnaires. This instrument was used to collect data from YEDF officer on the spot through face to face interview. With unstructured questions, a respondent's response may give an insight to his feelings, background, hidden motivation, interests and decisions and give as much information as possible without holding back (Mayring 2007). The YEDF officer was used as a key informant since she possessed important information in relation to the topic of study.

3.6 Piloting of the Instruments

As a strategy to improve the research instrument, a pilot study is critical (Ngechu, 2004). From the results of the pilot study, improvements can be made. For this study, a pilot study was conducted to test for clarity and understanding of questions and also to find out whether the questions yielded the answers expected. The reliability and validity of the research instruments used in the study were presented in this section.

3.6.1 Validity of the Research Instrument

Validity in research refers to the degree to which results obtained from the analysis of the data accurately represent the phenomenon under study. It has to do with how accurately the data obtained in the study represents the variables of the study (Mugenda, O. and Mugenda, A.1999). Content validity in this study was determined by the supervisors and lecturers in the department

of extra-mural studies. To ensure that the instrument has content validity, all the possible indicators that can be used to measure the variables under study were identified and a representative sample of the domain of indicators selected. Then, the questionnaire was developed to measure the selected indicators.

3.6.2 Reliability of the Research Instrument

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). To determine the reliability of the research instrument the test-retest method was used. This involved administering the questionnaire to the same group of respondents more than once in order to gauge the consistency of their responses hence determine the reliability of the information gathered from the research instruments. Analysis and interpretation of pilot study's data was done to establish whether the instruments can be depended on for the study. The study used the test-retest method to test the reliability of the instruments where a reliability coefficient of 0.701 was obtained. The recommended reliability coefficient is any value between 0.7 and above. The instrument was therefore considered reliable.

3.7 Data Collection Procedures

Primary data was collected using questionnaires which were distributed to the selected youth group members in Kandara Sub-County. Data was also collected from YEDF officer using an interview schedule. The researcher obtained permit to carry out the research from the National Council of Science, Technology and Innovation after obtaining a letter from the University of Nairobi. The researcher identified research assistants and trained them on data collection techniques and carry out a pilot study in the neighboring Kigumo Sub-County. The questionnaires were further reviewed according to the findings of the pilot test. The reviewed

research tool was then used in the final study. With the help of the research assistants, the researcher collected data from the sampled youth group members and then booked an appointment with the youth enterprise development fund officer for the interview.

3.8 Data Analysis Techniques

The completed questionnaires were collected for data cleaning, coding and analysis. Data was presented according to objectives and research questions of the study using descriptive statistics and analyzed using statistical package for social sciences (SPSS). The analyzed data was in the form of frequencies and percentages. Tables were used to present the result and they were generated using SPSS software version 21. Qualitative data collected using interview schedule was also analysed using narrative and thematic methods together with quantitative data to help identify information that was relevant to the research questions and objectives.

3.9 Ethical Considerations

Mugenda and Mugenda (2003), states that ethical considerations are essential for any research. Throughout this study, ethical research practices were observed. First, permit to carry out the research was sought from NACOSTI after obtaining a letter from the University of Nairobi. This helped in eliminating any kind of conflicts that would arise from the respondents. Secondly, the purpose of the study was clearly explained to the respondents where participation was also made voluntarily and the researcher sought informed consent from the respondents to participate in the study. Finally, the researcher ensured anonymity and confidentiality of the respondents who participated in the study.

3.10 Operational Definition of Variables

This section outlined the study variables, their indicators, measurement scale and tools of analysis.

Table 3.1: Operational Definition of Variables

Variable	Indicators	Measurement Scale	Tools of Analysis	Type of statistics
Financial management skills	<ul style="list-style-type: none"> • Budgeting • Procurement procedure • Accounting 	Ordinal	Non-Parametric	• Descriptive
Technical skills	<ul style="list-style-type: none"> • Competency • Nature of technology • Operation and maintenance 	Ordinal Ratio	Non-Parametric	• Descriptive
Leadership skills	<ul style="list-style-type: none"> • Handling problems • Allowing participation • Innovativeness 	Ordinal Ratio	Non-Parametric	• Descriptive
Monitoring and evaluation skills	<ul style="list-style-type: none"> • Reviewing of projects • Feedback • Correcting deviations 	Ordinal Ratio	Non-Parametric	• Descriptive
Sustainability of projects	<ul style="list-style-type: none"> • Projects working • Project benefits • Maintenance activities 	Ordinal Ratio	Non-Parametric	• Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides an analysis of the data collected, their interpretation and presentation. It gives a detailed analysis of the coded data in tabular form showing their frequencies and percentages. Interpretation of the analyzed data is also provided. The chapter also provides details on the response rate, demographic characteristics and information on the study variables as collected from the field.

4.2 Questionnaire Return Rate

The study sought to find out the influence of capacity development on sustainability of projects funded by Youth Enterprise Development Fund in Kandara Sub County, Murang'a County, Kenya. Data was obtained by use of questionnaires which were administered to the youth respondents and an interview schedule for the youth officer. Out of the 108 questionnaires which were administered, only 90 were returned which represented 83.3% response rate. This is a satisfactory response rate to be able to make conclusions for the study. According to Mugenda & Mugenda, (2003), a response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is very good. This implies therefore that the achieved rate was representative of the target population and was adequate and good enough to enable the researcher generate a conclusive report.

4.3 Demographic Characteristics of the Respondents

Determining the respondents' gender was necessary in order to show the representation of both. From the findings, 57.8% were male while 42.2% were female. Determining age was also important as it revealed their level of experience in youth enterprise funds scheme. The results indicated that 11.1% of the respondents were between the ages of 31-35 years while 50.0% of the respondents were between the ages of 26-30 years whereas 38.9% were in the age bracket of 18-25 years. Based on the findings, the respondents who were between the ages of 26-30 years were the majority. Therefore, they were able to give responses from an experienced ground.

Education level was also necessary in order to understand the literacy level of the respondents which could probably influence their understanding on influence of capacity development on sustainability of YEDF projects. According to the findings, majority of the respondents (47.8%) had secondary level of education, 22.2% had primary level education while 10% each had certificate, diploma and degree level of education. This was an indication that the majorities of the respondents had either attained primary education or secondary education and were therefore knowledgeable enough to give the required data. As part of the general information, the respondents were requested to indicate their position in the group, where it was revealed that majority (48.9%) of the respondents were members, 18.9% were secretaries, 10.0% were vice chairpersons while 11.1% each were treasurers and chairpersons respectively. This information can be summarized in table 4.2.

Table 4.2: Demographic Characteristics

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	52	57.8	57.8	57.8
	Female	38	42.2	42.2	100
	Total	90	100.0	100.0	
Age	18-25 yrs	35	38.9	38.9	38.9
	26-30 yrs	45	50.0	50.0	50.0
	31-35 yrs	10	11.1	11.1	100
	Total	90	100.0	100.0	
Education	Primary	20	22.2	22.2	22.2
	Secondary	43	47.8	47.8	70.0
	Certificate	9	10.0	10.0	80.0
	Diploma	9	10.0	10.0	90.0
	Degree	9	10.0	10.0	100.0
	Total	90	100.0	100.0	
Position	Chairperson	10	11.1	11.1	11.1
	V. Chairperson	9	10.0	10.0	21.1
	Secretary	17	18.9	18.9	40.0
	Treasurer	10	11.1	11.1	51.1
	Members	44	48.9	48.9	100.0
	Total	90	100	100	

4.4 Financial Management Skills and Sustainability

The researcher first sought to find out the opinion of the respondents on whether financial management skills influence sustainability of projects. From their responses, 62% said yes while 38% indicated no, which shows that the sustainability of YEDF projects was being influenced by financial management skills. Further, in order to establish the influence of financial management skills, the researcher sought for responses to statements like funds utilization, financial procedures on procurement, annual budgeting, record keeping, financial reports and record of assets. The data collected was analyzed and the results obtained by cross tabulating them with the respondents' response on the extent to which financial management skills influence the sustainability of projects funded by YEDF. The results were summarized in table 4.3.

From the findings, 50.0% disagreed that group members are able to utilize group funds well, 40.0% agreed while 10.0% were not sure. 70.0% disagreed that the group has financial procedures on procurement while 30.0% agreed. Concerning preparing of annual budgets, 60.0% disagreed, 30.0% agreed and 10.0% were not sure that the group prepares annual budgets. In addition, 12.2% strongly disagreed and 37.8% disagreed that their organization is good in financial record keeping. 40.0% agreed while 10.0% were not sure. Also, 54(60.0%) of the respondents disagreed that the organization prepares annual financial reports while 36 (40.0%) agreed. In maintaining a record of assets, 20.0% disagreed that the group maintains a record of all the assets, 70.0% agreed while 10.0% were not sure. Data from the interview with the YEDF officer also concurs with these findings where she indicated that financial management skills is influences project sustainability though it was lacking in most of the groups.

Table 4.3: Financial Management and Sustainability

Questions on financial management.		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
Group members are able to utilize group funds well as required.	F	27	18	9	18	18	2.80
	%	30.0	20.0	10.0	20.0	20.0	
The group has financial procedures on procurement process.	F	35	28	0	17	10	2.32
	%	38.9	31.1	0.00	18.9	11.1	
The organization prepares annual budgets for its various activities.	F	28	26	9	9	18	2.59
	%	31.1	28.9	10.0	10.0	20.0	
The group is good in financial record keeping as required.	F	11	34	9	27	9	2.88
	%	12.2	37.8	10.0	30.0	10.0	
The organization prepares annual financial reports as required.	F	28	26	0	18	18	2.69
	%	31.1	28.9	0	20.0	20.0	
The group maintains a record of all the assets	F	0	18	9	44	19	3.71
	%	0	20.0	10.0	48.9	21.1	

4.5 Technical Skills and Sustainability

The second research objective sought to establish the extent to which technical skills influenced the sustainability of projects funded by YEDF in Kandara Sub-County. From the study, 78.9%

indicated yes, that technical skills influenced sustainability of YEDF projects while 21.1% said no. In addition, to establish the influence of technical skills, the researcher sought for responses to statements like use of modern technology, ability to operate modern technology, ability to maintain modern technology, training on usage of technology and appropriateness of the available technology. From their responses, the analysed results were summarized in table 4.4.

Table 4.4: Technical Skills and Sustainability

Questions on technical skills		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
Group members are able to use modern technology on our project	F	26	28	9	18	9	2.51
	%	28.9	31.1	10.0	20.0	10.0	
The organization is able to operate the technology appropriately relevant for our project	F	26	37	0	17	10	2.42
	%	28.9	41.1	0	18.9	11.1	
The group is able to maintain the technology as required for the projects	F	26	37	9	9	9	2.31
	%	28.9	41.1	10.0	10.0	10.0	
Group members have been trained on use of the modern technology relevant to our project	F	26	19	9	27	9	2.71
	%	28.9	21.1	10.0	30.0	10.0	
The organization finds the technology appropriate	F	19	26	9	18	18	2.89
	%	21.1	28.9	10.0	20.0	20.0	

From the results indicated in table 4.4, majority of the respondents (60.0%) disagreed that they were able to use modern technology on their projects, 30.0% agreed while 10.0% were not sure. 28.9% and 41.1% strongly disagreed and disagreed respectively that the groups are able to operate technology appropriately while 30.0% agreed. From the results also, majority 63(70%) of the respondents disagreed that they are able to maintain the technology as required while 10.0% each were not sure, agreed and strongly agreed respectively. The results indicate further that, half (50.0%) of the respondents disagreed that group members have been trained on use of modern technology in their projects, 40.0% agreed while 10.0% were not sure. 50.0% also disagreed that they finds technology appropriate for their project, 40.0% agreed while 10.0% were not sure. From the interview with the YEDF officer, technical skills though a critical factor in ensuring sustainability of youth projects, was missing where most youth projects would fail to be sustainable due to limited skills in applying modern technology.

4.6 Leadership Skills and Sustainability

The third research objective sought to establish the extent to which leadership skills influenced the sustainability of projects funded by YEDF in Kandara Sub-County. 80% of the respondents indicated that leadership skills influenced sustainability of projects while 20% said it did not. To establish the influence of leadership skills, the researcher sought for responses to statements like good management, training on leadership, inspiring and motivating leaders, handling of challenges and allowing members input. The data collected was analyzed and the results obtained by cross tabulating them with the respondents' response on the extent to which leadership skills influence the sustainability of projects funded by YEDF. The results were summarized in table 4.5.

Table 4.5: Leadership Skills and Sustainability

Questions on leadership skills		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
Our group has good management and effective leadership	F	28	26	8	19	9	2.50
	%	31.1	28.9	8.9	21.1	10.0	
Group members are frequently trained on leadership and management skills	F	19	26	9	26	10	2.80
	%	21.1	28.9	10.0	28.9	11.1	
Group leaders inspire and motivate members for achievement of objectives	F	11	34	9	18	18	2.98
	%	12.2	37.8	10.0	20.0	20.0	
Leaders are able to effectively handle challenges in the group.	F	36	10	9	18	17	2.67
	%	40.0	11.1	10.0	20.0	18.9	
Leaders allow members input in decision making	F	18	27	9	26	10	2.81
	%	20.0	30.0	10.0	28.9	11.1	

Table 4.5 indicates that majority (60.0%) of the respondents disagreed that their group had good and effective management, 31.1% agreed while 8.9% were not sure. In addition, 21.1% of the respondents strongly disagreed, 28.9% disagreed, 10.0% were not sure while 28.9% and 11.1% agreed and strongly agreed respectively that group members are frequently trained on leadership and management skills. Table 4.3 also shows that 50.0% disagreed and 40.0% agreed while

10.0% were not sure that group leaders inspire and motivate members for achievement of objectives. Majority of the respondents (51.1%) disagreed that leaders are able to effectively handle challenges in the group, 39.9% agreed while 10.0% were not sure. Half (50.0%) of the respondents disagreed that leaders allow members input in decision making, 40.0% agreed while 10.0% were not sure. This information was supported by data obtained from the interview where the YEDF officer indicated there was great challenge of leadership among the groups. This would lead to compromise of project sustainability.

4.7 Monitoring and Evaluation Skills and Sustainability

The final research objective sought to establish the extent to which monitoring and evaluation skills influenced the sustainability of projects funded by YEDF in Kandara Sub-County. In order to establish the influence of monitoring and evaluation skills, the researcher sought for responses to statements like continuous review of project activities, monitoring and evaluation, documentation of lessons learnt and correcting deviations. 67.8% of the respondents said that monitoring and evaluation affects sustainability while 32.2% said it did not affect. The data collected was analyzed the results obtained by cross tabulating them with the respondents' response on the extent to which monitoring and evaluation skills influence the sustainability of projects funded by YEDF. The results were summarized in table 4.6.

From table 4.6, the results indicate that 41.1% strongly disagreed, 18.9% disagreed, 20.0% agreed, 10.0% strongly agreed while 10.0% were not sure that there was continuous review of progress of group activities. The results also indicate that 60.0% disagreed that there was monitoring and evaluation of project activities, 30.0% agreed while 10.0% were not sure. 28.9% of the respondents strongly disagreed and 41.1% disagreed that lessons learnt in projects are

properly documented and improvements made. Others each at 10.0% agreed strongly agreed or were not sure. According to the YEDF officer, continuous review of project activities was also missing from most groups where they generally relied on the evaluation done from the Ministry of Youths officers.

Table 4.6: Monitoring and Evaluation Skills and Sustainability

Questions on monitoring and evaluation		Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean
There is continuous review of progress of group activities.	F	37	17	9	18	9	2.39
	%	41.1	18.9	10.0	20.0	10.0	
There is monitoring and evaluation of project activities.	F	37	17	9	18	9	2.39
	%	41.1	18.9	10.0	20.0	10.0	
Lessons learnt in projects are properly documented and improvements made.	F	26	37	9	9	9	2.31
	%	28.9	41.1	10.0	10.0	10.0	
Deviations in project activities are well corrected as needed.	F	18	36	9	17	10	2.61
	%	20.0	40.0	10.0	18.9	11.1	
Members meet frequently to evaluate whether objectives are being met.	F	19	35	9	18	9	2.59
	%	21.1	38.9	10.0	20.0	10.0	

Table 4.6 also indicates that 60.0% disagreed that deviations in project activities are all well corrected, 30.0% agreed while 10.0% were not sure. Further, 21.1% of the respondents strongly disagreed, 38.9% disagreed, 10.0% were not sure while 20.0% agreed and 10.0% strongly agreed that members meet frequently to evaluate whether objectives are being met.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents and discusses briefly the summary and the findings of the study. The chapter further makes conclusions and recommendations based on the findings of the study as well as suggestions for further studies.

5.2 Summary of Findings

This study was guided by four important research questions. From the analyzed data related to objective one, respondents (62%) first recognized the importance of financial management skills in enhancing sustainability of projects funded by YEDF. The study further found out that there was no proper utilization of group funds, annual budgeting was also rarely done by groups, while most groups did not have good financial record keeping and rarely prepared annual financial reports. However, most respondents indicated that their groups maintained a record of all the assets.

The second objective sought to determine whether technical skills had any influence in project group sustainability. The study revealed that most of the groups that had participated in the study were unable to use, operate and maintain modern technology in their various projects. They also indicated that most groups had no training programs on use of modern technology and that the technology used was not appropriate to most projects. The study also established that majority (78.9%) of the groups considered technical skills as an important element in influencing group project sustainability.

The third objective of the study was to determine whether leadership skills influence project sustainability. Data was analyzed related to this objective and revealed that there was no good management and effective leadership and that leaders were not able to effectively handle challenges in most of the groups. However, respondents said that group members are frequently trained on leadership and management with a significant number also disagreeing. Most group leaders were also found not inspiring and motivating their members to achieve group objectives. Half of the respondents also indicated that their leaders did not allow members input in decision making. Majority of the respondents (80%) recognized that leadership skills were a critical factor in influencing project sustainability.

The fourth and final research question of the study wanted to find out whether monitoring and evaluation skills influences project sustainability. The findings with regard to this objective revealed that continuous review of progress of group activities was missing in most groups and lessons learnt in projects were not properly documented for improvements. Correcting deviations from project activities was also rarely done as indicated by most respondents while group members did not frequently to evaluate whether objectives were being met.

5.3 Discussion of Findings

The purpose of this study was to establish the influence of capacity development on sustainability of projects funded by youth enterprise development fund in Kandara Sub County of Murang'a County, Kenya. This section reviewed each objective in relation to the findings and other related literature.

5.3.1 Financial Management Skills and Sustainability

In the study context, according to objective one on financial management and sustainability of projects, the researcher found out that there is a relationship between financial management skills and project sustainability. Numerous studies reviewed like Theewaterskloof (2011), Kinyua and Mwangi (2013) and EU regional development fund (2007-2013) report concurred that group projects are likely to be sustainable when proper financial management skills are put in place. Their explanations are therefore in agreement with this study findings. The findings of this study however contrast those of Mutei (2014), who found out that prudent financial management was not an important element in a group project sustainability meaning prudent financial management has not been an important factor contributing to their group sustainability.

Concerning proper financial records keeping, most of the respondents felt that the sustainability of projects initiated by youths for income purposes would be promoted if there is proper keeping of records related to finances, an idea that concurs with Sanga, 2009. According to Sanga, lack of proper keeping of records puts the business at a risk where the organization may miss out on chances of expansion. With proper records however, expansion and sustainability of the firm is guaranteed. Ideas by Madison, 2009 also supports these findings where he considers financial planning as among the systematic approach for ensuring effective financial management performance. He adds that budgeting as well as ensuring sustainability of any project is anchored on effective financial management in all stages of project life. The findings are also in concurrence with Kiogora, 2009 who holds that for any project to be sustainable a good plan is indispensable. However, a sizeable number of youth groups in Kandara Sub County do not

prepare or use budgets appropriately or even had enough financial management skills and this posed a challenge in their sustainability.

5.3.2 Technical Skills and Sustainability

From the results of the study, majority of the respondents felt that technical skills and use of modern technology on project management would influence sustainability of the youth projects in Kandara Sub County. This coincides with the ideas of (Hubbard & Bolles, 2007) who suggested that, “to facilitate timely achievement of project objectives in youth projects, members of the team must possess characteristics, skills, values, attitudes and commitments gained through training that enable projects to achieve their goals efficiently.” However, in Kandara Sub County, it was noted that these characteristics are ignored during creation and operation of income generating projects funded by YEDF. The implication of this is the formation of a chaotic youth group with mistrust among members, contradictory opinions and attitudes and minimal commitment to attainment of project objectives (Westland, 2007). This was noted among the groups in addition to the managers neglecting group success with more focus on to personal growth.

Fox and van Rooyen (2004) indicated that, “the inability of entrepreneurs to maintain the input and dynamic required to sustain projects is a course for concern.” The duo argues that lack of participation of the local people as well as lack of the necessary capacity to implement projects is a major cause for project failure. This implies therefore that empowerment of group members is critical so as to enable them manage natural resources responsibly and hence contribute to sustainable livelihood. In order to achieve project objectives within the constraints of time, resources and quality, training of the group members and those in charge of projects needed to be

trained accordingly as far as project activities are concerned. Landale, 2006 concurs with these findings by arguing that, “training is the process of acquiring knowledge and skills by target groups that enables them to operate effectively and efficiently.”

5.3.3 Leadership Skills and Sustainability

In relation to leadership skills, several literatures reviewed have recognized the role of effective leadership in group project sustainability. According to Kathleen O`Brien (2011), Conger (1993), Kotter (2006) and Gordon & Berry (2006) effective leadership is very important in addressing myriads and complex problems and challenges facing various organizations. They further observed that secret behind group project sustainability is effective leadership. Their observations have been corroborated by this study finding. When asked whether effective leadership contributes to group project sustainability, 80% of respondents responded in the affirmative meaning majority of the groups would achieve project sustainability courtesy of effective leadership.

Though effective leadership is very important for sustainability of group projects, White & Kenyon (2001), Street and Sykes (2003) observed that most agencies funding youth enterprises did not provide business advice, training and guidance to such groups. This observation has been borne out by this study finding where 50% of respondents stated that their groups were not provided with both leadership and management training. Most of respondents (51.1%) believed that their leaders were unable to effectively handle challenges in the group.

5.3.4 Monitoring and Evaluation Skills and Sustainability

From the study, majority of the respondents indicated that constant monitoring and evaluation of youth projects greatly influence their sustainability. Most of the youth projects in Kandara Sub

County were rarely evaluated or had not been evaluated at all as the study findings revealed. As a critical component in ensuring project sustainability, monitoring and evaluation should be conducted and encouraged in all the stages of a project.

In supporting these views, Patton, 1997 argued that, “monitoring forms an integral part of all successful projects and without access to accurate and timely information, it is difficult if not impossible to manage an activity, project or program effectively.” Similarly, data from the interviews conducted by the youth officer revealed that monitoring and evaluation of projects funded by YEDF in Kandara was done largely by the expert from the Ministry of Youth. Mark, Henry, & Julnes, 2000 also supports the findings by arguing that, to a large extent, whether a project or program is successful and sustainable depends on giving of constant feedbacks concerning the progress of project activities. If the youth groups in Kandara Sub County are therefore trained on monitoring and evaluation skills, their projects would be more effective and sustainable.

5.4 Conclusions

Based on the findings of this study, the researcher concluded that outstanding sustainability of youth projects requires a great investment in financial management skills, technical skills, leadership skills and monitoring and evaluation skills among the youths in Kandara Sub County. Secondly, the study concluded that financial management challenges affect the sustainability of youth development projects funded by YEDF. These challenges include; poor funds utilization, lack of procurement procedures, poor budgeting and records keeping as well as lack of proper financial reports. From these findings the study stresses that financial management skills influences the sustainability of youth projects in Kandara Sub County.

Thirdly, the results concluded that technology is a challenge in ensuring sustainability of youth projects. The study findings revealed that group members in most groups were unable to use, operate and maintain modern technology in their various projects. It is also concluded that there was inadequate training on technology use and that technology used was also not appropriate. From the findings of the study therefore, technical skills influence the sustainability of youth projects in Kandara Sub County.

Also, the results concluded that leadership is a challenge in ensuring sustainability of youth projects. This was revealed by the findings which indicated that there are no good management and effective leadership among the groups, training on leadership is lacking, and leaders are not motivating and inspiring while handling challenges from among the group leaders was wanting. Members were also not adequately allowed to input in decision making. From the findings of the study, leadership skills influence the sustainability of youth projects in Kandara Sub County. The study has established that effective leadership has great influence on sustainability of group projects and this has been confirmed by majority of respondents who reported that effective leadership was an important element in group project sustainability.

Lastly, the study concluded that that there is no continuous review of project activities, lessons learnt are not properly documented for improvements and that deviations in project activities are not properly corrected. Members also rarely meet to evaluate whether objectives are being achieved. Therefore, lack of proper monitoring and evaluation inhibits the sustainability of youth projects in Kandara Sub County.

5.5 Recommendations

Based on the study findings, the following recommendations are suggested to help boost the sustainability of youth projects.

- i. The YEDF training programmes on financial management should be enhanced and be made compulsory before any group is to be funded. This will ensure that the youths will be able to make the right decisions on investments as well as on the proper accounting of their financial resources. The implementation of any YEDF programme should be preceded by youth groups' training approach on how they would run their businesses once they start their youth group project. Further, the youth should be trained on professional courses like financial and accountancy
- ii. A comprehensive training program on for both group members and their leaders need to be designed. A more practical and effective technical training for the funded groups on the importance of using modern technology, usage, operation and maintenance could lead to more sustainable projects.
- iii. Youth groups should be encouraged to develop good leadership strategies which are inclusive. This can be done by the government through organizing workshops and trainings for youths. Project experts should come up and train the youth on how to make proper project selection through inclusive leadership. Further, youth groups need to be enlightened on importance of being visionary and working together towards reaching the goals of the group. Since most of the respondents stated that their organizations did not have proper leadership and management services, there is need for youth group funding agencies to incorporate and operationalize training services that ensure the youths

benefiting from their funding activities have relevant leadership and management skills that can contribute to growth and sustainability of group projects.

- iv. It emerged that the youths were not adequately trained on leadership and management. This study therefore recommends capacity building to be enhanced to equip the youth with the necessary skills to enhance sustainability of their projects. Programs on developmental leadership and management skills will be of great help.
- v. Regular monitoring and evaluation programs and systems should be put in place to ensure that the borrowed money is used as intended by the groups. Such systems should be inbuilt. It was noted in the study that there were no proper feedback and monitoring structures. The youth enterprise development fund board should build capacity for the youth officers with necessary tools and resources for follow up, monitoring and evaluation processes. This would improve sustainability of the youth projects
- vi. From the study, monitoring and evaluation was found to be lacking in most group's projects. The effectiveness of monitoring and evaluation can be enhanced when project team learn how to apply technical and systematic methodologies in executing these activities. Therefore, this study recommends that the management of the Youth Enterprise Fund should consider offering short, formal monitoring and evaluation training courses to all youth groups that apply for funds. An elaborate monitoring and evaluation, follow up, feedback and project progress reporting mechanism be enhanced to ensure proper utilization of loans disbursed and avoid wastage of funds. This will improve the sustainability of YEDF projects.

5.6 Suggestions for Further Studies

Although this study provided insight on the influence of capacity development on sustainability of YEDF projects, with focus on financial management skills, technical skills, leadership skills and monitoring and evaluation skills, several areas still need to be addressed by future researchers. First, the researcher suggested further studies on how YEDF influences growth of individual youth projects which would complement the findings of this study. Secondly, other researchers may seek to focus on other aspects of capacity development and how they influence implementation of projects funded by YEDF.

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APPENDIX I: LETTER OF TRANSMITTAL

P.O. BOX 767-01000

THIKA

29-06-2017

TO ALL PARTICIPANTS

KANDARA,

Dear Madam,

RE: PARTICIPATION IN RESEARCH

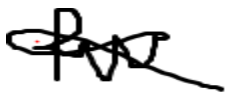
I wish to invite you to participate in this research that endeavors to investigate the influence of capacity development on sustainability of projects funded by Youth Enterprise Development Fund in Kandara Sub County, Kenya. I am a post graduate student in the University of Nairobi pursuing Masters of Arts degree in Project Planning and Management. This study will be used as part of the requirements for the award of this degree.

I, therefore, kindly request you to cooperate and assist in filling in this questionnaire. The information you provide will be strictly and confidentially used for the purpose of this study only and your identity kept confidential. I will be grateful for your co-operation.

Thank you in advance.

Yours faithfully

Mr Robert W Ng'ang'a



UNIVERSITY OF NAIROBI

APPENDIX II: QUESTIONNAIRE FOR THE YOUTH GROUP MEMBERS

Introduction

This study is being conducted as part of the requirements for the award of Masters of Arts degree in Project Planning and Management, University of Nairobi. The research topic is *‘Influence of Capacity Development on Sustainability of Projects Funded by Youth Enterprise Development Fund in Kandara Sub County, Murang’a County, Kenya.* The information you provide will, therefore, be used for academic purposes only and will be treated with confidentiality. Please, answer the questions as honestly as possible.

Do not indicate your name anywhere in this questionnaire.

SECTION A: Demographic Data and General Questions

Please, tick (√) the response true of you as appropriate.

1. What is your sex?

Male ()

Female ()

2. Please indicate your age.

18 - 25 yrs ()

25 -30 yrs ()

30 -35 yrs ()

Above 35 yrs ()

3. Highest educational level attained.

Primary ()

Secondary ()

Certificate ()

Diploma ()

Bachelor's Degree and above ()

4. Name of your youth group.....

5. Year of formation of the group.....

6. How many members are there in your group?

Males

Females

7. What position do you hold in the group?

Chairperson ()

Vice chairperson ()

Secretary ()

Treasurer ()

Member ()

8. Have you ever been funded by Youth Enterprise Development Fund?

Yes ()

No ()

9. Do you think capacity development influences the sustainability of projects funded by

YEDF in Kandara Sub-County?

Yes ()

No ()

Section B: Influence of Financial Management Skills on Project Sustainability.

10. In your own opinion, do you think sensible financial management affects sustainability of

YEDF funded projects?

Yes ()

No ()

11. Indicate your level of agreement with the following statements concerning the influence of financial management skills on projects funded YEDF.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA)

Statement	SA	A	NS	D	SD
Group members are able to utilize group funds well					
The group have financial procedures on procurement					
The organization prepares annual budgets					
The group is good in financial record keeping					
The organization prepares annual financial reports					
The group maintains a record of all the assets					

12. In your own opinion, how do you think sensible financial management affects sustainability of YEDF funded projects?

.....
.....

Section C: Influence of Technical Skills on Project Sustainability.

13. In your own opinion, do you think technological skills affects sustainability of YEDF funded projects?

Yes ()

No ()

14. Indicate your level of agreement with the following statements concerning the influence of technical skills on projects funded YEDF.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA)

Statement	SA	A	NS	D	SD
Group members are able to use modern technology on our project					
The organization is able to operate the technology appropriately relevant for our project					
The group is able to maintain the technology as required					
Group members have been trained on use of the modern technology relevant to our project					
The organization finds the technology appropriate for our project					

15. In your own opinion, do you think technological skills affects sustainability of YEDF funded projects?

.....

Section D: Influence of Leadership Skills on Project Sustainability.

16. In your own opinion, do you think leadership skills affects sustainability of YEDF funded projects?

Yes ()

No ()

17. Indicate your level of agreement with the following statements concerning the influence of leadership skills on projects funded YEDF.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA)

Statement	SA	A	NS	D	SD
Our group has good management and effective leadership					
Group members are frequently trained on leadership and management skills					
Group leaders inspire and motivate members for achievement of objectives					
Leaders are able to effectively handle challenges in the group.					
Leaders allow members input in decision making					

16. In your own opinion, how do you think leadership skills affects sustainability of YEDF funded projects?

.....

Section E: Influence of Monitoring and Evaluation Skills on Project Sustainability.

1. In your own opinion, do you think monitoring and evaluation skills affects sustainability of YEDF funded projects?

Yes ()

No ()

2. Indicate your level of agreement with the following statements concerning the influence of monitoring and evaluation skills on projects funded YEDF.

1- Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), 5- Strongly Agree (SA)

Statement	SA	A	NS	D	SD
There is continuous review of progress of group activities					
There is monitoring and evaluation of project activities					
Members meet frequently to evaluate whether objectives are being met					
Lessons learnt in projects are properly documented and improvements made					
Deviations in project activities are well corrected					

17. In your own opinion, do you think monitoring and evaluation skills affects sustainability of YEDF funded projects?

.....

.....

Your cooperation in this study is highly appreciated. Thank you

APPENDIX III: INTERVIEW SCHEDULE FOR YOUTH OFFICER

1. In your own opinion, do you think sensible financial management affects sustainability of YEDF funded projects? Do groups prepare annual financial reports? Please explain

.....
.....

2. In your own opinion, do you think technical skills affects sustainability of YEDF funded projects? Are groups frequently trained on relevant issues? Please explain

.....
.....

3. In your own opinion, do you think good leadership contributes to sustainability of YEDF funded projects? Do you conduct trainings on leadership and management skills for youth group leaders? Please explain

.....
.....

4. In your own opinion, do you think monitoring and evaluation skills affects sustainability of YEDF funded projects? How often does your office conduct monitoring and evaluation of group projects? Please explain

.....
.....

Thank you for your cooperation!

APPENDIX IV: LIST OF YOUTH GROUPS



YOUTH FUND GROUP BENEFITARIES IN KANDARA SUB-COUNTY

NO.	NAME	BUSINESS	LOCATION
1.	NEW GATI-IGURU	FARMING	GACHARAGE
2.	MWITIRITHIA SHG	FARMING	GAICHANJIRU
3.	TURKS 2009	FARMING	GAICHANJIRU
4.	MURANGA EMPOWEMENT	FARMING	GAICHANJIRU
5.	THAGARI ACTIVE YOUTH GROUP	FARMING	GAICHANJIRU
6.	HARMONY YOUTH GROUP	FARMING	GAICHANJIRU
7.	GAKII YOUTH GROUP	FARMING	GAICHANJIRU
8.	NEW WELLS	TABLE BANKING	GAICHANJIRU
9.	GITHUMU RISESSHINE	FARMING	GITHUMU
10.	GITHUMU LIVESTOCK BREEDERS	FARMING	GITHUMU
11.	KIHONI YOUTH GROUP	TREE NURSERY	ITHIRU
12.	KAJA UNITED YOUTH GROUP	REAL ESTATE	ITHIRU
13.	GAKII REAL YOUTH GROUP	TABLE BANKING	ITHIRU
14.	RIVERSIDE SHG	TABLE BANKING	ITHIRU
15.	KAMURUGU ENTERPRISE	TABLE BANKING	ITHIRU
16.	KANGURU YOUTH GROUP	FARMING	ITHIRU
17.	G G YOURH GROUP	FARMING	ITHIRU
18.	KAGUTHI BODA BODA	FARMING	ITHIRU
19.	KANDARA YOUTH SACCO	TABLE BANKING	ITHIRU
20.	GITHUYA SUNRISE SHG	BODA BODA	KABATI
21.	PIONEER YOUTH GROUP	FARMING	KAGINDU-INI
22.	KAMUGEKIA SHG	PIG REARING	KAGUMO-INI
23.	YOUTH 4 REFORMS	TABLE BANKING	KAGUMO-INI
24.	NEIGHBOORHOOD SHG	FARMING	KAGUNDU-INI
25.	NGECHA E FOCUS	FARMING	KAGUNDU-INI
26.	KENOL YOUTH	TABLE BANKING	KAGUNDU-INI
27.	SMILE FOUNDATION	TABLE BANKING	KANDARA
28.	MWIHANGIRI UMOJA	FARMING	KANDARA
29.	RUGIMA SMALL SCALE	FARMING	MURUKA
30.	HOT STEPPER YOUNG GROUP	FARMING	MURUKA
31.	KANYIRI-INI JUBELEE YOUTH GROUP	TABLE BANKING	MURUKA
32.	KKW KANYIRI-INI	FARMING	MURUKA
33.	KINOO URUMWE	TREE NURSERY	MURUKA

34.	NEEMA KAWEDO	FARMING	NGARARIA
35.	NGARARIA BY GRACE	FARMING	NGARARIA
36.	NGARARIA BADA BODA	BODA BODA	NGARARIA
37.	KIRARII YOUTH GROUP	FARMING	NGARARIA
38.	UMOJA LIKA SHG	TABLE BANKING	NGURWE-INI
39.	MOVERS SHG	BOUTIQUE	RUCHU
40.	MURUKA FOR CHANGE	FARMING	RUCHU
41.	NDUTI UMOJA YOUTH GROUP	FARMING	RUCHU
42.	GITHUMU RENOVATORS	TABLE BANKING	RUCHU

APPENDIX V: RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/61016/18188**

Date: **18th July, 2017**

Robert Waguchu Ng'ang'a
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of capacity development on sustainability of projects funded by Youth Enterprise Development Fund in Kandara Sub County, Murang'a County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for the period ending **18th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang'a County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.