

**FACTORS INFLUENCING YOUTH PARTICIPATION IN THE
IMPLEMENTATION OF INFORMAL SETTLEMENT PROJECTS
IN KENYA; A CASE OF COMMUNITY-BASED PROJECTS IN
KANGEMI SUB-COUNTY,
NAIROBI COUNTY**

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DECLARATION

This research project report is my original work and has not been presented for award in any other university.

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DEDICATION

This research project report is dedicated to my husband Francis Mutua Ngumbi, my daughter Cassie Nyawira, my brothers Ngoro and Thairu Muchiri, my sister Esther Muchiri, and my parents Monicah and Benson Muchiri.

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ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organizations
CDF	Constituency Development Fund
GOK	Government of Kenya
ILO	International Labor Organization
KIM	Kenya Institute of Management
NGO	Non-Governmental Organization
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

ABSTRACT

Youth participation in the community is fundamental in establishing and maintaining adult-youth balance, transparency and accountability in the projects. This means it is important to have as much community involvement as possible by the youth which brings forth ownership, sustainability and success. Most slum residents in Nairobi constitute of the youths and they undergo so many problems such as, poverty, lack of opportunities, low education levels, early pregnancies and early marriages, HIV/AIDs, drugs, and crimes. As such, a lot of attention to encouraging youth participation in implementation of projects within the slums is needed to strengthen their abilities and boost their employability. The government has tried to improve youth participation in development programmes and bring up policies like Youth fund and youth empowerment in slums. These problems have however been increasing as the embracing of these great ideas by the youth is not there. This study investigated the factors affecting youth participation in project implementation in Kangemi Sub-County slums in Nairobi County which include; levels of awareness, personal factors such as age, socio-cultural factors, and accessibility to opportunities. The simple random sampling technique was used to select three youth community based projects so that each has an equal chance of inclusion. To select youth members of groups the researcher used Purposive sampling technique. A sample size of between 20% and 30% is good enough for data through random sampling. A sample of 60 respondents was selected from a total of 90 youths and officials. Data was collected using self-administered questionnaires then entered into Statistical Package for Social Sciences (SPSS) version 22.0 where descriptive and inferential statistics (Correlation and regression) were used to analyze. The findings were presented in percentages and frequency tables. The questionnaire return rate was 91.3%. The statistical results show a relationship between the dependent and independent variables of the research was significant. The level of awareness indicated the highest correlation at 0.755 while the level of accessibility to opportunities followed at 0.624. Personal factors showed the least correlation at 0.107, while socio-cultural factors indicated 0.238. The study recommends that project leaders and stakeholders in community projects use youth friendly strategies like, sports and peers. The study recommends that the project leaders and the education system find ways of encouraging them to take up available opportunities while creating new ones. The study recommends that age of the youth, their marital status, and education are not ignored when addressing issues influencing youth participation in implementing of community projects. The study therefore recommends that project managers develop strategies to ensure that these levels do not lessen but in fact encourage more females to come forward. The study also recommends that there is need for follow up on the financed projects to ensure that they address marginalized groups. This study recommends that an identical study is done in other areas other than the area of study to establish the other factors influencing youth participation in community project implementation. The findings obtained in this study are important as they will be of benefit to the youth aspiring to be part of the implementation of various projects in both the public and private sector since it highlights the barriers facing the youth when participating in project implementation. Lastly, the findings of the study shall be used as literature by other scholars in future research to fill gaps in research.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The significant role of the youth in defining the current and future productivity of any country cannot be ignored. There has clearly been increased attention to youth by governments, non-governmental bodies and researchers and other stakeholders. For development to happen in a community all sections of the society even the youth have to be included (Luloff & Bridger, 2003). Cleaver, (2006) is critical that, youth participation has become an act of faith in development.

There is no agreed way of defining the term 'youth' around the globe. From one country to the other, organizations and entities definitions are different. The African Youth Charter (AYC), (2011) considers youth to be 15 to 35 years and is more inclined to the African base. According to Millennium declaration summit youth range between ages 15 and 28 years. 12 to 30 years in Uganda comprise the youth bracket. In Nigeria, young people or youth bracket is 18- 35 years (International Labour Organization [ILO], 2005).

According to Kenya's constitution the youth are those from 18 to 35 years. United Nations states that the youth fall between ages 15 and 24 years. For World Health Organization there are three groups of the youth; youth are 15-24years, adolescents from 10-19years, and young people from 10-24 years). As for African Union 15 and 34 years is the youth age bracket.

Kenya Youth Voice and Empowerment Organization states that there are many problems and that the youth face which explains their inability to participate as expected in community projects. Urdal, (2004) points out that in Nairobi poor access to opportunities is a major problem for the youth. Even the learned graduate lack jobs in Kenya today and are not motivated to even look for any. In so doing the thought of even participating in the community projects that are in their home environs has become hard as they do not want to be associated with the slum folks.

Cross cutting issues that affect the youth such as unemployment, poverty, crime, drug abuse, HIV/AIDS and education are the main issues of agenda in many current

studies. However, youth participation in community development projects receives less emphasis since most studies concentrate more on the general public with little or no regard to particular groups like the youth (DFID, 2008).

There is a growing rise in interest in youth participation which has been accelerated by human rights issues. Young people have for the longest time been only included in certain discussions, where their voice and contributions do not really have any influence on the formation or development of the country's core policy decisions.

In Nepal, the youth through Mercy Corps' (2009) came up with projects to help the community by fund raising to sustain the projects. This helped the youth to feel include and to encourage them to be pro-active in growing their communities.

Youth are encouraged to lead in defining the future of communities and their own future by taking part in community projects which might in turn boost their career choices. (United States AID, 2005)

A study by Mwanzia, (2010) raised issues with the way youth participation in development issues was addressed through percentages or frequencies of youth who participated without looking at the real influence and effects. This study identifies participation as a fundamental right that meant engaging in fore front in the analysis and development priorities. He noted that the ultimate goal of participation should be to foster the existing capacities of local poor women and men and to boost their self-reliance in ways that lead to sustainable projects. The purpose of development participation is to give a strong and lasting voice to the impoverished and involve them in decisions that define their lives.

As a result of poverty and low social economic status of informal settlements, most projects focus their efforts on urban slums. Most developers look at potential problematic areas within which they could initiate projects presumed to target community beneficiaries. The success of these plans, however, depends largely on how much included communities are in implementation of community projects. (Mwanzia, 2010).

The Kenya Development Plan of 1989-1993 also carried the theme, “Participation for Progress” and emphasized on the importance of tapping the energies of individuals and various socio-economic entities and institutions in the economy.

Kangemi slum is a slum in Kenya. It has a few private water standing points charging water per litre, and residents use pit latrines and lack waste disposal systems. Most of the electric connection is illegal. Waste is disposed everywhere on the streets. The slum lacks a community center but has few churches and public schools offering free primary education are most common. There are few private and informal schools. Some residents attend a private clinic nearby that charges according to the ailment. Participation in the community is led by through elders together with local governments. There are few community based organizations in the slum like Orphelins Sans Frontieres (OSF), Kangemi Women's Empowerment Centre, Lea Toto and CDF projects. Kangemi being an informal settlement and with few projects by community based organizations, will be a suitable case of examination in this study.

Growth and development in slums is mainly supported by projects implanted by government, NGOs and other development agencies. The day to day lives of the local people are dependent on these projects and therefore when the institutions are weak the people suffer. There is adequate literature showing that participation of the youth in decision making, planning and implementation of urban slums' projects is very low which has rendered many projects unsuccessful in achieving their set objectives. Urban youth to be specific those living in slums within Nairobi as well as the rest of the country live in abject poverty and are highly deprived of basic needs.

1.2 Statement of the problem

The issue of youth participation in the community projects implementation has become an important discussion in regards to youth empowerment and development. The development scholars in the recent past have seriously advocated for the involvement of youth in the implementation of community projects since objectives are achieved in these projects only if youth and the whole community are involved. Participation of the youth in community projects helps in bringing the needed change. Community participation in the project boosts success and sustainability. (Shrimpton, 2009).

Youth in the informal settlements face many challenges that affect their active participation in various areas including community projects despite them being made available to them. With 60% of Nairobi population living in slums (UN HABITAT Report, 2010) and the youth being the highest number, the situation continues to worsen and their potential to contribute to various projects has not been realized.

The youth in Kangemi slums for instance, are faced with various challenges including unemployment, HIV/ AIDs, early pregnancies, poverty and illiteracy among others. These challenges predispose them to so many other problems which affect their ability to actively participate in implementation of community projects even those dealing with youth issues and capacity development. In Kangemi Sub-county slums, youth do not participate in meetings to discuss the projects even those directed towards them.

The Kenyan government has made steps towards youth participation in project implementation through youth policies such as the uwezo fund among others but these initiatives have received very low uptake by the youth especially those in slum areas. Therefore, this study finds out the factors influencing the participation of youth in the implementation of projects in Kangemi slums.

1.3 Purpose of the Study

This study purposes to investigate factors influencing youth participation in implementation of community project in informal settlements; the case of Kangemi sub-county slums, Nairobi County.

1.4 Objectives of the Study

The objectives of the study were:

- a) To determine how personal factors influence youth participation in project implementation in Kangemi sub-county slums
- b) To establish the influence of level of awareness on youth participation in project implementation in Kangemi sub-county slums
- c) To examine how accessibility to opportunities influence youth participation in project implementation in Kangemi, Sub-county

- d) To examine how socio-cultural factors influence youth participation in project implementation in Kangemi sub-county slums.

1.5 Research Questions

The following research questions were what this study sought to answer;

- a) How do personal factors influence youth participation in project implementation in Kangemi sub-county slum, Nairobi County?
- b) To what extent does the level of awareness influence youth participation in community project implementation in Kangemi sub-county slums, Nairobi County?
- c) To what extent does level of accessibility to opportunities influence youth participation in development projects in kangemi, Sub-county?
- d) How do socio-cultural factors influence the participation of youth in implementation of community projects in Kangemi sub-county slums, Nairobi County?

1.6 Significance of the study

Examining and understanding the factors influencing the participation of the youth in community project implementation in informal settlements will enable policy matters to come up with specific attention to policies that look at the challenges and needs of the youth in slums all over the country. The study recommends various initiatives that need to be taken into account to help the youth to gain access to employment opportunities which provide avenue for them to learn and develop skills that shall hence enable them to participate in various project roles. The study has suggested values and attitudes that need to be emphasized to empower the youth to realize their dreams and potential as the most energetic and productive members of the society towards any project's sustainability. The study serve shall also serve as a reference for action by the civil society organizations, NGOs and other community projects actors to agitate for youth representation in community project management processes. The current policies and capacity development strategies have not fully advocated for youth inclusion. The study shall therefore provide basis for the need for change of approach. In addition, this study shall contribute to the existing literature and also

serve as a strong foundation for further research into this topic and issues around youth inclusion in project implementation.

1.7 Limitations of the study

The researcher was limited in data collection by the fact that some respondents viewed the information requested of them by the study to be private hence not want to share and cooperate or they may fear what their employers have say or their thoughts about it. Authority was sought from the management so as the respondents feel comfortable to participate devoid of those confidentiality issues.

1.8 Delimitations of the study

The study was limited to the influence of personal factors, level of awareness, level of access to opportunities and socio-cultural factors on youth participation in the implementation of community projects in Kangemi sub-county slums in Kenya. The study population was drawn from members and staff of CBO projects and CBO management committees. The research study covered the period of 2018.

1.9 Assumptions of the study

The study was founded on the assumption that the questionnaires used shall receive an overwhelming reception and acceptance by our respondents and that the response shall be honest and accurate. It also assumed that the respondents will be available for response during the study period. It also assumed that the authorities shall be cooperative and that the gaps to be investigated shall lead to a cause for review of policies and implementation process.

1.10 Definition of significant terms

The significant terms used in the study are:

Community project- it is a term used to refer to a community based initiative. It is made up of a group of people working together or a group of networking entities to address a certain challenge or need in the community.

Community project implementation- it is a stage in a project where the project plan is realized. It involves people undertaking the various tasks such as; distribution of items to vulnerable households in an area to get the project successfully done.

Personal factors- these are individual factors that define and highly characterize the behavior of the youth in their growth pattern. These factors range from age, marital status, education levels, and gender. These aspects influence the choices and decisions that the youth make in their lives.

Socio-cultural factors- these are factors within our way of life that affect our day to day living

Youth participation- this is the active engagement of young people in their communities or in various projects such as decision making, and taking up various roles in community initiatives. The youth make individual contributions in the society only if their potential contribution is not ignored.

Informal settlements- these refer to areas where housing is poorly planned and illegal and occupants are illegally living there against building regulations. These settlements are characterized by various challenges in infrastructure and social amenities and high poverty levels.

Level of Awareness- It refers to the extent of knowing about something or its existence.

1.11 Organization of the study

This research project has five chapters. The first chapter is the background of the study, problem statement, and purpose of the study, objectives of the study, research questions significance of the study, limitations and delimitations assumption of the study, definition of key terms and the organization of the study. Chapter two contains the literature review, the chapter focuses on the factors that influence participation of youth in the implementation of informal settlement projects globally, in Africa, East Africa and locally. The chapter also contains the conceptual framework that depicts the variables and the indicators of the subject matter. In chapter three, the study focuses on the research methodology applied in the study which includes the design of the study, the population that the study targeted, sample size the sample technique, research instruments and the validity, reliability of the instruments used in the study and finally the techniques used in analyzing the data. Chapter four focuses on data analysis, data presentation and the interpretation of data. In chapter five, the study

focuses on the summary, findings and discussions, conclusions, recommendations, and suggestions for further studies to bridge the knowledge gap.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section focuses on relevant literature to this study which is the important theories and practical issues and literature particular to the study of the factors influencing youth participation in community project implementation in Kenya.

2.2 Overview of youth participation in Community project implementation

The youth can be said to hold any country's future. They are the future leaders, parents and workers of the world and if well supported the most productive section of the society. The youth are seen to be an issue in the society to be contained and instigators of violence and insecurity (Maguire, 2007). Chappel, (2008) states that the young people fail to participate because of traditional views of weakness as interpreted and assumed by societies and governments. According to UNDP (2010), young people make up the highest section of the population known as the youth bulge but this is viewed as both a challenge and a chance towards development.

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

Research in Uganda indicates the country needs about 600,000 new employment opportunities every year up to twelve years which is the same as the number of formal jobs sector available today in the country. Lack of this development will lead to failure by the country to achieve Millennium Development Goals as targeted.

Young people in any country are a huge investment. The participation of the youth in community projects is the driver of economies, source of basic needs of a community reduces the vulnerabilities of a population to societal pressures and encourages growth and sustainable development. The value of young people cannot be quantified and their abilities surpass any given numbers. However if they face scarcity of opportunities and lack awareness due to circumstance beyond them the power of the youth is likely to go unnoticed (DFID, 2005).

The role played by the youth is only acknowledged when governments emphasize on the significance of this asset in a country and its policies (Agumagu *et al.*, 2006). Without the right kind of support systems the great potential of the youth is lost and the only way to hear them out is to bring young people together. Young people in the rural and urban areas must be properly prepared for their roles in the community (Adesope, 2007). Ugwoke *et al.*, (2005) noted that the youth were successfully involved in farming in communities in Nigeria this was reiterated by Fasina and Okunola (2005) who also noted that for agriculture to thrive in Nigeria, the youth were a big source of revenue.

The National Youth Policy (NYP) of 2002 in Kenya definition of a youth is a person of 15 to 30 years of age. The constitution of Kenya classifies youth as a person in Kenya with the age of 18 to 35 years. Many ideas have been developed to contribute to youth development and they are becoming very common and have been practiced since time immemorial (Adejumobi, 1991). When it comes to decision-making however, adults participate and attend meetings more as compared to the youth (Chess & Purcell, 2009). In countries where the youth have engaged in war or crimes, the inclusion and involvement of the youth in inculcating peace and social cohesion leads to united and peaceful communities (DFID, 2005).

Youth participation in community development projects implementation activates youth influence and their leadership prowess in development projects as they assist in monitoring and evaluation (Mulwa, 2007). Shane and Baron, (2007) state that the involvement of youth in decision-making, responsibility and authority lead to economic development. Nikkhah & Redzuan, (2009) note it is critical and virtually impossible to attain development and fulfillment without youth participation in community projects. Coming together for the sake of developing young people has been done for the longest time (Adejumobi, 1991). It is very unfortunate that most governments pay little attention to this noble issue.

The youth in Kenya are faced by various challenges (Chanya, 2008). According to UNDP, (2009) report, the governments are under a lot of pressure and effort to support the youth to achieve their goals and contribute in development projects. Sen, (2005) notes that various organizations are bent on youth empowerment.

Youths play a significant role in national agenda on development as can be proven by the numerous projects directed to them by the government (Agumagu et al., 2006). The population of all the youth in the country should be motivated in order to harvest their unmatched energies for the benefit of communities (Adesope, 2007). A research Ugwoke et al. (2005) stated that youth participated in productive farming.

2.3 Personal factors and youth participation in project implementation

Most people use Age is more for social status as compared to education (Ekong, 2003). According to Angba (2009), the levels of education play a role in the intensity of participation and that Participation rises with education. Ani, (1999) stated the significance of literacy among rural participants in development. The youths are a great source of energy that drives projects and development in communities. Jibowo and Sotomi, (1996) noted that a lot of correlation exists between age and education as well as occupation and participation of the youth in projects implementation.

The highest level of education being so low in slum areas by any young person shows how the youth participation in project implementation is low. Around 3/4s of the slum people have primary school education and the numbers are the same for both males and females (OXFAM, 2009).

Angba, Adesope and Aboh, (2009) note that there is a relationship between personal factors like age, gender, age, educational level, and occupation of the youth and how they respond to participation in community project implementation. The research shows that the levels of education youths in a positive direction with age. This implies that when young people get an education they are more likely to see the sense in participating in their community projects. Higher standards of education encourage higher levels of interest in participating in community projects (Angba *et al.*, 2009). Young are important in development planning (Ovwigho and Ifie, 2004). Ekong, (2003) noted that age is used to gauge the status of individual s in the society

Angba, (2009) stated that education levels are very important in getting the youth to participate in community projects and that education improves levels of participation and that projects that do not involve the church are more attractive to those who have had secondary school education. The research also showed that the skills and knowledge required in community project implementation were learnt in school.

Youth who favour education are more likely to also find education to be a necessity for them. Ani, (1999) noted that it is important for those that strive to bring development in communities to have an education. Young people are of great potential in the development of various communities. In their research, Jibowo and Sotomi (1996) stated that there was a huge relationship between the age, occupation and the education of a young person and their interest in participating in community projects implementation.

The skills learnt in school are a huge push towards interest in participating in community projects. Gordon (2008) states that what makes countries are rich because of the trades that are done by their people including the youth. For any country to develop its population must be trained in development aspects in order to gain skills and knowledge on how to utilize the available resources for development (O'Lawrence, 2008).

The high education levels attained in a community are a big boost towards development. According to Oxfam (2009), most (three quarters) of the people are of primary school level while at high school level, most of them dropped out. This explains why it is very difficult for development projects to thrive on the basis of

education as a booster in slums. The good news however is that because of the basic education received by most people in slums, they are more likely to give an easy time and space for the thriving of development projects and In turn youth participation (Oxfam, 2009).

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

According to Central Bureau of Statistics (2003) urban informal settlements are characterized by relative high rates of enrolment at primary level. The report further notes that the enrolment process is usually in informal institutions with little or no recognition by government systems. The quality of education in urban slums has in many occasions been compromised by high population in schools, moreover in some slums, the population is particularly deprived.

Numerous research shed light on the difficult situation in accessing education in urban slums. Challenges in accessing education give a gloomy picture of the extent to which youth are able to participate in development project. This study fills the gap by examining the effect of education level on youth participation in community project management within Kenya's informal settlements, given that other studies did not tackled the significant role of education, particularly in Kangemi sub-county slums in Nairobi County.

2.4 Level of awareness and youth participation in project implementation

It is critical to create awareness on the existence of development projects and why the youth should participate in implementation of development projects. Awareness is seen through how communication has affected the young people's participation in project implementation. Interpersonal communication refers to how we communicate our thoughts and ideas to other people. (Pearce, 2008).

Samad, (2002) states that slum residents utilize services less let and have low levels knowledge about the existence of these services. As such it is very clear that there lacks initiative by development project organizations in slum areas in creating awareness about their projects. Research shows a gap in the levels of communication among those involved in projects in slum areas.

Awareness is an important issue that has to be include when ideas are being passed about building the levels of participation of the youth in community projects implementation as how much informed young people are about what is happening around them the more they are likely to want to find out more and participate. The knowledge about community projects around them is also likely to boost how much the youth communicate with each other and not about bad things like organizing crime but about the projects that they are aware of and how much contribution they can offer for the development of their communities.

Communication is therefore and important aspect when it comes to creating awareness. When information is passed from one person to another amongst the youth it gets spread and good things about the ongoing projects are shared which encourages the youth to participate in development projects within their area. This way, peers can tag each other along and join organizations that run these projects and even improve their voting power for leadership within the organization. The potential of the youth can only be realized if they come together and build each other up to the top.

Interpersonal communication as well as the methods used by agencies to spread information about ongoing projects is an item of research in this study as they have failed to inform the youths appropriately leading to the gap in awareness among the youth. Interpersonal communication refers to hoe people pass information from person to person which makes up a direct kind of communication. This kind of interaction may be from one individual to the next or from one person to the society or the community (Floyd, 2009). Communicating bring out ideas and behaviors of people in ways that define being sociable or not. According to Pearce (2008), interpersonal communication brings out people's ideas and thoughts therefore in the process leading to sharing of information therefore creating awareness.

2.5 Accessibility to opportunities and youth participation in project implementation

Participation of the youth in Development projects in slums is determined by availability of opportunities in those areas. African Population and Health Research Centre, (2002) states that youth in slums lack of accessibility to urban services and lack accessibility to participation in employment opportunities. ILO, (2003) suggests that youth lack of jobs is a big challenge in this century. Sub-Saharan Africa is highly affected by unemployment of the youth. ILO statistics says that Kenya's unemployment rate is about 40% and that 64% of these are the youth.

The level of participation by the youth is influenced by if the availability of opportunities in their communities. African Population and Health Research Centre (2002) states that youths especially in urban slums are not sure about the existence of project opportunities to participate in. Programmes meant for development in most slums are also not properly shown (Roth, 2003).

Accessibility to opportunities in Kenya is little and most youths have had to engage in crime to get through with life. ILO, (2003) states that most youths in the sub-Saharan Africa have no jobs. The unemployment rate in Kenya is at about 40% while 64% of the youth remain unemployed.

Checkoway, (2006) notes the Kenyan youth have been left behind so much and have been secluded in development. Young people therefore are left out of opportunities that are essentially for them and the same are offered to others. Checkoway, (2006) also states that this injustice when it comes to opportunities can be brought about by unfair markets and institutions that do not see the potential of the youths.

The youth are generally very much excluded from most development issues in the country. However those in slums are a bigger disadvantage (UNDP, 2010). As such, most of these youths find themselves in crime and other bad things such as drug abuse. Due to these ills, slum areas have zones which have been marked as dangerous to walk in. Also, since most bank institutions ask for collaterals like title deeds which most youths lack they are excluded from getting capital to start businesses.

Nepotism, employers asking for experience and bribery are also contributing factors to less participation of the youth in community project implementation. Maguire, (2007) states that about 2.5 million young people are jobless in Kenya. That even the ones that are lucky to be employed do work that is in line with their qualifications nor their professions. Most youths in Kenya suffer for a long time before getting employed but those that are educated are at a better chance at getting jobs compared to those with the ones that don't. Maguire, (2007) also says since youth are not given a chance to contribute to development most people do not even understand how to work with them in a work environment. Mwanzia, (2010) states that most youths are also not able to participate in the community projects because the only opportunities that are offered to them are those short-lived internships and voluntary service which all gives them no cash to survive let alone afford basic necessities.

World Bank report, (2009) reports that in young people even lack access to government services and institutions which are directly related to their needs which hinders their potential to contribute to the growth and development of institutions. Even when a few youth decide to try their lack to be include in participation so many barriers exist that block their way to discovering their energetic potential. This destroys young people's confidence and trust in such mechanisms.

The Kenyan government tries to tackle the youth issues. Benjamin, (2002) notes that the Ministry of Youth Affairs and other interested parties came up with the National Youth Policy. This policy is the driver many solutions to the issues that the youth are affected by. This is because it gives first priority to issues such as unemployment that are of high importance when it comes to problems that the youths are affected by in their day to day lives. There is however a big problem as the government struggles with implementing policies og the youth and this has led to legging behind of youth issues in Kenya and this has created a problem for participation of the youth in community projects implementation

Most Youth in Kenya are unable to realize their potential due to unemployment and marginalization (Checkoway, 2006). Youths in slum areas live in filthy surroundings and are more disadvantaged (UNDP, 2010). Young people have often been excluded

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

According (Mwazia, 2010) most youths end up in short term jobs that are not well paying instead of being professional. When hiring the youth certain issues are not addressed distinguishing those with existing experience and those with less experience. World Bank report, (2009) states that most youths in third world countries lack access to government programmes therefore affection advocacy of their rights.

2.6 Socio-cultural factors and youth participation in project implementation

Socio-cultural factors define the way a community lives their customs, tradition and beliefs and traditions. These factors also define; gender roles, leisure, discrimination, peer pressure and religion .This factors refer to the society and its culture (Kottak, 2002). Staudt, (1991) suggests that culture is the way of learning people's values and behavior. The apartheid regime in South Africa has greatly affected community development projects. There is acceptance that just as it was pivotal in maintaining the apartheid juggernaut, so too must it be now become pivotal in the attempts at transforming and reconstructing society (Amanda et.al., 2002).

Societies and their cultures where a youth grows up or they find themselves in influence their levels of participation in community projects implementation. Societal settings are made up of the practices, their beliefs and norms as well as attitudes.

In Australia, there remains a problem in making sure that the youth participate in community projects implementation. Even their representation in political arena is wanting. The issue comes with the inbound culture of scarce avenues for the youth to air their views. Institutional systems in the country are weak and ignore be the aspirations of the young people (Norton, 2001).

In 2009, Kenya underwent a constitutional review process following agitation by activists. The youth had been led to believe that the coming constitution was going to be in their favour. The events of unrest that followed were explosive especially among the youth in Kangemi slums this instead of bring the youth together to build their communities brought the very peace that the constitution intended to bring about. Peace and Human rights as well as development bring forth a high level of youth

participation in community development. peer pressure need to be well looked into in order to realize its effect youth's participation in community project participation in Kangemi Slums.

In Kenya, youths are easily used by political leaders to influence their success and opponents. An example is how the single and government multiparty systems influence the young people in Kenya. Although the youth understand they will become the country's leaders at some point in their lives the idea of the politicians considering them future leaders and not current underrates them. They are therefore made to think and be active and strive to unravel the way leaders treat them since in reality these leaders are just afraid of the youths' interest in leadership.

The caste system in India is another cultural practice that affects development. Members who belong to a given class are not given a chance to participate in development and prosper. It is believed that being in a lower cadre is a curse and those who belong there have been cursed and should never leave the cadre. The caste system is based solely on social and economic power and not actual suitability of the given peoples abilities (Col.GurnamSingh, 2012). The caste system is filled with inequality and injustice.

Supporting youth entrepreneurs is important in order to achieve of MDG8 on building productive work for the young people which has a positive effect on marginalized youth and tackling some socio-cultural issues resulting from unemployment (White and Kenyon, 2000). In Kenya, the habit of referring to the youth as tomorrow's leaders has rendered many jobless as it brings the notion that young people should not challenge the views of the elderly. This cultural background ensures that the youth miss out on opportunities to take up roles and exploit their potential in managing community development projects.

2.7 Theoretical framework

This framework is based on the social learning theory whose founder Albert Bandura (1977), suggests that human behavior is a continued relationship between people and the surrounding environment. According to the theory youths have to strengthen their confidence, abilities and attitudes during learning. The theory explains human

behavior, thoughts and attitudes and helps people in setting their paths although it fails to clarify everything about human nature and biological differences.

The youth stage is a transition from childhood to adulthood which offers a psychological dynamic that is not strong enough to support the use while in transition (Barry Monica, 2005). This study was based on the social learning theory since as the youth grow their needs vary which influences their participation in various projects depending on how significant their role in the project is to their development.

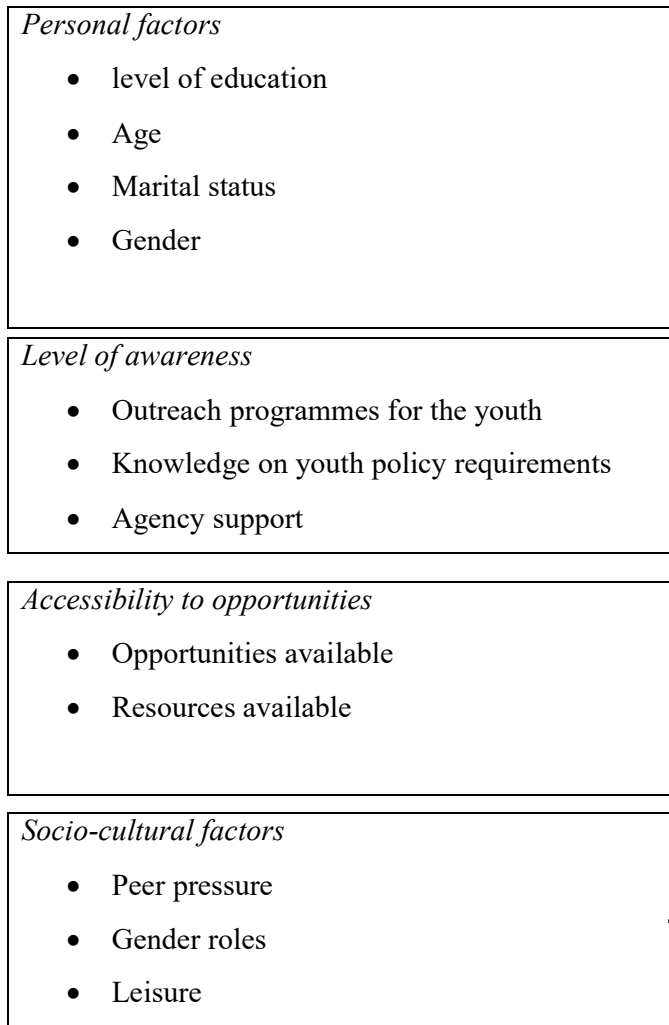
2.8 Conceptual Framework

The concept of this study is enshrined in a framework showing the correlation in the following variables; age, education level, gender, marital status; level of awareness; outreach programmes, knowledge, level of accessibility to opportunities and socio-cultural factors like leisure and peer pressure and their influence on project implementation which represents the dependent variable as described in figure 1.

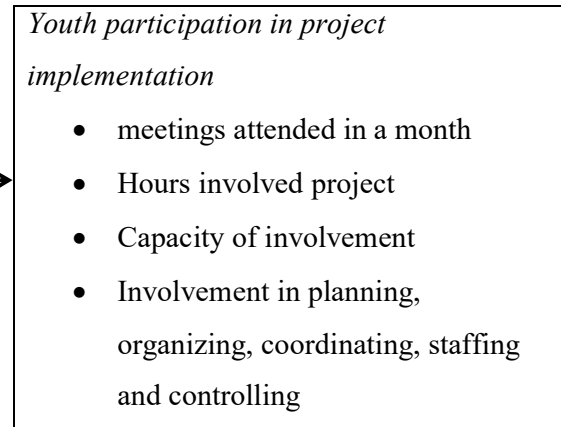
The conceptual Framework explains various social, economic, personal and cultural factors that influence participation of the youth in project implementation in informal settlements and the influence of these factors on each other and in turn their effect on the active contribution of the youth in projects in Kenya. Participation of the youth in project management in informal settlements is largely dependent on socially constructed cultural constraints, education levels, age, marital status, gender, peer pressure, knowledge and interest in participation. The perception is that the youth are too inexperienced, immature, lazy and ignorant to hold positions in management of key projects and institutions in the society and that their dominance is only determined by the number of years of experience. The reality is it is only by giving the youth a chance that their abilities and contributions can be realized.

Most studies that have been done on youth participation in project implementation but none of them have addressed the significance the youth in the project hence the factors that this study is directed at thereby filling the existing information gaps in the state of youth participation in project management and identifying the factors that explain their low levels of participation with particular attention to the youth in informal settlements.

Independent variables



Dependent variable



Moderating variable

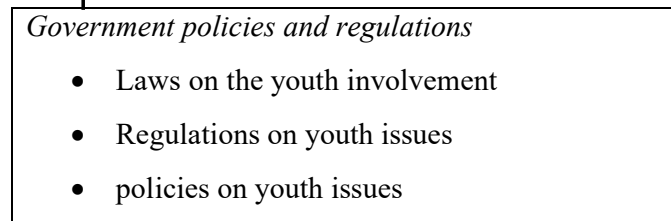


Figure 2.1 Conceptual Framework

2.9 Knowledge gaps

The literature reviewed reflected a high level of education among the youth as well as high number of community development projects whereby youth involvement levels are low. The government has also come up with youth empowerment strategies such bursaries through CDF projects. However, most of the youth are highly affected by unemployment, underemployment as well as poverty occasioned by lack of income sources. Most youth are involved in crime, violence and other social vices such as prostitution. The interventions however do not seem to have yielded results. The significant role that the youth ought to play has not been brought out in past studies. Furthermore, studies on the factors influencing youth participation in community project implementation particularly in Kangemi slum in Nairobi, Kenya have not been done nor documented (Ministry of Youths Affairs and Sports, 2012). Moreover, the nature of the influence of such factors on youths and their feelings on participation in implementation of community projects has not been clarified (Angba, 2009). This therefore emphasized the need to fill this gap by conducting this study.

2.10 Summary of the reviewed literature

For the project to effectively perform it needs a surrounding that supports the active participation of all community members including the youth. However, there are a number of hindrances for the youth on the road to participation in the implementation of community projects. They include the level of awareness on available opportunities in their community therefore leading to confusion and lack of clarity about where to find available chances to participate in implementation community projects. This has been made worse by the use of awareness creation strategies that do not target the youth in the community which only continues to leave young people behind in offering their valuable contribution in various stages of project implementation. It is so unfortunate that those to whom the responsibility has been left to reach out to the marginalized groups like the youth do not do so accordingly and end up even discriminating on these groups on the basis of their age, gender, education, experience levels and even their marital status. Elders and other adult members of the society have therefore found their place in positions that were meant for the youth leaving them an inactive state in community participation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter shows the various techniques the researcher used in the collection analysis and presentation of the study which includes the strategy, respondents and data collected presents the different methods used by the researcher to collect and analyze then present and discuss the findings from the study.

3.2 Research Design

Descriptive research design was applied to accomplish the research objectives as this type of design helps to describes people and Phenomena of a certain population (Kothari, 2010). Considering youth and community projects within Kangemi were the subject, a descriptive design was useful in establishing the views of respondents about factors influencing youth participation in the implementation of CBO projects.

3.3 Target Population

The study targets all the community youth projects in Kangemi Sub-County slum. 15 community youth based projects were targeted. The target population was 60 youths and 30 officials a total of 90 in the projects.

3.4 Sample Size and sampling procedure

The simple random sampling technique was used to select three youth community based projects so that each has an equal chance of inclusion. To select youth members of groups the researcher used Purposive sampling technique. A sample size of between 20% and 30% is good enough for data through random sampling. A sample of 60 respondents was selected hence forming a sample size of youth projects of $20/100 \times 15 = 3$ youth projects where the youth and officials of the 3 selected projects were administered the questionnaires. The two groups included 45 youth members and 15 officials a total of 60.

3.5 Research Instruments

Quantitative data on the factors influencing youth participation in community project implementation was done using a structured questionnaire. Questionnaires were convenient since a significant number of respondents were interviewed. They

enhanced fast and easy collection of data (Kerlinger, 2004). Closed-ended as well as open-ended questions were asked.

3.5.1 Piloting the instruments

Piloting made sure that the questionnaires lacked ambiguity as well as that the information was analyzed properly according to the questions asked. To test this, questionnaires were given to other project people neighboring Kangemi sub county who carried characteristics same as those in Kangemi slums. The sample was done in correspondence with Kothari who suggests a sample size of at least 50% so 15 respondents were used. They answered the questions as required before analyzing them for check up on ease when filling the questionnaires. then to take care of any issues changes were made. According to Orodho (2004) doing piloting establishes that the questions meet the expectations they are meant for, that respondents understand questions, and that the setting of the questions is correct and not one sided.

3.5.2 Validity of the Instrument

Validity is the degree of accuracy based on results (AERA/APA/NCME, 2000). Asking the right question about the objectives is what defines validity of an instrument (Best and Khan, 2003). Validity of the data was done using content-related validity. To get the validity the Instruments were presented to the supervisor and other experts from the School of Continuing and Distance Learning of University of Nairobi for evaluation and suggestions for modification.

3.5.3 Reliability of Research Instruments

According to Creswell (2003), Reliability answers test the stability of the instrument if used later. The research was tested and retested to ascertain reliability of research instruments technique in order to test reliability of the research instruments. To compute the scores from the consistency of respondents after the retest Cronbach's alpha coefficient was used. The sample size for pilot study is 10% of the study sample size based on Kothari (2010) recommendations for sample size. A correlation coefficient of 0.7 was found to be acceptable.

3.6 Data Collection Procedures

Authority was sought from relevant authorities before carrying out the research in Kangemi sub-county slums. The research team consisted of the researcher and two research assistants. Respondents were briefed on the objectives and confidentiality of the study. Administration of questionnaires was done by research assistants so as to prevent respondents from misinterpreting the questions to youths who are members of the selected community projects in Kangemi Sub-County slums.

3.7 Data Analysis Techniques

The collected raw data was edited, taken through a code and analyzed through quantitative analyses. Descriptive statistics including percentages as well as frequencies was used to analyze quantitative data while data tabulated and presented using tables. The other level of data analysis used Regression Analysis and Pearson Correlation Coefficient to obtain the relationship between variables. Statistical Package for Social Sciences (SPSS) version 22 was used to get the values of correlation and regression coefficients.

3.8 Ethical Considerations

Ethical issues such as approval by the research panel from the University of Nairobi and a research permit from relevant bodies was adhered to in this study. Respondents were briefed on the intended study and their consents confirmed before questionnaires were served. Voluntary participation was observed while confidentiality of the shared information was guaranteed. The data provided was only viewed by the researcher and assistants. Respondents were also provided with protection from psychological frustration that could come with data collection. Researchers ensured they were punctual to avoid inconveniencing the respondents.

3.9 Operationalization of variables

The variables were independent variables which included personal factors, level of awareness, level of accessibility to opportunities and socio-cultural factors and dependent variable youth participation in community project implementation. Personal factors were measured using level of education, age of involvement, and marital status; level of awareness was measured through awareness methods and communication; level of accessibility was measured using availability of socio-

cultural factors through opportunities, resources and youth friendly programs and socio-cultural factors through number of males versus female male, youths affected by drugs and leisure and youth participation in community project implementation through these inhibiting factors

3.9 Operationalization of variables

Table 3.1 Operationalization of variables

OBJECTIVES	VARIABLE	TYPE OF VARIABLE	INDICATORS	MEASUREMENTS	TYPE OF MEASUREMENTS	TOOL OF ANALYSIS
To find out the correlation between personal factors and youth participation in project implementation	Youth personal factors	Independent	Highest level of education attained -Age of involvement -Marital status of youth -Gender of youth	Number of youth with primary, secondary and tertiary education Youths with specialized training in participation, age, single/married, male/female	Nominal, String	Descriptive, and Pearson Correlation and Coefficient
To find out the correlation between levels of accessibility to opportunities and youth participation in		Independent	-Availability of opportunities -Availability of resources -Youth friendly programmes	Number of youth involved in projects Number of projects/agencies dealing with youth	Nominal, String	Descriptive, and Pearson Correlation and Coefficient

projects implementation						
To find out the correlation between the level of awareness and youth participation in project implementation		Independent	-Awareness levels - Communication strategies -Policy implementation	-Number of youth participating in development projects -Number of agencies with outreach programmes for the youth -Knowledge of youth policy requirements - Recognition, cooperation and nature of support given to youth development projects.	Nominal, String	Descriptive, and Pearson Correlation and Coefficient

To establish the correlation between socio-cultural factors and youth participation in project implementation	Independent		-Peer pressure levels -Gender roles -Leisure -culture	-Number of youths in drugs , crime, participating by way of peer pressure -Number of females versus males due to gender roles -Number of youths influenced by their leisure in participating	Nominal, String	Descriptive, Pearson Correlation and Coefficient
Youth participation in community project implementation	Dependent variable Participation in project implementation	The no. of meetings in a month and period participated	Hindrances	Nominal String	Questionnaire	Descriptive, Pearson Correlation and Coefficient

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter shows findings of the study in the order of the objectives of the research. It starts by analyzing the demographic characteristics of the sample and then investigates the influence of personal factors, level of awareness, level of access to opportunities and socio-cultural factors on youth participation in the implementation of informal settlement projects in Kenya.

4.2 Questionnaire return rate

The questionnaire return rate for this study was as indicated in the table 4.1 below

Table 4.1: Questionnaire return rate

Category	Frequency	Percentage
Returned	55	91.7%
Not returned	5	8.3%
Total	60	100.0%

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

4.3 Demographic characteristics of the respondents

The study sought to examine the factors influencing youth participation in implementation of informal settlement projects in Kenya: a case of Kangemi sub-county slums, Nairobi, Kenya. The demographic information provides the data on age, gender, occupation, income range per month, and number of years involved in community project implementation.

4.3.1 Distribution of respondents by gender

The study respondents were 55 in total out of which 30 were male and 25 were female.

Table 4.2: Distribution of respondents by gender

Category	Frequency	Percent
Male	30	54.5
Female	25	45.5
Total	55	100.0

An analysis of respondents' gender indicated that 54.5% of the respondents were male against 45.5 % female. This could imply that a large proportion of the respondents are male.

4.3.2 Distribution of respondents by Age

The study respondents varied from 15 years and above since it was youth related and for the purpose of this study youth age is 15-35. Some committee members above 30 were also considered to get specific information.

Table 4.3: Distribution of respondents by Age

Category	Frequency	Percent
21-25 years	28	50.9
26-30ys	13	23.6
31-35 years	9	16.4
Above 35 years	5	9.1
Total	55	100.0

According to the study findings, majority (50.9%) of the respondents interviewed in the study were aged between 21-25 years. Those above 35 years had the least proportion of 9.1%.

4.3.3 Distribution of respondents by occupation

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

Table 4.4: distribution of respondents by occupation

Category	Frequency	Percent
Formal employment	18	32.7
Informal Employment	19	34.5
Recreational activities	17	30.9
Other	1	1.8
Total	55	100.0

Based on the study findings, majority (32.7%) of the respondents had formal employment while a significant number of the respondents (34.5%) were working in the informal sector. The results also indicated that (30.9%) of the respondents were doing recreational activities.

4.3.4 Distribution of respondents by Income

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

Table 4.5: Distribution of respondents by income

Category	Frequency	Percent
Less than KES 1,000	6	10.9
KES 1,000- KES 3,000	15	27.3
KES 3,001- KES 5,000	11	20.0
KES 5001- KES 7,000	11	20.0
KES 7,001- KES 9,000	10	18.2
Above KES 9,000	2	3.6
Total	55	100.0

An analysis of the respondents' income range per month indicated that their income ranged from below Ksh 1,000- above 9,000. Most of the respondents interviewed earn ksh per 1000-3000 per month. The least number of respondents earn above ksh 9000 per month.

4.3.5: Distribution of respondents according to the period of youth participation in community projects

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

Table 4.6: Number of years involved in youth development projects

Category	Frequency	Percent
Less than 5 years	25	45.5
5-10 years	21	38.2
11-16 years	5	9.1
Above 16 years	4	7.3
Total	55	100.0

An analysis of the number of years the respondents were involved in community project implementation indicated that: Majority (45.5%) of the respondents indicated below five years while a significant number of the respondents (38.2%) indicated between 5-10 years. The results further indicated that a few of the respondents had been involved between 11-16 years while only (7.3%) indicated above 16 years.

4.4 Factors influencing youth participation in community project implementation

Table 4.7: Factors influencing youth participation in community project implementation

Category	Frequency	Percent
Personal Factors	10	18.2
Level of awareness creation	21	38.1
Level of accessibility to opportunities	15	27.7
Socio-cultural factors	9	16.4
Total	55	100.0

The study show that 21 38.1% of the respondents agree that the level of awareness creation on projects is the greatest factor that influences youth participation in community project implementation, the level of accessibility to opportunities follow closely at 15(27.7%) of the respondents 10 (18.2%) stating personal factors and the least agreed was socio-cultural factors at 9(16.4%) as shown in table 4.7 above.

4.5 Influence of personal factors on youth participation in the implementation of community projects

The respondents were asked their level of education to ascertain whether personal factors such as education, age, marital status had an influence on being proactive in participating in development projects.

Table 4.8: Discrimination on the basis of age, marital status, education status

Category	Frequency	Percent
Yes	38	69.1
No	17	30.9
Total	55	100.0

A large (69.1%) proportion of respondents interviewed had faced discrimination on the basis of age, marital, status and gender. 30.9% had not.

Table 4.9: Level of discrimination on the basis of personal factors; age, gender, marital status, education

Category	Frequency	Percent
Very High	33	60
High	20	36.4
Average	1	1.8
Low	1	1.8
Total	55	100.0

Majority (60%) of the respondents interviewed had faced very high discrimination on the basis of age, gender, marital status, and education, a significant number (36.4%) also had faced high discrimination.

Table 4.10: Level of education of respondents

Category	Frequency	Percent
Diploma	25	45.5
O level	23	41.8
Certificate	4	7.3
Primary	3	5.5
Total	55	100.0

Most of the respondents interviewed had Diploma level of education (45.5%), however, a significant number (41.8 %) had attained O-level education. The results also indicated that (7.3%) had certificate level of education and few respondents had Primary level of education (5.5%)

Table 4.11: Training on Projects implementation

Category	Frequency	Percent
Yes	39	29.1
No	16	70.9
Total	55	100.0

A large (70.9%) proportion of respondents interviewed had not undergone training on community projects implementation. 29.1% had been trained.

4.6 Influence the level of awareness on youth participation in community project implementation

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

Table 4.12: Methods of project awareness used

Category	Frequency	Percent
Friends/peers/family	6	10.9
Posters/banners	17	30.9
Road shows	22	40.0
5.00	10	18.2
Total	55	100.0

The method of awareness of youth projects according to the analysis of the results was through friends and peers while (10.9%) came to know about youth projects through road shows. The results further indicated that 30.9% became aware through posters and banners, 40.0% through road shows while 18.2% was through other means

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

Table 4.13: Youth Involvement in Awareness creation of Projects

Category	Frequency	Percent
Great	2	3.6
Moderate	13	23.6
Less	23	41.8
None	16	29.1
55.00	1	1.8
Total	55	100.0

Youth projects are less publicized in the area according to 41.8% of respondents. A significant number (29.1%) of the respondents indicated to a no publicity is done and (23.6%) to a moderate extent. The results further indicated that (3.6%) of youth projects were publicized to a great extent while (1%) indicated to a very great extent.

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

Table 4.14: Effectiveness of awareness channels in youth participation

Category	Frequency	Percent
Moderately good	2	3.6
Less good	15	27.3
Not good	20	36.4
5.00	18	32.7
Total	55	100.0

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

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

Table 4.15: youth discrimination in creating awareness of youth projects

Category	Frequency	Percent
Yes	39	70.9
No	16	29.1
Total	55	100.0

When asked whether they faced discrimination when organizations are creating awareness of youth projects, majority (70.9%) of the youths indicated that they faced discrimination when organizations are creating awareness of youth projects while (29.1%) of the respondents declined to have faced discrimination when organizations were creating awareness of youth projects. It was evident from the study findings that there was some level of discrimination as far as youth participation in development projects was concerned.

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

Table 4.16: Awareness about community projects

Category	Frequency	Percent
Yes	5	9.1
No	50	90.9
Total	55	100.0

Majority (90.9%) of the youths were not aware of peers that had participated in projects. The results also indicated that only 9.1% of the respondents knew of peers that had participated in community project implementation. There is very low level of information sharing among the youth.

Table 4.17 Level of awareness about community projects

Category	Frequency	Percent
Great	2	3.6
Moderate	15	27.3
Less	20	36.4
None	18	32.7
Total	55	100.0

Awareness strategies according to our study have an influence on youth participation in community projects implementation to a great extent. Majority (36.4%) of the respondents indicated that awareness strategies in place were less affective while 32.7% indicated they were totally ineffective hence negatively affecting youth participation in community project implementation.

Table 4.18: Extent of ease of channeling youth challenges to agencies in Kangemi slums

Category	Frequency	Percent
Very low	18	32.7
Moderate	22	40.0
Low	15	27.3
Total	55	100.0

An analysis of the extent of channeling challenges that youths face to development agencies indicated that: Majority (40.0%) rated to a moderate extent, the channeling of challenges that they face to development agencies while (1.9%) rated the same to a very low extent while still (32.7%) rated it to a low extent. The results also indicated that a significant number (27.3%) of the respondents had rated the extent of channeling challenges that face development agencies to a less extent while (25.9%) indicated not at all.

4.7 Influence of the level of accessibility to opportunities on youth participation in implementation of community projects

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

Table 4.19: Extent to which youth are accorded opportunities in implementation of projects in the area

Category	Frequency	Percent
None	20	36.4
Less	35	63.6
Total	55	100.0

An analysis of the extent of according opportunities to youths in implementation of projects indicated that majority (36.4%) were not given any opportunity implementation of projects while (63.6%) were accorded to a less extent.

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

Table 4.20: Discrimination when organizations are recruiting employees

Category	Frequency	Percent
Yes	46	83.6
No	9	16.4
Total	55	100.0

An analysis of whether youths face any discrimination when organizations are recruiting employees indicated that: Majority (83.6%) of the respondents indicated that youths face discrimination when organizations are recruiting employees while (16.4%) declined to have faced any discrimination. Evidence of discrimination was therefore identified to major issue when recruiting youths.

Table 4.21: Respondents position in groups

Category	Frequency	Percent
Chairperson	2	3.6
Deputy chairperson	4	7.3
Secretary	6	10.9
Treasurer	6	10.9
Other	37	67.3
Total	55	100.0

An analysis of the respondents' position in the group indicated that: Majority (67.3%) of the respondents were members of their groups while (18.2%) of the respondents indicated they were either deputy chairpersons or secretaries at one point. The results also indicated that (3.6%) of the respondents have been chairpersons in their groups while (10.9%) were treasurers. There was evidence that youth had participated in different decision making positions such as chairperson, deputy chairperson and secretaries' positions.

Table 4.22 Level of youth involvement in community project implementation

Category	Frequency	Percent
Average	19	34.5
Low	18	32.7
Very low	18	32.7
Total	55	100.0

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

Table 4.23: Nature of support for youth groups

Category	Frequency	Percent
None	28	50.9
Financial	7	12.7
Equipment	7	12.7
Training	13	23.6
Total	55	100.0

An analysis of the nature of support youth groups get from CBOS, NGOs, Government and other development agencies indicates that majority of the youth groups (50.9%) get no support from the CBOS, NGOs and other development agencies, while (12.7%) get equipment's /materials or training. The results also indicated that a significant number (12.7%) get financial support. It is notable from the study findings that youth have little or no support from development projects. Most of the popular form of support that youth get is inform of financial support and equipment.

Table 4.24 Level of youth interest in participating in community projects implementation

Category	Frequency	Percent
Low	28	50.9
Very low	27	49.1
Total	55	100.0

An analysis of the level of interest of participation on community projects participation among the youths indicated it was very low from the majority of the respondents low rating of 50.9% and very low of 41.9 .This according to the study emanated from inaccessibility of opportunities to participate in youth projects and low levels of awareness about projects in the area.

4.8 Influence of socio-cultural factors on youth participation in community project implementation

The respondents were asked whether they thought socio-cultural factors including gender roles and peer pressure influence their participation in community project implementation

Table 4.25: Effect of socio-cultural factors on youth participation in project implementation

Category	Frequency	Percent
Yes	50	90.9
No	5	9.1
Total	55	100.0

An analysis of the influence of socio-cultural factors including gender roles and peer pressure on youth participation in community project implementation indicated that: Majority (40.0%) of the respondents indicated that gender roles and peer pressure influence their participation while (32.9%) indicated very high influence.

Table 4.26 Extent to which socio-cultural factors affect youth participation in community projects implementation

Category	Frequency	Percent
Very High	18	32.7
High	22	40.0
Moderate	15	27.3
Total	55	100.0

Majority (40.0 %) of the respondents indicated high influence of gender roles and peer pressure on youth participation in community project implementation.

4.9 Correlation Analysis

This section shows the correlation analysis of the study variables. To establish the level of influence on personal factors, awareness strategies, accessibility to opportunities and socio-cultural factors on youth participation in community project implementation, Pearson Correlation Coefficient was calculated as shown in the table 4.27 below.

Table 4.27: Correlation analysis

		1	2	3	4
1.Youth participation in project implementation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	55			
2.Personal factors	Pearson Correlation	.107**	1		
	Sig. (2-tailed)	.210			
	N	55	55		
3.Level of awareness	Pearson Correlation	.755**	.104	1	
	Sig. (2-tailed)	.004	.588		
	N	55	55	55	
4.Level of access to opportunities	Pearson Correlation	.624	.176	.186	1
	Sig. (2-tailed)	.432	.153	.120	.215
	N	55	55	55	55
5.Socio-cultural factors	Pearson Correlation	.198	-.312	.202	.371*
	Sig. (2-tailed)	.238	.182	.427	.31
	N	55	55	55	55

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

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

Correlation analysis on the influence of the independent variables which are personal factors, level of awareness, level of accessibility to opportunities, and socio-cultural factors on youth participation in community project implementation which is the dependent variable indicate a positive correlation. This proves that there exists a relationship of independent and dependent variables. The level of awareness indicated the highest correlation at 0.755 while the level of accessibility to opportunities followed at 0.624. Personal factors showed the least correlation at 0.107, while socio-cultural factors indicated 0.238.

This means that the level of awareness has the greatest influence on youth participation in community project implementation closely followed by the level of accessibility to opportunities. Social cultural and personal factors have minimal influence on youth participation in community project implementation.

4.10 Regression Analysis

Table: 4.28 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863 ^a	.745	.662	1.998

a. Predictors: (Constant), Socio-cultural factors, Level of awareness, Level of accessibility to opportunities, Personal Factors

The R^2 value for factors influencing youth participation in community project implementation is 0.745. This means that 74.5% of youth participation in community project implementation is influenced by personal factors, level of awareness, level of accessibility to opportunities and social cultural factors. The remaining 25.5% is explained by other factors outside the factors examined in this study.

Table 4.28: Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	T
	B	Std. Error	Beta	
(Constant)	17.099	5.131		3.333
Personal Factors (X ₁)	.184	.213	.056	-.094
1 Level of awareness (X ₂)	.597	.037	.352	2.582
Level of accessibility to opportunities (X ₃)	.437	.121	.043	.010
Socio-cultural factors (X ₄)	.206	.245	-.004	-.026

a. Dependent Variable: Youth Participation (Y)

Regression Equation: $Y=17.099+0.184X_1+ 0.597X_2+ 0.437X_3 + 0.206X_4$

From our regression equation above, a unit change in level of awareness, level of accessibility to opportunities, social cultural factors and personal factors would lead to 17.696, 17.536, 17.305 and 17.283 units of youth participation respectively, while holding other factors constant. This means that the level of awareness has the greatest influence on youth participation in community project implementation closely followed by the level of accessibility to opportunities. Social cultural and personal factors have minimal influence on youth participation in community project implementation.

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS
AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings of the research, discusses the results, draws conclusions and makes recommendations.

5.2 Summary of the Findings

The summary of the findings is presented based on the four objectives of the study.

5.2.1 Influence of personal factors on youth participation in the implementation of community projects

On the personal factors affecting youth participation in community project implementation in Kangemi slums, majority of the youths who had their level of education at diploma level were (45.5%) indicating that most youth were literate. Most of the respondents interviewed had Diploma level of education (45.5%), however, significant number (41.8 %) had attained O-level education. The results also indicated that (7.3%) had certificate level of education and few respondents had Primary level of education (5.5%).

5.2.2 Influence of level of accessibility to opportunities on youth participation in the implementation of community projects

On the level of accessibility to opportunities, an analysis of the extent of according opportunities to youths in implementation of projects indicated that majority (36.4%) were not given any opportunity implementation of projects while (63.6%) were accorded to a less extent. An analysis of whether youths face any discrimination when organizations are recruiting employees indicated that: Majority (83.6%) of the respondents indicated that youths face discrimination when organizations are recruiting employees while (16.4%) declined to have faced any discrimination. Evidence of discrimination was therefore identified to major issue when recruiting youths.

5.2.3 Influence of level of awareness on youth participation in the implementation of community projects

On levels of awareness, majority (41.8) of the respondents indicated that awareness strategies in place were not affective at all and thus negatively affects youth participation. On accessibility to opportunities, the study indicated that level of interest of participation on development projects among the youths indicated it was low from the majority of the respondents rating (50.9%). 77.0% of the respondents also indicated that socio-cultural factors highly affect youth participation in projects. Generally awareness level had the most influence on youth participation in community project implementation. This underlines the importance of youth awareness of youth projects since these projects have direct effects on the youths. Respondents rated lowly the simplicity of channeling of challenges that they faced to development agencies.

5.2.4 Influence of social cultural factors on youth participation in the implementation of community projects

On socio-cultural factors the analysis of the influence of gender roles and peer pressure on youth participation in community project implementation indicated that: Majority (40.0%) of the respondents indicated that gender roles and peer pressure influence their participation while (32.9%) indicated very high influence. Majority (40.0 %) of the respondents indicated moderate influence of gender roles and peer pressure on youth participation in community project implementation.

The study basically shows that 21 38.1% of the respondents agree that the level of awareness creation on projects is the greatest factor that influences youth participation in community project implementation, the level of accessibility to opportunities follow closely at 15(27.7%) of the respondents 10 (18.2%) stating personal factors and the least agreed was socio-cultural factors at 9(16.4%).

5.3 Discussion of findings

The study sought to ascertain the factors influencing youth participation in informal settlement projects in Kenya: a case of Kangemi slum, Nairobi, Kenya. Thus, it focused on establishing the extent to which personal factors, awareness levels on projects available, accessibility to opportunities and socio- cultural factors influence

youth participation in community project implementation in Kangemi Sub-county slum.

Personal factors to some extent influence youth participation in community project implementation. Young people spent substantial amount of time in community based activities. Education sets the pace for youth participation in community activities based in their participation in activities such as sports and recreation in school. Participation in such activities in school brings about development of self-esteem among the youth and willingness to be part of the larger community. The study findings indicated that higher levels of participation in youth community projects implementation was associated with higher levels of education and age of the youth influence likelihood to consistently get involved in projects. These findings are supported by Angba (2009) education levels are significantly high in the extent, intensity and pattern of participation in community projects.

Awareness about community development projects is considered a critical aspect in shaping youth participation. When community leaders promote partnership between youth and authorities in national, state and local levels, youth are encouraged to participate. On the question on the influence of awareness strategies on youth participation, the study finding indicated that efforts were done to enhance awareness. The findings however indicated that the effort adopted in creation of awareness was not effective. Given these observations, it is possible for awareness promotions to be undertaken and fail to serve the intended purpose of the awareness. The responses showed that out of all four factors of this study, the ineffectiveness of awareness strategies to the greatest extent negatively affect youth participation in community projects implementation. The findings here are supported by Samad (2002) showing that people in slums do not know about community projects and they end up not benefiting from them.

While there might be plenty of opportunities to youth for participating in community development projects. The willingness and their participation may be influenced by the accessibility of the opportunities. These findings are supported by APHRC (2002) that pointed out that slums are faced by lack of access to basic services and inaccessibility participate in project opportunities.

5.4 Conclusions of the study

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

This study indicated that majority of the youths were literate enough to participate in youths development projects since majority had attained between O-level and Diploma level of education. Awareness levels to projects available according to our study largely affect youth participating in community projects implementation.

The study indicated that the level of interest of youth's participation on community project participation was very low and the same was shown on the levels of awareness. This according to the study emanated from inaccessibility of opportunities to participate in youth projects.

Low awareness levels among the youth and less funding towards development and youth participation lacked support from CBOS, NGOs, Government and other development agencies. The youths are not aware of any projects that promotes youth participation in development.

The socio-cultural factors did not affect the youths significantly since youths lacked awareness of any directives and that concerned them. The results also indicated that majority of the youths were facing discrimination in participation in projects implementation.

The study also indicated that youths faced discrimination when organizations are recruiting employees. Youths were also discriminated in making critical decision making and implementation of projects.

5.5. Recommendations

From the study, the recommendations below were made:

1. Awareness levels among the youth highly depend on the strategies that target the youth. Therefore, it is recommended that project leaders and stakeholders in community projects use youth friendly strategies like, sports and peers.
2. Level of access to opportunities influence the level of participation in youth in community project implementation. Youths however have a negative attitude towards these projects. Therefore, it is recommended that the project leaders

and the education system find ways of encouraging them to take up available opportunities while creating new ones.

3. Discrimination on the basis of age, education and marital status is evident from the views of the youth in the study. It is therefore recommended that age of the youth, their marital status, and education are not ignored when addressing issues influencing youth participation in implementing of community projects.
4. According to the study, the extent of influence of gender roles and on youth participation in community project participation is limited. The study therefore recommends that project managers develop strategies to ensure that these levels do not lessen but in fact encourage more females to come forward plan their time according to give them an equal chance on the table as the males as well as take care of other duties assigned to them. And that peers influence other positively to encourage each other to participate in community projects implementation
5. The study also recommends that there is need for follow up on the financed projects to ensure that they address marginalized groups as planned such as the youth and their participation is monitored which is necessary for project ownership and sustainability and success. The beneficiaries must also demand inclusion therefore the youth must agitate for their inclusion in the implementation of projects in their communities at large.

5.6 Suggestions for Further Research

As per our study, the factors investigated only influence 74.5 percent of youth participation in community project implementation. As such, this study recommends that an identical study is done in other areas other than the area of study to establish the other factors influencing youth participation in community project implementation.

5.7 Contribution to the body of knowledge

This section explains how the study will contribute to research in this area for future research and reference for students and scholars.

Table 4.29 Contribution to the body of knowledge

No	Objective	Contribution
1	To determine how personal factors influence youth participation in project implementation in Kangemi sub-county slums	Involving the youth in community project implementation despite their age, marital status, gender or education is necessary and each and every person in the community need to understand the important role that the youth play while working with others in a community project.
2	To establish the influence of level of awareness on youth participation in project implementation in Kangemi sub-county slums	Any project needs to be advertised and youths made aware of them. Moreover, awareness alone without strategizing on the methods that work for the youth wouldn't be all. Methods should focus on the most obvious aspects that the youth would be interested in like <i>road shows</i>
3	To examine how accessibility to opportunities influence youth participation in project implementation in Kangemi, Sub-county	The engagement of young people in project activities is important as these opportunities empower them and the whole

society should agitate for their inclusion even in other stages of the project from planning all the way to implementation.

-
- 4 To examine how socio-cultural factors influence youth participation in project implementation in Kangemi sub-county slums. The engaging of the youth both male and female in community project implementation involves discussions on the activities involved in the project. The involving of females in these discussions is important as this way it attracts support from other members of the society including the males.
-

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APPENDIX 1: LETTER OF TRANSMITTAL

PETRONILLAH NYAMBURA MUCHIRI

P.O BOX 30178-00100

NAIROBI

Telephone 0710524242

September 20 2018

Dear Sir/Madam:

I am Petronillah Nyambura Muchiri, an M.A (Project Planning and Management) student of the University of Nairobi registration number L50/86055/2016. I am conducting a study to investigate the influence of Personal factors, Level of accessibility to opportunities, level of awareness and socio-cultural factors on Youth Participation in Community project implementation in Kangemi Sub county slum, Nairobi County.

I will be grateful if you could spare sometime from your busy schedule and fill in the questionnaire. All the information provided will be solely used for academic purposes and your identity will be treated with utmost confidentiality.

Thank you.

Yours sincerely,

Petronillah Muchiri Ngumbi.

**APPENDIX 2: QUESTIONNAIRE FOR YOUTH MEMBERS AND
OFFICIALS OF THE PROJECTS**
**FACTORS INFLUENCING YOUTH PARTICIPATION IN THE
IMPLEMENTATION OF INFORMAL SETTLEMENTS PROJECTS**
QUESTIONNAIRE

Please answer the following questions by providing the appropriate responses.

SECTION A: Demographic factors

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

15-20 years []

21-25 years []

26-30 years []

31-35 years []

Above 35 years []

2. Please indicate your gender (tick the appropriate)

Male []

Female []

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

Formal employment.....1

Informal employment2

Recreational activities3

Other (Specify)4

4. Income range per month (circle the appropriate)

Less than 1000.....1

1000-3000.....2

- 3001-5000.....3
- 5001-7000.....4
- 7001-9000.....5
- Above 9000.....6

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

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

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

.....

.....

Section B: Personal Factors

Highest level of education attained	Primary.....1 O level.....2 Certificate level.....3 Diploma level.....4 Degree level.....5 Post graduate level ....6
Have you undergone any training on youth participation in implementation of community projects?	Yes...1 No.....2
If yes, which form of training?	.....

What was the duration of the training?	.....
To what extent do you think age, marital status or your gender affects your levels of participation in community project implementation?	Very great.....1 Great.....2 Moderate.....3 Small .....4 None.....5
To what extent would you say the young people are involved in project implementation?	Very great.....1 Great.....2 Moderate.....3 Small .....4 None.....5
Do youths face discrimination on the basis of your age, gender or marital status?	Yes No.
If yes what kind of discrimination?	..... ..... .....

Section C: Level of Awareness (Please Indicate Your Scores in the Comments

Column - circle appropriately)

No.	Questions	Coding	Comments
9.	Do you know of other community projects in your area apart from your group?	Yes...1 No.....2	
10.	If yes , which ones?(multiple responses al-	Kazi kwa vijana.....1 CDF projects .....2 Sports/recreational.....3	

	lowed)	CBO Projects.....4 NGO Projects.....5 Other (specify).....	
11.	How did you get to know about this/these projects? (multiple responses allowed)	Through the media (TV, Newspaper, radio , internet) .....1 Friends/peers/family .....2 Posters/ banners.....3 Road shows .....4 or .....organizational outreach Any other	
12.	To what extent are community projects publicized in this area?	Very great.....1 Great.....2 Moderate.....3 Less.....4 None.....5	
13.	To what extent would you say the needs of the youth are considered in awareness creation of projects in this area?	Very great .....1 Great.....2 Moderate .....3 Small .....4 None.....5	
14.	To what extent would you say the youth are involved in awareness of projects in	Very great.....1 Great.....2 Moderate.....3 Small .....4 None.....5	

	this area?		
15.	Do youth face any discrimination when organizations are creating awareness of projects in this area?	Yes...1 No.....2	
16.	If yes in Q15 above, what kind of discrimination do youth face	..... ..... .....
17.	How would you rate the effectiveness of awareness channels in promoting youth participation in implementation of development projects	good.....2 Moderately good.....3 Less good.....4 Not good .....5	

Section D: level of accessibility to Opportunities (Please Indicate Your Scores in the Comments Column)

Number	Questions	Coding	Comments
18.	What level of the project are you involved in your group? Are you involved in...	Decision making.....1 Implementa- tion..... 2 Evaluation.....	

		..... 3	
19.	What is your position in the group?	Chairperson..... 1 Deputy Chairperson.....2 Secretary .....3 Treasurer.....4 Other(specify).....5	
20.	What activities does the group engage in?	..... ..... ..... .....
21.	How would you rate the level of youth participation/involvement in implementation of community projects?	Very High.....1 High.....2 Average.....3 Low .....4 Very Low.....5	
22.	Which strategies are used by development agencies to ensure opportunities are available for the youth in this area?	..... ..... ..... .....
23.	What nature of support does your youth group get from CBOs, NGO s, Government and other development agencies in this area? (Circle all mentioned.)	Financial.....1 Institutional(e.g. links/networks).....2 Equipment's/materials.....3 Training.....4 None.....5 Other(specify).....6	

Section E: Socio-cultural factors (Please Indicate Your Scores in the
Comments Column)

29.	Have you participated in any community project targeting youth in this area	Yes...1 No.....2	
30.	If yes, what project did you participate in	..... ..... ..... .....
31.	Are you aware of any peers who have participated in a project targeting the youth in last 12 months?	Yes...1 No.....2	
32.	If yes, how many are you aware of?		
33.	Do you think youth are interested in community projects that they get to know about?	Yes...1 No....2	
34.	(If yes), how do you rate the level of interest of participation in these projects?	Very High .....1 High .....2 Average .....3 Low .....4 Very Low.....5	
35.	Does peer pres-	Yes...1	

	sure and gender roles affect the extent of youth participation in this area?	No.....2	
36.	If so to what extent?	..... ..... ..... .....
37.	To what extent do you think is the ease of channeling challenges that the youth face to relevant agencies in your area	Very Great .....1 Great.....2 Moderate.....3 Less .....4 None.....5	

Section F: Youth Participation in Projects (Please Indicate Your Scores in the Comments Column)

Number	Questions	Coding	Comments
38.	How much do you think equal opportunities are accorded to youth in decision making of projects	Very great .....1 Great .....2 Moderate .....3 Less .....4 None.....5	
39.	How much do you think equal opportunities are accorded to youth in planning of	Very great .....1 Great .....2 Moderate .....3 Less .....4 None.....5	

	projects		
40.	How much do you think equal opportunities are accorded to design and selection of projects	Very great.....1 Great .....2 Moderate.....3 Less .....4 None.....5	
41.	How much do you think equal opportunities are accorded to youth in implementation of projects	Very great .....1 Great.....2 Moderate.....3 Less.....4 None.....5	
42.	How much do you think opportunities are accorded to youth in monitoring and evaluation of projects	Very great .....1 Great .....2 Moderate .....3 Less .....4 None.....5	
43.	Do youth face any discrimination when organizations are recruiting employees	Yes .....1 No.....2 (If no, end interview).	
44.	If yes in above, what kind of discrimination do youth face	..... ..... .....

END.

Thank you for participating in this interview

**APPENDIX III: DATA COLLECTION LETTER FROM THE
UNIVERSITY**



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

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

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

REF: UON/ODeL/NLC/29/472

20th November, 2018

TO WHOM IT MAY CONCERN

RE: PETRONILLAH NYAMBURA MUCHIRI - REG NO: L50/86055/2016

This is to confirm that the above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning, Department of Open Learning pursuing Masters of Art in Project Planning and Management.

She is proceeding for research entitled "Factors Influencing Youth Participation in Implementation of Informal Settlement Projects in Kenya: The Case of Community Based Projects in Kangemi Sub-County Slums."

Any assistance given to her will be highly appreciated.



**CAREN AWILLY
CENTRE ORGANIZER
NAIROBI LEARNING CENTRE**

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