

**FACTORS INFLUENCING IMPLEMENTATION OF YOUTH GROUP  
PROJECTS FUNDED BY UWEZO FUND: A CASE OF KIANDUTU SLUMS  
KIAMBU COUNTY, KENYA.**

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**A Research Project Report submitted in Partial Fulfillment of the Requirement  
for the Award of the Degree of Master of Arts in Project Planning and  
Management of the University of Nairobi.**

**2019**

## DECLARATION

I declare that this research project report is my original work and affirm to the best of my knowledge that it has not been presented for any academic award in any University.

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This research project report has been submitted for examination with my approval as the University supervisor.

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## **DEDICATION**

I would like to dedicate this research to my loving parents George Ikonya and Anne Ikonya, my siblings Charles Ikonya, James Ikonya and Kevin Ikonya for their encouragement, support and love.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AU</b>	African Union
<b>EOCD</b>	Economic Co-operation and Development
<b>GDP</b>	Gross Domestic Product
<b>GOK</b>	Government of Kenya
<b>ILO</b>	International Labor Organization
<b>IYF</b>	International Youth Foundation
<b>K-YES</b>	Kenya Youth Employment Services
<b>MOYAS</b>	Ministry of Youth Affairs and Sports
<b>NGO</b>	Non-Governmental Organization
<b>NYS</b>	National Youth Service
<b>UNDP</b>	United Nations Development Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UN-HABITAT</b>	United Nations Human Settlements Programme
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>USAID</b>	United States Agency for International Development
<b>YDF</b>	Youth Development Fund
<b>YEDF</b>	Youth Enterprise Development Fund
<b>YEPP</b>	Youth Employment and Empowerment Programme

## ABSTRACT

Youth are the pillars to a country's economy and they play a big role in bringing social improvement and change in their communities. Youth group projects are crucial in empowerment and improvement of the youths and for effective implementation of the youth group projects increased participation of youths needs to be encouraged, human resources should be sufficient in terms of increased youth participation, skills and financial resources need to be available for the success of the projects. In Kiambu County, Kiandutu slums is one of the largest slums, the youths are socially excluded, lack education and are trapped in poverty cycle. This leads to high rate of unemployment and illiteracy. The Government vision of 2030 aims at empowering young people by providing them with funds to run projects in their community but challenges of sustainability and participation are still there. The purpose of this study was to investigate factors influencing implementation of youth group projects in Kiandutu slums. The study sought to investigate the following objectives; to determine how youth participation influence implementation of youth group projects; to evaluate the extent to which financial resources influence implementation of youth group projects; to examine how capacity building influence implementation of youth group projects; to assess how socio-cultural factors influence implementation of youth group projects. The study adopted descriptive survey research design. It was both qualitative and quantitative. The target population of the study comprised 10 youth groups consisting of 350 members and the sample size consisted of 186 respondents of which 5 of them are informants from the Uwezo Fund which was arrived at by using Krejcie and Morgan table for determining sample size. Primary data was collected using questionnaires and interview guides were used to collect data from key informants. The completed questionnaires were coded and entered into SPSS tool, analyzed and presented in forms of percentages, frequencies, correlation and regression. The study findings were interpreted based on the study objectives. Conclusion and recommendation were thereafter drawn. 140 of the youth responded and returned the questionnaires. The study found out that respondents are involved in decision making and implementation of youth group projects which leads to better decisions and achievement of group objectives. The results indicated that there is positive correlation significant at 0.245 between youth participation and implementation of youth group projects, therefore youth's participation is crucial for implementation of youth projects. The study showed that majority 42.9% agreed that availability of skills has an impact on youth projects. They stated that entrepreneurial skills are the most effective at 47.1%. The study shows that there was a positive correlation between capacity building which was 0.358 that was statistically significant. The study revealed that most of the youths agreed that 55.7% finances are necessary. Finances are an important resource, and are necessary for implementation of youth group activities. Correlation was 0.260. Majority of the youths 47.9% agreed that socio-cultural environment influences implementation of youth group projects. There was a positive correlation 0.180 that was statistically significant. The findings will be of importance to the youths will help them identify and learn ways of successfully implementing their projects and achieving sustainability. Government to understand challenges affecting youth group projects and come up with interventions that will lead to the success of the projects. To financial lending institutions such as micro credit facilities the findings will assist in creating approachable youth services so that the youths can access funds that will help in improving their livelihoods.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Youths are defined by the United Nations as people who range in the age of 15 and 24 years (UNESCO, 2017). On the other hand, the African Union (2006), defines youths as young person between age 15 and 35 years. While Article 260 of Kenya's Constitution describes a youth as people between 18 and 34 years (GOK, 2010). Youths are people who are very important worldwide and this is because they are the engines towards achieving a countries developmental goals. Youths are active, innovative, gifted, unprejudiced and when engaged they can be the future entrepreneurs, leaders and also producers. Youths talents and potentials are valuable resources for the country economy. Therefore, excluding the youths from participating in the country economy and labor force is not possible cause it will not lead to achievement of developmental goals (Ayhan, 2016).

According to ILO, the issue of youth unemployment is a global issue irrespective of their stage of development and the causes of youth unemployment range from macro to microeconomic reasons. The macroeconomic reasons comprise of inadequate economic growth which affects the youth in the economy and the other reason is inadequate employment creation. There are other causes of youth unemployment which are increasing level of education, higher wages, length of education process, increased participation in education, unwanted working conditions, lack of experience, limited information of labor market, discrepancy between skills and labor market needs. When an economy is not able to create new jobs the youths are highly affected (ILO, 2015).

Youth projects main objectives is to improve the lives and livelihoods of young people worldwide and their interventions vary from various sectors which range from employment and life skills development to entrepreneurial. Participation of youths in youth development projects promotes positive development of the youth population it also creates an opportunity for them to learn of new and existing opportunities and also building of significant skills. Youth projects gives the youths a chance to gain self-esteem, receive respect from others, get the support of the community and the family, gain social and intellectual skills, and attain decision making skills (Jennifer, 2016).

Youths often feel that traditional circles, devices and political dissertation do not represent them. Youth's emphasis for equity and social justice, environmental protection and socio cultural mixture in terms of religion, gender role and age. They also call for inclusion in decision making, participation in project activities, leadership and governance in the youth development projects.

Economic Commission for Latin America and the Caribbean (ECLAC,2016) emphasis on building capacity for the youths as an aid along the footpath to equality and attainment of sustainable development in youth developmental projects. In order to drive the necessary types of structural changes the youth's need to have accurate education and skills, own the ability for innovation and handling a knowledge based society which will ensure that development process of youth development projects is do able for a long duration. Therefore, youths need to be well prepared for lifelong learning. In order to strengthen youth development projects creation of employment opportunities will improve productivity, increase innovation and influence social inclusion processes, and it will also close the gap between education and employment for the youths and it will lead them from a life of dependency to autonomous (Daniel & Ullmann, 2016). Away from structural gap, there are disparities in capacity building, not only in access to education but also in development of quality skills which will enable the youths to perform effectively and efficiently in youth development projects. Another structural gap is lack of finances that are needed to start up the youth projects and also the socio-cultural norms within the community that prevent the youths in participating in the implementation of youth group projects.

USAID in Kosovo started a three-year program called the Young Entrepreneurs Program which focused on assisting young new and coming up young entrepreneurs with training, startup capital and real time support during early business startup period. Therefore, the program provided the youths with business start-up matching grants and financing options with applied entrepreneurship training and hands on training for unexperienced enterprises. The initiative is a joint effort between USAID and Development Credit Authority which is a local bank and this is because young entrepreneurs have a hard time accessing credit from banks and it's because they don't have credit history, lack of collateral and no history of profitability (USAID,2013).

In Sierra Leone, the UNDP and the Government of Sierra Leone developed the Youth Employment and Empowerment Programme (YEPP). The youth development project main focus is preparing youths for self-employment by developing their entrepreneurship skills and gaining entry to the employment market. The youth development project has reported a number of accomplishments since commencement which are decreased unemployment for the youth in rural and urban centers. The youth development project has been able to link the youths to money lending institutions, assisted the youth in developing plans to start up youth development projects which are entrepreneurial and also social. It has also been able to develop and implement coaching and mentoring support, business and financial management skills and information and communications technology (Molla,2017).

Youths encounter many challenges reaching from unemployment to lack of basic services, health, education and many others. Due to these challenges the Government of Kenya has implemented several youth programmes which include: Kenya Youth Enterprise Projects (KYEP) National Youth Service (NYS), Kazi Kwa Vijana (KKV), Women Enterprise Development Fund (WEDF), Access to Government Procurement (AGPO), Uwezo Fund and Youth Enterprise Development Fund (YEDF). KYEP is financed by the World Bank was able to create the Kenya Youth Enterprise Projects (KYEP) which is a pilot project. The project has two tackles Capacity Building and Policy Development and they are under the Ministry of youth affairs and the other one is under the Private Sector Training and Internship. The main objectives of the youth development project are to back up Government of Kenya (GoK) in refining youth projects by availing skills and work experience in formal and informal sectors. KYEP survey indicate that there are a several barriers which obstruct the youths in getting jobs and also starting new business. The barriers are shortage of skills and lack of involvement of the youths in their projects, lack of information, socio-cultural norms and lack of access to finance or startup capital.

Therefore, GoK plays a dire role in making the resources available and also training of youths in development projects. Another GoK initiative is the Kenya Youth Employment Services (K-YES) which is funded by USAID and aims at creating employment opportunities for the youths. K-YES promotes partnership between the youth and the private sector to design and develop vocational training for increased economic competitiveness and better jobs. Today, the youth development project is

assisting the youths with important market training, business startup support and empowerment in business investments. K-YES in 2015 reported 146,000 youths have access to youth-friendly financial services, business skills, and 18,900 youths have new employment and also established their own business (K-YES, 2019).

Uwezo Fund is a lead ship scheme for Kenya Vision 2030 and its main objectives is to help female, youth and persons with disability be able to access capital which help them in boosting their business and enterprises at the constituency level, which will lead in achieving economic growth and achievement of millennium development goals number one and two which are to eliminate poverty and hunger and promote gender equality and women empowerment (Tisa, 2017). The fund was launched in 2013 by His President Uhuru Kenyatta. The fund is also able to offer mentorship to its beneficiaries by encouraging them to take advantage of the 30% Government procurement preference through its Capacity Building Programme. Statistics from Kenya Bureau of Statistics (2018), shows that there has been an increase in new businesses from the self-employed group and this could be accredited by business startups by youths and women being funded by Government programmes such as Uwezo Fund. Therefore, Uwezo fund is an opening for expanding enterprises, accelerating innovation, uplifting of industries and economic growth. A study carried out by Alfayo (2015), shows that most youth's forms groups or work as joint partners so as to be able to access Uwezo funds because it targets youths and women groups. A huge number of the youths apply for Uwezo fund to expand their enterprises or start new businesses. From the study most of the youths approved that the fund has empowered them economically.

In 2018 Kiambu County youth population was expected to be at 629,447 and in 2020 it is expected to be at 663,314. To be able to cater for the youthful population, the county has invested in youth empowerment centers, vocational training, exchange programs and youth extension programs which are important in equipping the youths with the essential skills and knowledge for running youth development projects. Lastly, rather than the youth's engaging in illegal behaviors or indulging into drug and substance abuse, the County has come up with conducive mechanisms where the youths have easy access to loans especially those being provided by the Youth Enterprise Fund (County Development Plan, 2018-2019).

Globally, several governments and private sector players have recognized the need for finances for the success of youth development projects and have initiated several funds in the past years in different parts of the world, to provide young people with capital for development ventures. An example in the global front is the International Youth Foundation (IYF) which was founded in 1990 with its headquarters in the US. It is operational in more than 70 countries worldwide, including Kenya, and it strengthens the existing programmes that are impacting positively in young people's lives. It touches on areas of education, health, entrepreneurial and leadership skills. The foundation relies on governments and multilateral organizations, corporations and corporate foundations, individuals, and investment income for sustenance (IYF, 2013). The National Government in each country usually creates a budget for the youth which they refer to as Youth funds that are allocated either as grants or loans specifically for the youths which assists them to start new projects or grow the ones that are already existing. The main goal of the youths funds is to create jobs for the unemployed youths in an economy that is not sufficient to generate enough jobs. The aim of the youth fund may differ in different countries depending on the policy being mentioned. In Tanzania there is the Tanzania Economic Empowerment Fund (EEF) and Youth Development Fund (YDF) which had a challenge of employment creation. The National Government urgency was to provide employment for youths and women who were seen as a characteristic of a political agenda of gratifying an election undertaking. The funds were started by the President and so they were named after him. Apart from creating jobs for the youth the fund was supposed to give credit to youths who had business proposals and projects and to encourage the principles of saving and banking (ILO, 2011).

Youths are estimated to comprise 29.1 percent of the total population in Kiambu County. In this population there are youths who have been trained and they have not been able to access the labor market and this is because they lack necessary skills. Lack of enough capital is also a challenge as they are not able to run their businesses and has forced them being involved in crime and violence and illegal groupings. Insecurity in the County has forced investors to divert their attention to other areas hence unemployment being on the high. Due to high unemployment rate the Government increased the County youth and Women enterprise fund to create access to affordable credit for the youths. The fund provided capital for establishment of businesses which will supplement the funds being provided by the National government under the Youth



Enterprise Fund. The eligibility criteria is that it should be given to youths who are in groups. This will reduce unemployment levels and engage the youth in contributing to economic growth.

## **1.2 Statement of the Problem**

Youth bulge have become a worldwide occurrence and Kenya has also been on this trend. A youth bulge is likely to happen when a country's population is encompassed by 20.1% of the youths. Currently, the population of Kenya is highly youthful at 36.1% between age 15 and 35 years (Kempe, 2012). In Kenya, there is a disconnection between the ambitions of the youths and the chances that have been availed. Due to this disconnection a huge number of the youths are not able to achieve their ambitions and have a better future and this is because of the demographic upsurge of the youths, poor performance of the macroeconomic, poor education which is hard to access, lack of labor market opportunities and rejection from the society. Youths have high expectations after school and if they are not able to achieve them they become frustrated and desperate and opt to join criminal gangs, violence, drug abuse, and commercial sex work (World Bank 2016).

Due to this challenges affecting the youths, the Government of Kenya came up with strategies to create employment for the youth, persons with disabilities and women. These programmes entails youths, women and persons with disability reservation of 30% of the Government procurement. The efforts made were meant to increase the economic activities and contribute positively to job creation. Despite the efforts taken by the Government research shows that Kenyan youths constitute the largest unemployed population (UNFPA,2013).

A study carried out by Teresa (2017), shows that majority of the youths face challenge of accessing credit and opening capital was from their own savings and not from Uwezo fund. This show that the youth funds has not been effective. Finances to start or invest in the youth projects are an issue and the social cultural factors within the community are very limiting to youths in terms of religion, gender and age. Therefore, there exists a gap in the implementation of youth group projects as most of them only get into the planning stage and don't reach the implementation stage. The consequences of the implementation failure and growth of youth group projects are far reaching. Failure of youth projects implies that the youth unemployment problem will continue to persist

and secondly increase in security in the Country and not being able to achieve vision 2030.

This study therefore will investigate factors influencing implementation of youth group projects funded by Uwezo fund in Kiandutu Slums, Kiambu County and will be guided by the following variables: youth participation, capacity building, financial resources and social cultural in the implementation of youth group projects.

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

The purpose of the study is to examine factors influencing implementation of youth group projects funded by Uwezo fund a case of Kiandutu slums in Kiambu County.

### **1.4 Objectives of the study**

The study was guided by the following objectives:

- i) To determine how youth participation influence implementation of youth group projects funded by Uwezo fund.
- ii) To evaluate the extent to which financial resources influence implementation of youth group projects funded by Uwezo fund.
- iii) To examine how capacity building influence implementation of youth group projects funded by Uwezo fund.
- iv) To assess how socio-cultural environment influence implementation of youth group projects funded by Uwezo fund.

### **1.5 Research Questions**

The study sought to address the following questions:

- i) How does youth participation influence implementation of youth group projects funded by Uwezo fund?
- ii) To what extent does financial resources influence implementation of youth group projects funded by Uwezo fund?
- iii) How does capacity building influence implementation of youth group projects funded by Uwezo fund?
- iv) How do socio-cultural environment influence implementation of youth group projects funded by Uwezo fund?

## **1.6 Significance of the Study**

The importance of the study is to analyze factors that influence implementation of youth group projects funded by Uwezo fund. The study is of significant to various youth groups and the Government. To the youths the findings will help them identify and learn ways of successfully implementing their projects and achieving sustainability. The study findings will assist the Government in understanding challenges affecting youth group projects and come up with interventions that lead to the success of the projects. To financial lending institutions such as micro credit facilities the findings will assist in creating approachable youth services so that the youths can access funds that help in improving their livelihoods.

## **1.7 Scope of the Study**

The study will cover factors influencing implementation of youth group projects funded by Uwezo fund a case of Kiandutu slums, Kiambu County. There are many factors that influence implementation of youth group projects but this study will be limited to capacity building, youth participation, financial resources and social cultural factors. The study will be conducted in Kiandutu slums in Kiambu County which is the geographical scope. Target for the study are youth development projects in Kiandutu slums and timeline for data collection is one month.

## **1.8 Delimitation of the Study**

Kiandutu Slums is the largest slum in Thika, its located in Thika Sub County, Kiambu County. The total population in Kiandutu is around 21,000 persons within an area of around 0.538km<sup>2</sup>. The study will therefore focus on two factors and how they influence implementation of youth group projects funded by Uwezo fund in Kiandutu Slums, Kiambu County.

## **1.9 Limitations of the Study**

Challenges expected when carrying out this study are time constraints and to overcome this challenge the researcher will take time off from work to concentrate on the study and also make prior arrangements with respondents. Another challenge is the respondent's willingness to provide feedback the researcher will convince the respondent that the information provided will not be disclosed.

### **1.10 Definitions of Significant Terms used in the Study**

**Capacity building:** This refers to strengthening of human ability to manage their affairs through providing training, improvement of skills and knowledge and also providing exchange and extension programs such as workshops where the youths can learn.

**Financial resources:** This refers to monetary resources provided by the Government, donors, NGO's and micro credit institutions which are used in implementation of the youth group projects.

**Implementation of youth group projects:** refers to number of youths employed by the youth group projects, number of functional youth entrepreneurial enterprises, type of youth enterprises and amount of loan disbursed for the implementation of youth group projects.

**Youth Participation:** The involvement of youth in development and co-ordination of projects activities, decision making, and responsibility in running and management of the projects.

**Social-cultural environment:** This refers to social and cultural elements within the environment which negatively affects youth's behavior and perception towards participation in youth projects.

### **1.11 Organization of the Study**

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews the available literature on the factors influencing implementation of youth group projects. The chapter examines, youth participation, capacity building, financial resources and social-cultural environment and how they influence implementation of youth group projects. This chapter contains both empirical and theoretical review, where in theoretical theories that support the study are presented, followed by the empirical review which reviews relationships under study and aim at identifying knowledge gaps from previous studies and concludes with a conceptual framework based on the study.

#### **2.2 Implementation of Youth Group Projects**

Youths are the backbone of a society therefore, it's always important to involve the youths in all facets of the society. Different groups have reported that youths lack of necessary skills and competencies for running successful youth development projects puts them at risk. Most youths are unemployed and those who are employed they enter the labor force owning weak academic skills and having little knowledge of the rules of the workplace and inadequate ability to work as members of a team, make decisions or solve problems (Stephen, Hamilton & Pittman, 2004).

Youth groups are informal groupings formed by the youths that assist the youth members to gain economic advantage arising from mutual assistant, coming together and joint accountability. Benefits obtained from youth group projects include mobilization of funds, access of funds in credit facilities and search for group activities (Jassor, 2016).

According to (Roth, 2003) youth group projects have two defining characteristics which are project goals and project activities. Youth projects aim at promoting positive development and also seek to prevent problematic behaviors for the youths. Youth development projects help youth maneuver the adolescence stage strongly while preparing them for the future by cultivating positive development. On the other hand, youth development activities within the projects give the youth's a platform of being in both the formal and informal sectors where they are able to nurture their interests and

talents, acquiring new knowledge and skills and have a sense of belonging within the groups. The activities at many youth development projects offer leadership training, entrepreneurial training, and health education seminars. In 2013, UNESCO launched the Youth Forum label in Paris and received 1,500 projects, which was obvious that young people globally are very creative and they are very committed to change. The requirements for the projects were that it was to be mainly led by the youths, solely focused on the youths and based was supposed to be youth led, youth-focused, and founded around social inclusion, civic participation, prevention of conflict, dialogue between different cultures and skills development. The panel did a shortlist of the youth projects and selected 45 projects and were presented was presented to the youth's participating in the 8th UNESCO Youth Forum. These projects were a good example of youth's who are working at bringing about social revolution and change in youth development projects (Kimemia and Njeru, 2016).

A study carried out by Organization for Economic Co-operation and Development (EOCD) in European nations raised a number of issues which must be considered when it comes to implementation and coordination of youth development projects. For effective implementation of youth development projects, an all-inclusive approach is needed one that requires strong partnerships. An approach that incorporates youths from education or training, to finding employment and sustainable employment rather than a one-time intervention. These involvements call for all relevant stakeholder's starting from the schools, technical training institutions, employers, and many others to ensure that youth's services are aligned and that youths have a proper guidance from one point to the next. Another key finding is the availability of sufficient human and financial resources. Youth project leaders and members need skills that will enable them to successfully run the projects and also need adequate finances to assist them get available services and support that they need so as to get entry into the labor market through training and increased compensations (EOCD, 2015).

The African Development Bank in 2016, with an aim of reducing unemployment rate adopted Jobs for Youths in Africa strategy which its main objectives are to produce 25 million jobs and provide entrepreneurial training for 50 million youths. The bank created Youth Entrepreneurship and Innovation Multi-Donor Trust Fund (YEI MDTF) to support Africa entrepreneurship ecosystem. The bank so far has invested in 318 youth projects this will have an impact on their skills, entrepreneurship, business

development and creation of employment in Africa. On entrepreneurship its focus is on equipping micro, small and medium enterprises (MSMEs) led by youths and women by equipping them with skills and financial support so as to be able to run bankable businesses and also support countries in their economic growth and reduce unemployment rate (AFDB, 2019).

In 2006, the Government of Kenya founded Youth Enterprise Development Fund (YEDF) to address challenges youths had been experiencing. The Fund has made youths accessibility to funds easy as individuals or grouped entities by engaging with financial intermediaries. In 2015/2016 financial year the Government reported to have increased YEDF to Ksh 12.7 billion which will be loaned to the youth at low interest rates. The Uwezo fund was increased to Ksh 6.4 billion to enable women, youths and people with disability to start or run their business enterprises and generate income (GOK, 2016). The Government has continuously implemented various initiatives to tackle the unemployment issue through World Bank, it was able to create Kenya Youth Enterprise Projects (KYEP) which is a pilot project. The project has two tackles Capacity Building and Policy Development and they are under the Ministry of youth affairs and the other one is under the Private Sector Training and Internship. The main objectives of the youth development project are to back the Government in refining youth development projects by availing skills and work experience in formal and informal sectors. KYEP survey indicate that there are a several barriers which obstruct the youths in getting jobs and also starting new business. The barriers are lack of skills, less involvement of the youths in their projects, lack of information, socio-cultural norms and lack of access to finance or startup capital.

In Kiambu County, so as to cater for the youth population the County government is needed to invest more on vocational trainings, youth empowerment centers and technical training institutions which are very important in equipping the youth with the basic skills and knowledge for meaningful running of the projects. Also, technical colleges need to be functional and well equipped to offer various which are competitive and to be provided to those who did not proceed to University. Also, there is need to create conducive mechanisms which will enable the youths to be able to access the youth's funds in form of loans which will assist them in venturing to activities that are giving them income. The GoK in 2013, announced the formation of youth tender reservation of 10.0 percent for the youths which is an affirmative action which targets

the youths, people with disability and women to participate in the government tendering and procurement process. This opportunity gives them a chance to do business with the government. (Kimemia and Njeru, 2016).

### **2.3 Youth Participation and Implementation of Youth Group Projects**

Youth participation refers to the youths being part of or having a cut in the development projects in their community. Armitage, 2010 defines participation as a method where the community is given a chance to contribute to the issues affecting them, give their views and after take charge of the changes affecting them and the whole community. Chappel, 2008 defines youth participation being an outcome of the outdated oppression experienced by the community specifically the youths when it comes to inclusion in the government resolutions. There are other definitions of the youth participation and they depend on the context and who is defining term.

Shane and Baron (2007), briefed on the indicators of youth involvement in the execution and running of youth development projects and they listed participation in decision making, responsibility, representation, contribution to the community, mindful conclusions that bring about economic development to the youth group projects through self-employment. It is hence important for all factors be correlated to project growth and implementation be based on youth inclinations. Youths must be equipped with the relevant information to be able to understand available options, alternatives and associated costs that will assist the, in making rational and socially best decisions. In addition, youth participation in youth group projects needs to be voluntary and not forced. The leaders who are in charge for the implementation in the youth group projects should be able to identify the strengths within the members so that they don't feel downgraded. The youths need to be accountable for the implementation of youth development projects and need to be aware that their economic advancement greatly depends on the time invested in the projects and also their financial contributions. The youths need to have power to make decisions in implementation of youth group projects and also should be able to make informed decisions so as to determine the consequence of their decisions.

Generally, youths are seen by the society as recipients of development programming and tend to have few opportunities that will help to effect decisions affecting their lives or their voice in the youth development projects. World Bank (2007), has recognized



that youth participation is crucial element for positive youth development. When youths have an open opinion in youth development projects there are real achievements for themselves and their community. The UN has recognized that youths are a great human resource for a country development and they are also very important agents for economic expansion, social change and technological innovation. By promoting and sponsoring youth led organizations through offering capacity building training, formal and informal education and financial support can play a very crucial role through the local Government into achieving maximum and active participation in decision making process by the youths. When working with the youths there needs to be a shift in paradigm where the youths are supposed to be seen as assets, stakeholders and having an active method to participation and is seen as important if youth development policies are to be implemented. There needs to be a change in the way the Government works with the youths and they need to start seeing the youths as valuable assets, stakeholders and come up with a methodologies of participation if they do ant development policies to be effective. Seeing youths as assets can only be achieved if they are active, knowledgeable and voluntary involvement in decision making both regionally and globally (Youth Policy Guide, 2015).

If youths are neglected they are bound to lose track and get involved in activities such as crime, sex, drug and substance abuse therefore guidance and other interventions need to be put in place and policies governing youth's involvement in youth development programs need to be created. The Prevention Researcher, 2005 aims to pin point the means by which youths could be involved and engaged. In the US, the young people are quite involved in decision making as they are encouraged to be engaged and actively participate in voluntary youth development programs which not only benefit them but also members of the community either indirectly or directly. However, some of the challenges that were experienced were the explosion of information technology which extensively provided the youth the chance to receive and share information that was certain to impact negatively on their life if no operative measures were put in place. Other challenges were subjective characteristics of the youth such as gender, education level and age which played an enormous role in determining to what extent the youth could participate in youth development projects.

A study carried out in Ghana by (Gyampo and Odoom, 2013) shows that youth participation started back in the colonial days and it was clearly seen in the African political. Youths back then had formal association called asafo where they used to actively take part in national development planning. Through an evolutionary and postcolonial outlook is that exclusion of the youth in policy execution has serious consequences for the youth and the country's development. It has the trend to create a group of inactive young people whose ability will go unforeseen and not utilized. Exclusion of the youths destroys and weakens their creativity, innovation, enthusiasm and self-confidence which are necessary features required by developing nations in its mission to remove itself from the predicaments of poverty. The consequence of not involving the youth in decision making and policy implementation will lead to idleness especially if they are not in school or when they are not in employment.

In Kenya, UNICEF and MOYAS (Ministry of Youth and Sports) carried out an analysis in 2007 after post-election violence and the youths were portrayed as both victims and perpetrators and it was recognized that the youths are the most active in the population and have the most power in the country's political and economic development. The report identified specifically nine items that the youths require which are participation, improved livelihoods, health, education, recognition at work, empowerment structures, security, good governance, justice and equity. The report emphasized on participatory youth analysis where the youths are engaged from the beginning of the youth development projects, to implementation and the completion of the projects. The methodology that was used was participatory and involved the youths in identifying how they could fully participate in their own development, their families and their community. Through experimental learning the youths were able to identify causes negatively affecting their lives. The predominant issue that came up from the report was that the youths felt that there is no equity and they feel marginalized and not involved or consulted in decision making on matters of youth development and only consulted on the implementation stage. The youths admit that when they are consulted they are usually discriminated therefore, leading to less ownership little ownership of the projects and programs that are meant to benefit them (UNICEF, 2016).

## **2.4 Capacity Building and Implementation of Youth Group Projects**

Capacity is the capability of public, groups, and society in total who come together to manage issues that affect them effectively (UNDP, 2010). Capacity development is the process whereby persons, organizations and society as a whole release, strengthen, generate, adjust and maintain capacity over time (INTRAC, 2006). To be able to engage the youths and to achieve youth development capacity building is a crucial area to invest in. The success of projects heavily depends on the investment made on both social and human capital aspects which are core when it comes to projects this is because it attracts and doubles the effect of project resources by reinforcing local partner organizations, which leads to independence, and increasing the chances of project success. Effective capacity building becomes beneficial to a country's development and to youth development projects by being an all-encompassing process that build great relationships, build trust and commitment (World Bank, 2006).

A study was carried out in Niger Delta on beneficiaries of capacity building programmes and the study tried to assess youth's income beforehand and after participation and also tried to assess their perception about the impact of training programme on their lives using a multidimensional measure such as skills acquirement, health, shelter, education and standards of living. The findings showed that the change in revenue was very minimal on the participating youths. Also from a multifaceted notion of well-being i.e. socio-economic wellbeing, the programme was considered effective. This corroborated the affirmation that capacity building programmes are able to provide employment for the youths therefore, reducing dependency on crimes, violence and other illegal activities that would be brought forth by idleness and poverty. The study therefore settled on skills acquisition programmes were effective at improve the standards of living of the participants (Uranta, 2013).

Access to relevant training and education by the youth's is included in 2010 constitution which gives much emphasis on building human resource so as to improve human productivity which is an imperative part of the organized function to increase worker productivity, which is also part of organizational function of education and training to equip youth's with necessary skills so as to become effective agents of social change. In Kenya, for example, in order to implement youth development projects, Kenyan youths need to gain a various skills and knowledge that are mainly achieved through

education and training (Kempe, 2012). A large number of the Kenyan youths require access to skills training and education which are key factors when it comes to youth engagement and development. For the youths to continue being relevant in the current and future job market they need to be provided with appropriate skills that fit their education background and not rely on the formal academic curricula which is less relevant. The Government needs to scale up Skills-based training which has been abandoned field of education and training policy. The Medium Term Plan (MTP 2008–2012), identified that training offered by industrial, technical, vocational and entrepreneurship institutions have not been effective due to lack of well-equipped facilities and inappropriate curriculum therefore graduates lacking appropriate skills (GoK, 2008).

Training and skill acquirement are very crucial in boosting development, growth and productivity of a country this is adopted by the human capital theory. A country needs to invest on its people so that they contribute to economic development and this needs them to be entrepreneurial. This needs training and education so as to build relevant skills, attitude and knowledge to participate in economic activities. In Ghana, the Government has laid out plans that are cognizant of the gaps in skills and entrepreneurial development and come up with training programmes and institutions including Skill and Training and Employment placement and National Youth Fund (Kwesi, 2012).

Massie (2006) states financial management as the process of handling financial resources, which involves accounting and financial reporting, collecting account receivable, budgeting, procuring and utilizing funds and control over finances. All this can be done by financial forecasting, cost and profit control. Any financial project manager should have long term financial goals for youth group project so as to ensure the group gets profit and not losses. Financial management skills refer to the appropriateness of the youth group groups managing funds applied for under any fund or other sources through proper documentation, financial support and budget. Finance is a huge resource in projects so it should be given much attention and monitored for the youth group projects to be sustainable. Some of the responsibilities under financial management of the youth group projects are monitoring, recording and planning.

Financial planning involves creating objectives, identifying necessary resources and assets, estimation of future needs, determining financial needs and then setting up a road map to achieve monetary objectives (Kamau, 2018). He confirmed that, to have an effective financial management system budgeting and financial planning are crucial and a budget should be created before disbursement of any funds. For youth groups sustainability, financial management should be carried out from beginning to completion of the project. A study carried out by Kamau in Thika town shows that despite of good technical planning by youth groups in Thika town, low growth rate and some are struggling paying back the Uwezo loan advanced to them. This is because they don't understand debits and credits and how to control the finances.

Entrepreneurship skills is a set of skills that are relative to definitions of leadership and management skills. Entrepreneurial skills are related with capability in the procedure of identifying opportunities, creating opportunities, capacity to exploit on marked opportunities and variety of skills related with development and implementation of business plans to enable such opportunities to be realized (Mukhuty and Terry 2015). Entrepreneurship is a risky activity to undertake especially for youths, but they are forced into it because of lack of alternatives. Most, of the youths don't have entrepreneurial attitude or skills to help them run successful enterprises. In a study carried out by Sikenyi, (2017) on YEDF respondents stated that they need mentors who can guide them on how to move around in the business environment, especially on how to invest in the right products, learning how to save and increase sales. YEDF identifies that entrepreneurial skills development is a key tactic to self-employment and very few programmes have been developed by the Government to train youth groups on proposal and business development, or provide skills in identifying and running a business. Poor entrepreneurial skills have a great consequence for youth groups enterprises and repaying back the loans. Loan repayment are affected when the youth groups are not able to run their enterprises effectively and move towards growth, profit making and sustainability.

Leadership skills refers to how someone can inspire a group of people towards achieving a mutual goal. Leadership comprises of employee motivation, creativity, and creating a good working environment for everyone. An effective leader is the one who insists on cheering over demands and proper regulations within the youth group project members. When the leader offers positive feedback to the members of the group and

they respond with by delivering good work the this can be of benefit and lead to success of the projects. Entrepreneurs are encouraged to be flexible because group members having different leadership styles group members can respond differently. A leader is expected to have a great understanding of their leadership style (Landale, 2006). A youth group leader needs to have adequate leadership skills to enable the group achieve its goal. Adequate leadership calls for proper planning, controlling, organizing and leading which do play a great role in increasing the profits for the youth group project (Mundia, 2017).

For the youths to benefit from the youth group projects that have been created to empower them; the youths have joined effort to form self-help groups. Amutha (2011) defines a Self Help Group, as a group of people who come together to help each other financially by contributing a certain amount daily which is put into the savings account and through this savings they are able to acquire loans within the group. Self Help Groups are formed with an aim of reinforcing the youth's economic ability. The savings contributed act as collateral to the loans provided. Self Help Groups in Kenya are known in Swahili as chamas and they greatly increased in number since the launch of Youth Enterprise Development Fund and Women Enterprise Development Fund, WEDF been highly exploited by women. Most of the activities carried out by the self-help groups include revenue producing activities such as gardening and planting of trees, small scale trading and microcredit savings.

## **2.5 Financial resources and implementation of Youth Group Projects**

Finances play an important role in youth development projects by enabling growth in the economy, starting businesses, improve standards of living, and creation of employment. A financial system that is all encompassing allows the unfortunate people and disadvantaged groups such as youths, women and people with disability to save in the banking systems, apply for loans which will assist them to acquire assets, finance education, endeavor into business and improve their standards of living (World Bank, 2012).

Yoshimoto (2000) findings notes that the older generation are more advantaged to get jobs compared to the youths looking for employment and this is because youths are more job seekers than job creators. For youths to improve their living standards and alleviate poverty they need to change their perception that they can only be job seekers

and not job creators needs to be emphasized on. Micro and small enterprises (MSEs) are greatly known as fountainhead of job creation and wages generators in developing countries. When more MSEs are created economic growth will be seen and poverty reduced among the youths. Financial services need to be elastic, useful, and inexpensive for the empowerment of the youths so that they can manage to make informed decisions and alleviate poverty and live a sustained life. Absence of financial capital hinders the youths accessing the funds from money lending institutions. Finances are very crucial for any business environment and it's a necessity for MSEs, youth development projects rely heavily on the finances and they cannot be managed without the finances which are needed as working capital, investment and human capital. MSEs contributes positively to economic expansion, occupation and poverty alleviation. Youth development sustainability and growth usually depends on the availability of finances (Kiira, 2013).

Globally, several governments and private sector players have recognized the need for finances for the success of youth development projects and have initiated several funds over recent years in different parts of the world, to provide young people with capital for development ventures. An example in the global front is the International Youth Foundation (IYF) which was founded in 1990 with its headquarters in the US. It is operational in more than 70 countries worldwide, including Kenya, and it strengthens the existing programmes that are impacting positively in young people's lives. It touches on areas of education, health, entrepreneurial and leadership skills. The foundation relies on governments and multilateral organizations, corporations and corporate foundations, individuals, and investment income for sustenance (IYF, 2013). The National Government in each country usually creates a budget for the youth which they refer to as Youth funds that are allocated either as grants or loans specifically for the youths which assists them to start new projects or grow the ones that are already existing. The main goal of the youths funds its create jobs for the unemployed youths in an economy that is not sufficient to generate enough jobs. The aim of the youth fund may differ in different countries depending on the policy being mentioned. In Tanzania there is the Tanzania Economic Empowerment Fund (EEF) and Youth Development Fund (YDF) had a huge stress on job creation. The National Government urgency was to provide employment for youths and women who were seen as a characteristic of a political agenda of fulfilling an election undertaking. The funds were started by the

President and so they were named after him. Apart from creating jobs for the youth the fund was supposed to give credit to youths who had business ideas and projects and to encourage the principles of saving and banking (ILO, 2011).

Surveys carried out in Zambia by (House, Ikiara, and McCormick, 2011) revealed 25.1 percent of the youth are entrepreneurs. Most of these youth are concentrated in marginal trading activities that don't require a lot of funding from government or private agencies. However, youth who ventured into creative and innovative business lines expressed numerous challenges including access to youth entries for example in Zambia. According to (Rajendar, 2012) one of the main frustrating points for these youth development projects was the bureaucracy around Youth Enterprise Funds. As is the case in most other African states, youth funds are encumbered with corruption, nepotism, tribalism, inefficiencies in determining who needs the funds, and in other cases, mismanagement of the funds by government officials tasked with administration of the funds to the youth.

In the Sub-Saharan Africa, UN Capital Development Fund (UNCDF) founded YouthStart which aims to reach out to 200,000 youth in Sub-Saharan Africa with an aim of providing financial services and non-financial services, particularly savings and financial education. The report notes that youth projects need formal financial services that include them in their finance strategies. The youths need a suitable and inclusive financial system that can provide them with necessary resources and also support their need to be industrious and economically empowered to provide for their households and community and also build their assets. Majority of the low income population in developing countries still face the challenge of accessing financial services in particular the youths face many constraints such as low financial capability, limit in age to open an account and unsuitable and unreachable products and services. Youth projects in Africa, need to be proportionally represented and governments need to make financial services accessible, do away with financial regulatory barriers so that youth projects can benefit (UNCDF, 2012).

Youth projects go through a lot of challenges and one of them appropriate source of funding. Most youth projects have limited options when it comes to credit and this is because they have insufficient information on lending policies, available products and services, terms and conditions and also interest rates. Lack of adequate information on



procedures for application and disbursement of loans discourage the youths from making the application because the process takes long and its tiresome. Even with the formulation of Youth Fund and Uwezo Fund which have been in existence for many years they have not been able to provide credit. Youths especially in rural areas don't have much information on the program, in regard to loan application procedure. On the other hand, the financial institutions have insufficient credit history of the youths, therefore they are not able to grant the loans as they are not aware of the credit bureaus (Chebet, 2016).

A study carried by (Teresa, 2016) in Nyeri County showed that 67% of the respondents indicated that their startup capital was mainly from their own savings this means that Uwezo fund and YEDF don't provide initial capital. For the youth groups to acquire the loans one of the requirements is that they should have been existing for at least three to six months and must present a bank statement of their savings. Those youths who start the enterprises before joining the groups are assisted by family members and friends so as to get the funds from YEDF. According to the respondents, Uwezo Fund is only given to youth groups that are on table banking and don't have to be in businesses. From the study, most youths prefer individual loans as opposed to youth group loans because of the tedious process.

In Kenya, the overview of YEDF changes the Government aim from being an immediate employer to an implementer of job opportunities for the youths. The change may seem promising but it puts more weight on the youths as they are the ones who are left with the duty of creating jobs. Youth's access to credit is not adequate to improve their way of living but with the creation of YEDF youth's initiatives are supported and demands for massive budget allocation and sumptuous legislative framework. But due to misconduct and inappropriate implementation, it has been ineffective in addressing the youth's susceptibility and disappointments (Sikenyi, 2017). In a study conducted by (Aberi, 2018) in Dagoretti reported that most youth's loan application has reduced and those who had applied for the loans have been defaulting from the youth fund. This is due to corruption and poor management of the fund by the management team. Other reasons for the poor performance of the youth fund is that the approval process takes too long. Credit is a central instrument that can aid youths to deal with their financial constraints. The credit market in Kenya contains formal and informal money lending institutions. Growth of small youth group projects is restricted by limited access to

finance, poor management skills, insufficient financial skills among others. Lack of many micro lending institutions that target the youths is also another challenge facing the youths.

## **2.6 Socio-Cultural environment and implementation of Youth Group Projects**

Socio- cultural environment mainly refers to the refers element which are immaterial and are mainly created by man which affect the way people behave, relate, perceive things and the way they co-exist. Therefore, the social-cultural environment comprises of conditions, elements and influences which shape the way an individual act, his attitude towards things and how they make their decisions. These element includes habits, values, attitudes, beliefs behavior which are determined by culture, religion, education and social conditioning. (Adeleke, 2003). These elements are erudite and are shared by a society and passed on from generation to generation within that society.

Ajzen (1991) Theory of Planned Behavior (TPB) is very instrumental in understanding social cultural behaviors within youths. Ajzen argued that an individual's behavior is determined by the individual's intentions; these intentions in turn, are predicted by individual's attitude, controlled behavior, and the subjective norms, or social norm. The stronger the youth intention for youth development projects, the more probable the youth's behavior will be aligned to the behavior, and the more probable the youth will engage in youth development projects. Equally, the more social norms encourage and enhance youth projects, and financial independence, the more youth from such a social context venture into projects. However, if the social context does not value or encourage youth financial independence or entrepreneurship, then most youth from this social setting do not venture into youth projects. Eventually, their attitude towards youth development project is defined within the social context they exist in. Today, youth group project intentions are influenced by controlled behavior, social norms, and youth attitude towards projects. Therefore, it is fair to say that socio-cultural backgrounds are constructs that have been established by behavior within society that influence how youth approach life and development activity (White, & Kenyon, 2011).

Chingunta (1999) suggests that youth projects in non-developed countries should reflect on social norms restraints that hinder youth especially young women who want to venture in revenue creating activities. Staudt (1991) argues that to learn the denotation of development, and understand the values that influence people's actions

and behavior one must understand that culture is the starting point. Difference in culture can appear from many types of development settings, assumptions arising from project design, to technology transfer and management practices. The project managers from outside the community may not be conversant with local resources so they will tend to use project management practices that are not fit to that particular community. The unfamiliarity leads to conflict of interest, failures and frustrations which prevent project progress. This leads to lost opportunities, budget overruns and program delays. Cultural reject of the project goals and a lack of local understanding and knowledge can lead to rejection of projects by the receiving community. Some religions may discriminate against sex and the caste system in India may not allow freely intermingling of the population (Lusie, 2016).

Cultural change is one the major factors that lead to low visibility of women in implementation of youth projects activities. A study carried out by Vuyiseka (2012) in Khwezana village in South Africa, displays how culture change mainly women traditional roles has negatively affected engagement of women in development of the village. Due to this culture change, women don't see the need to participate in youth development projects. Findings from Fabiyi et al (2007) show that women farmers account for 70.0 percent of agricultural workers, 80.0 percent in food production and 80.0 percent of marketing. Therefore, women do play an important role in food production and food security and have contributed greatly in economic development. Due to culture change women work have continued to be unimportant and have continued to be excluded from owning land, accessing credit and attaining education.

Youths who go through the safety and love of their families and have close connections to their parents and are privileged to connect well with the community and are more likely to participate in the implementation of youth development projects this is according to Maccoby (2010). According to attachment theory, youths are close with family use this relationship as a supporting platform. Therefore, they will be more likely to relate to others well and hence get involved in the implementation of youth development. Through great connections with family, and community an individual is in a better position of relating well with others and hence capable of participating in youth development projects. Rebecca (2015) state that, one of the most important factor that affect the enthusiasm to participate is the structure of a community. Women may want to be part of community projects but due to existing traditional beliefs of the

community cooperation they are forced to prioritize on the objectives of the larger group which leads to being of service to the community. For a community to have increased participation of the community members it should include them in decision making and implementation. Further, community acceptance of one another by offering each member the safety of knowing that they are accepted for who they are can be an inspiring factor in youth participation as a way of wanting to belong (Olive, 2016).

In Kenya, there are traditional beliefs on the roles played by girls and women that limit their participation. These beliefs limit women from contributing to the country's development such as in its economic growth, food security and nutrition. Women in Kenya go through exclusion in decision making process, acquiring education, acquisition of land and also accessing employment opportunities. A good example is the women who are in the rural areas a lot of hours in doing house chores this disrupts their school attendance, limited time to earn a living or participate in productive activities. Kenya's new constitution has noticed the prospects of women and girls and has given them greater attention. The framework addresses gender equality aiming to avoid omission of women and promote active involvement in all aspects of development and growth (USAID, 2018).

Research displays that there is a significant correlation between educational level and age of the youths. The results of this findings show that the higher the education level the more the youths have the attitude to participate in youth development projects. However, the level of attitude may vary (Mumbua, 2015). On the other hand, Angba states that the level of education greatly determines the degree, strength and form of youth participation. He states further that youth participation improves with education but participation is usually highest after high school. He further expresses that active participation requires communication, human relations skills which need to be learned so that youths who are well educated are empowered to participate because their attitude is more likely acceptable. Education is therefore, a major cause of operative participation in youth development projects. The educated youth would most likely embrace youth development better than the less educated.

## **2.7 Theoretical Review**

The study will be underpinned on two theories which are resource dependency theory and social learning theory.

### **2.7.1 Resource Dependency Theory**

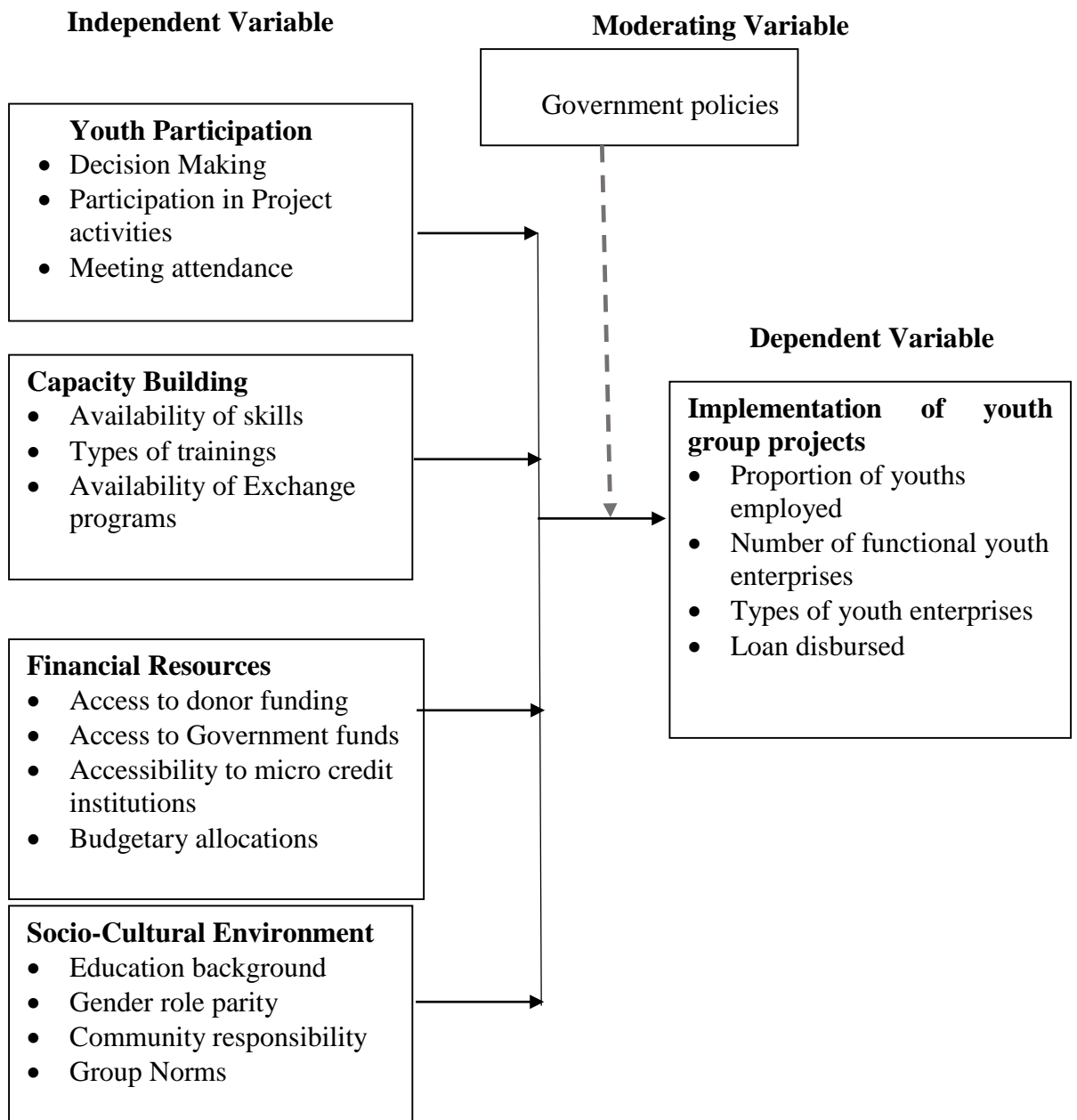
Resource dependency theory was founded by Pfeffer and Salancik in 1978. The theory symbolises an establishment as an open system which is dependent on possibilities in the external environment. The two state one must comprehend the background of a certain behaviour so as to understand the behaviour of an establishment and that's what is called ecology of organizations. External factors can influence the organizational behaviour and despite being held back by the context managers have the power to reduce environmental dependence and uncertainty. They further continue to state that, most organizations need to find strategies to reduce uncertainty and interdependence on the larger social system such as the government and other environmental possibilities. Organizations through political mechanisms needs to create a better environment which is good for its interest and also take advantage of the political means to change the conditions of macro-economic environment. This strategy will create a better environment by trying to form government regulations that produce a conducive environment. Youth groups projects in the past have failed and not able to achieve to their objectives because of the country's political environment. Recently, the National Youth Service (NYS) or Kazi kwa Vijana initiative reported cases of corruption and misuse of the youth fund. Government or organizations need to create an environment for the youth's development that is free from any political interference or any uncertainties (Nienhüser, 2008).

### **2.7.2 Social Learning Theory**

Social Learning Theory was founded by Albert Bandura in 1997. The theory defines human behavior an ongoing mutual interactions between the mental process, behavior and environmental determinants. Humans learn from their interactions with others in a social context. In this study, youths can increase their knowledge and skills by learning from their surrounding environment this can be through joining technical and vocational training institutions, attending trade fairs, exchange and extension programs so that they can implement in the youth group projects what they have learned.

## **2.8 Conceptual Framework**

This conceptual model is used so as to identify the significance of the study and the proposed relationships (Mugenda & Mugenda, 2003). This framework attempts to examine factors influencing implementation of youth group projects. These factors include, youth participation, capacity building, financial resources and socio-cultural environment. These influence implementation of youth group projects in Kiandutu slums of Kiambu County. In this case, manipulation of any independent variable is expected to affect the implementation of youth group projects either positively or negatively. This research therefore determines the effects of independent variables on dependent variables which attempted to evaluate the factors influencing implementation of youth group projects in Kiandutu slums.



**Figure 1: Conceptual Framework**

## 2.9 Knowledge Gap

Literature review offers substantive theoretical and empirical evidence on factors influencing implementation of youth group projects. Table 2.1 provides a matrix table giving a summary of the empirical studies reviewed and perceived knowledge gap.

**Table 2.1: Matrix Table for Empirical Literature review**

Factor	Author(Year)	Title of the study	Observations	Knowledge Gaps
Youth participation	(Mohamud, 2018).	Factors influencing youth participation in community development initiatives of Garowe District	The Findings revealed that educated youth are better empowered for participation in the community development initiatives, which means that there is close relationship between youth educational level and their contribution to the community development initiatives.	The study overlooked the importance of youth participation of youth participation as key to implementation of youth development projects.
	(Mukarumana, 2016).	Factors influencing youth participation in community based development projects	The study found out that youth characteristics, education level and socio-cultural factors has significant influence on youth participation on the projects.	The study only focused youth participation in community based projects and did not show other factors influencing implementation .
Capacity Building	(Ochilo, O 2010)	Factors influencing youth participation in community development projects	The study identified that most youths attended seminars and workshops for capacity building and most of this seminars were organized by non-governmental and governmental organizations.	The study focused on youths participation in community development projects and did not focus on youth group projects.



	(Langat, J. 2016)	Perceived factors influencing participation of youths in county development projects	The findings revealed that capacity building among the youths in project implementation increases their participation on successful project implementation.	The explored on capacity building as a factor influencing participation of youths in county development project and not capacity building as a factor influencing implementation of youth group projects.
Financial resources	(Kurgat & Oyembi, 2017).	Impact of Access to Credit Facilities on Youth Economic Development: A Case of Mwanzo Youths in Uasin Gishu County, Kenya	The study revealed that credit facilities are significant for youth development projects.	The study focused on economic development of the youths and not on youth group projects.
	(Owour, 2013).	Determinants of repayment of loans advanced to the youth by the government through youth enterprise fund. A case of Mumias District.	The study established that finances play a huge role in the growth and start of youth group projects funded by YEDF.	The study only focused on YEDF funded youth group projects and not Uwezo youth group projects.
Social-Cultural Environment	(Mumbua, 2015).	Factors influencing youth participation in community development projects	The study established that education to some extent influence youth participation in development activities.	The study did not establish components of social cultural factors that might be significant, or those that might have influence on youth development projects.
	(Muthoni, V. 2012).	Factors influencing implementation of youth projects for sustainable income generation.	The study established that there was neutrality on that social cultural factors are an influence to youth projects.	The study focused on social cultural factors such as gender, age and did not focus on education, social norms and community responsibility.

## 2.10 Summary of Literature Review

The literature has outlined several factors influencing implementation of youth group projects. The literature has shown that youth participation is necessary for implementation and management of youth group projects. Youths need to be involved

in decision making, participating in project activities that will bring forth economic growth through creation of self-employment. Youths should have a voice in their projects as they are more conversant with what they need and they are in a better position to make informed decisions.

To be able to make informed decisions the youths need to be equipped with relevant skills and knowledge. Also, skills and knowledge are very important and they assist youths enter the labour market and improve their social economic wellbeing. Therefore, Government needs to invest on training institutions and provide training to the youths as they are an important human resource to a country's economy.

Finances play a huge role in implementation of youth group projects as they are needed to carry out project activities. Due to the high rate of unemployment youths have focused more on self-employment so that they can improve their living standards. But they do face a lot of challenges while trying to access credit to start up these businesses or sustain them and this is because they don't have adequate capital. Micro lending institutions provides loans at a very high interest and the youths are not able to pay back, also Government don't provide adequate finances to support their businesses.

Socio- cultural environment influences people's attitude, the way they people behave, their perception and how they react to certain things in their environment. The environment in which the youths are in will greatly influence their participation towards their youth group projects. If they are in a favorable environment, then their rate of participation is very high especially if they are supported by the community. In the community social norms need to be encouraging to both genders and support equal participation in youth group projects which lead to financial dependency.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter introduces the research procedure that were used in directing the study. The chapter describes research design, target population, sampling procedure and sample size, methods of data collection, research instruments, pilot testing, validity and reliability, operational definition of variables, data analysis procedures and ethical considerations.

#### **3.2 Research Design**

The study embraced a descriptive research design to accomplish the research objectives. Descriptive research design is adopted when data collected is used to describe people, organizations, or phenomena. Descriptive method was used to pronounce the existing behavior or characteristics of a particular population (Kothari, 2010). Descriptive research describes phenomena as they naturally emerge without involvement from the researcher. The design involved administering of questionnaires. This is based on the basic ideology which is held as reality by respondents. A descriptive design was used as the study sought to find the views of interviewee in reference to factors influencing implementation of youth group projects.

#### **3.3 Target Population**

Mugenda and Mugenda (2008) describe a population as a whole set of people, cases or things with similar observable characteristics. The population that was used in this study entailed youth group projects based in Kiandutu slums. Records in Kiandutu Social Services (2017) office showed that there are 10 youth groups with a total of 350 members. This gave us a total of 350 as the target population. Table 3.1 shows the stratification of the population.

**Table 3.1 Target population**

<b>Youth Projects</b>	<b>Target Population</b>
Biashara	33
Center Base	40
Kianjau	20
Mikinduri	17
Molo A	35
Molo B	33
Mtatu A	41
Mtatu B	35
Mosque	30
Stage Worja	16
<b>Total</b>	<b>350</b>

**Source: (Kiandutu Social services, 2017)**

### **3.4 Sample Size and Sampling Procedure**

Krejcie and Morgan (1970) was adopted to establish the sample size of the given population (see appendix 4). The table was developed as a procedure for determining sample size and was developed by the Research Division of the National Education Association. The formula states as the population increases the sample size increases at a lessening rate and remains relatively constant at slightly more than 380 cases. They specify that for a population of 350 the conforming sample size is 186.

#### **3.4.1 Sampling Procedure**

Thus, a sample of 186 youth group members (136 non-officials and 50 officials) was used in the study. The chances of selecting each respondent got a chance of being among the samples. Simple random sampling was applied in every youth group to collect data where the selected respondent filled in the questionnaire. A summary of the sample size is as shown in Table 3.2

**Table 3.2 Sample population**

<b>Youth Groups</b>	<b>Sample size</b>	<b>Percentage</b>
Biashara	21	11.6
Center Base	25	13.7
Kianjau	14	7.6
Mikinduri	12	6.7
Molo A	23	12.2
Molo B	21	11.3
Mtatu A	22	11.8
Mtatu B	20	10.8
Mosque	15	8.1
Stage Worja	12	6.4
<b>Total</b>	<b>186</b>	<b>100.0</b>

### **3.5 Research Instruments**

This section covers instruments that were used in data collection, interviews and questionnaires were utilized so as to meet the overall objective of the study. Where there were large numbers of interviewees that were approached a questionnaire was used because it was easy to use and very fast in obtaining information (Kerlinger, 2004). The questionnaire was distributed to members (Non-officials and officials) of the youth group projects. So as to obtain applicable responses from the interviewees structured which are closed-ended and unstructured open-ended questions were used. The structured questions offered greater homogeneity and were more easily managed. The unstructured questions were complemented by a list of all probable alternatives from which respondents selected the fit answer that defined their situation by simply ticking (Mugenda & Mugenda, 2003).

### **3.6 Data Collection Procedures**

The researcher with the assistant of two trained research assistants embarked on data collection and administered the questionnaires by drop and collect basis following upon an agreed date. The questionnaires were collected from field followed by checking and

verification to ensure accuracy. Interviews were done to collect different views and opinions from youth group members.

The questionnaire for the youth group members had Section A which encompassed demographic characteristics of the respondents, section B implementation of youth projects, the other sections comprised of the four variables which are youth participation, capacity building, financial resources and socio-cultural environment. The questionnaire embraced two formats which are in form of Likert questions and unstructured questions.

### **3.7 Data Analysis Techniques**

Data analysis involved both quantitative and qualitative data. The raw data was collected, and analyzed through quantitative analysis and went through coding, editing and tabulation. Quantitative analysis was analyzed through descriptive statistics with the aim of identifying the correlation between the variables and this was done by using Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics was done to describe basic characteristics of data whereby frequencies, correlation were used. Frequencies show the number of times a response is given; Correlation was used to describe the spread of the data in regards to responses given. To describe the influence of youth participation, capacity building, financial resources and socio-cultural environment influence on implementation of youth group projects in Kiandutu slums, the study used multiple regression analysis as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4$$

Where:

Y= Implementation of youth group projects

$\beta_0 \beta_1 \beta_2 \beta_3 \beta_4$ = Model coefficients

X<sub>1</sub>= Youth participation

X<sub>2</sub>= Capacity Building

X<sub>3</sub>= Financial resources

X<sub>4</sub>= Socio-cultural environment

In testing the significance of the model, the coefficient of determination ( $R^2$ ) was used to measure the extent to which the variation in implementation of youth group projects is explained by variations of the various factors. F-measurement was registered at 95% certainty level to test whether there was a critical connection between implementation of youth group projects and the factors affecting it.

### **3.8 Ethical Considerations**

Ethics is a key issue in research and calls for integrity. This study was executed in observance of a number of ethical issues such as collecting an approval letter from the University of Nairobi to conduct the research and was used to secure the National Commission for Science, Technology and Innovation (NACOSTI) research permit. Respondents were reassured of confidentiality before providing answers and the data that will be collected and will only be used for educational purpose and only those who gave consent were interviewed.

### **3.9 Operational Definition of variables**

Factors influencing implementation of youth group projects funded by Uwezo fund include Independent variables such as youth participation which has the following indicators; decision making, participation in project activities and meeting attendance. Capacity building which has the following indicators; availability of skills, types of training, availability of exchange programs and number of extension programs. Financial resources which has the following indicators; donor funding, government funding, credit availability and budgetary allocations. The final variable is the socio-cultural environment which has the following indicators; education background, gender role parity, community responsibility and group norms. Finally, Moderating variables include government policies.

**Table 3.3: Operational of variables**

<b>Objectives</b>	<b>Variable</b>	<b>Indicators</b>	<b>Scale Of Measurement</b>	<b>Data Collection Tools</b>	<b>Type Of Analysis</b>
To determine how youth participation influence implementation of youth group projects	Youth participation	<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Participation in co-ordination of project activities</li> <li>• Meeting attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and questionnaires</li> </ul>	Descriptive inferential
To examine how capacity building influence implementation of youth group projects	Capacity Building	<ul style="list-style-type: none"> <li>• Availability of skills</li> <li>• Types of trainings</li> <li>• Availability of exchange programs</li> <li>• Number of extension programs</li> </ul>	<ul style="list-style-type: none"> <li>•Interval</li> <li>•Interval</li> <li>•Interval</li> <li>•Interval</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and questionnaires</li> </ul>	Descriptive inferential
To evaluate the extent in which financial resources influence implementation of youth group projects	Financial resources	<ul style="list-style-type: none"> <li>• Access to donor funding</li> <li>• Access to Government youth loans</li> <li>• Accessibility to micro-credit institutions</li> <li>• Budgetary allocations</li> </ul>	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and questionnaires</li> </ul>	Descriptive inferential
To assess how socio-cultural factors influence implementation of youth group projects	Socio-cultural environment	<ul style="list-style-type: none"> <li>• Gender role parity</li> <li>• Community responsibility</li> <li>• Education background</li> <li>• Group norms</li> </ul>	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and questionnaires</li> </ul>	Descriptive Inferential



To establish factors influencing implementation of youth group projects	Youth group projects	<ul style="list-style-type: none"> <li>• Proportion of youths employed</li> <li>• Number of functional youth's enterprises</li> <li>• Types of youth enterprises</li> <li>• Loan disbursed</li> </ul>	<ul style="list-style-type: none"> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> <li>• Interval</li> </ul>	<ul style="list-style-type: none"> <li>• Interview and questionnaires</li> </ul>	Descriptive Inferential

## CHAPTER FOUR

### DATA ANALYSIS PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

The chapter dealt with data analysis, presentation, and interpretation of the research findings. The project was on factors influencing implementation of youth group projects funded by Uwezo fund in Kiandutu slums. This chapter is structured into sections, first section which has descriptive statistics which is used to provide demographic information of the respondents. Second section presents the analysis of the responses to the specific objectives as provided by the respondents in the questionnaires. This presentation was based on the administered questionnaires and interview schedules. Data was interpreted according to the research questions. The presentation and findings was done using frequencies and percentages. The chapter also analysed the response rate or questionnaires return rate.

#### 4.2 Questionnaire Return rate

The study issued 140 questionnaires to the selected respondents. This presents a response rate of 75% with regard to implementation of youth group projects. Researchers targeted youth group members and Uwezo fund officials. According to Mugenda and Mugenda (2003), 50% of response rate is satisfactory for analysis and reporting, 60% of response rate is good, and 70% and above response rate is very good. This study therefore returned an excellent questionnaire response rate and this was made possible by Kiandutu Social services offices.

#### 4.3 Demographic information

The study aimed to establish the following demographic characteristics of the respondents; gender, age, position in the group, duration of membership in a group in Kiandutu slums.

**Table 4.1 Distribution of respondents by gender**

Gender	Frequency	Percentage
Male	77	55
Female	63	45
<b>Totals</b>	<b>140</b>	<b>100</b>

Gender of the group members was necessary in order to determine extent of gender representation in youth group projects. The findings are shown in Table 4.1. The results show that 55% of the respondents in the study were male, while 45% of the respondents were female. This distribution shows that female involvement in youth group projects is lower compared to that male. This indicates that male youths are more likely to form groups and start the enterprises compared to female youths.

**Table 4.2 Distribution of respondents by age**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
15-20 years	8	5.7
21-25 years	41	29.3
26-30 years	71	50.7
31-35 years	20	14.3
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to find out the age of members and determine the dominant age group in the youth projects. The results indicate that youths aged 26-30 years were the majority at 50.7%. The youths aged 21-25 years followed closely at 29.3%, while youths aged 31-35 years were at 14.3% and least represented were youths 15-20 years at 5.7%. The analysis suggest that most youth groups consist of members age 26-30 years. This might be because at this age group most of the youths have already finished schooling and are looking for jobs. The findings also imply that persons in 15-20 bracket are less likely to benefit from youth projects and this is because most of them are in still in school they don't have experience of running any projects.

**Table 4.3 Distribution of respondents by level of education**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Primary level	14	10.0
High school level	42	30.0
Diploma level	73	52.1
Degree level	11	7.9
<b>Total</b>	<b>140</b>	<b>100.0</b>

The level of education was used in the study as it had an impact in the way youth group projects were implemented. The study found out that majority of the youth members had completed high school and they were at 52.1%. Followed by youths who had diplomas at 30.0%, those who had completed primary at 10.0% and minority being at degree level at 7.9%. The analysis suggests that most youths after completing high school are more likely to form youth groups as they wait to get employment. At this stage the youths are well informed and are able to make informed decisions.

**Table 4.4 Distribution of respondents by duration of group existence**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	7	5.0
1-2 years	69	49.3
2-3 years	41	29.3
3 years and above	2	16.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to establish the stability of youth projects through the duration of group existence. Stability is reflected by the length of time a group has been in existence. The responses indicate that majority of the groups have been existing for 1-

2 years at 49.3%. Followed by groups that have been in existence for 2-3 years at 29.3% and. The groups which were formed three years and above were at 16.4% and finally those formed less than 1 year ago were 5.0%. This analysis suggests that a number of groups are still in the early stages of the youth projects and quiet a number are still running them.

**Table 4.5 Challenges faced by youth groups in implementing the project**

<b>Type of enterprise</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of funds	47	33.6
Lack of proper training	22	15.7
Inadequate skills	37	26.4
Low level of education	34	24.3
<b>Total</b>	<b>140</b>	<b>100</b>

The researcher embarked on finding out what challenges youth projects experience in implementing the projects and below are the responses. Majority of the respondents indicated that lack of funds was the main challenge at 33.6%, inadequate skills from the members at 26.4%, low level of education from the respondents at 24.3% and lack of proper training being the last at 15.7%. From these findings it's clear that most youth projects lack capital to start or support their groups.

**Table 4.6 Benefits obtained from the youth projects**

<b>Benefits</b>	<b>Frequency</b>	<b>Percentage</b>
Training	8	5.7
Self-reliance	7	5.0
Personal development	10	7.1
Networking	10	7.1
Innovativeness	17	12.1
Source of income	35	25.0
Employment	25	17.9
Gained entrepreneurship skills	7	5.0
Improved way of living	8	5.7
Problem solving skills	5	3.6
Resource pooling	3	2.1
Team work	5	3.6
<b>Total</b>	<b>140</b>	<b>100</b>

One of the main objectives of Uwezo fund is to create self-reliance amongst the youths by providing employment and finances to be able to run their own projects. The study therefore sought to assess any social economic benefits obtained so far from youth projects activities in order to establish if the carried out activities were of any benefit to the beneficiaries of the Fund. Analysis of findings above shows that, 25.0% of the respondents have gained source of income credited to Uwezo fund projects, 17.9% have gained employment, 12.1% have gained innovativeness, 7.1% have benefited with both personal development and networking, 5.7% improved way of living and training, 5.0% gained entrepreneurship skills and self-reliance, 3.6% problem solving skill and team work and finally 2.1% being resource pooling.

#### **4.4 Implementation of youth group projects**

The study sought to assess the extent to which members benefited from self-employment, the project ability to create employment for the community, group being active and operational and amount of funding received in the implementation of youth group projects. The responses are shown in Table 4.8 below

**Table 4.7 Employment creation for youth members**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	89	63.6
No	51	36.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

Majority of the respondents 63.6% agreed to have attained employment from the project, while 36.4% of the youths disagreed to have attained employment. The above results show that youth projects have been able to provide jobs for the youths therefore increasing their economic status and reducing idleness amongst the youths.

**Table 4.8 Group operational status**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Would you describe your group as active and operational?	9 (6.4)	14(10.0)	15(10.7)	58(41.4)	44(31.4)	2.9786	0.88527
<b>Composite Mean</b>						<b>2.9786</b>	<b>0.88527</b>

The established the current status of the existing youth group projects. From Table 4.8 majority of the respondents 41.4% agreed their youth group project being operational and active, 31.4% strongly agreed, 10.7% were neutral on the group operational status, 10.0% disagreed and 6.4% strongly disagreed. This show that majority of the youth projects are still in operation.

**Table 4.9 Youth group type of enterprise**

Type of enterprise	Frequency	Percentage
Farming	10	7.1
Jua Kali	41	29.3
Small scale businesses	51	36.4
Poultry	25	17.9
Public transport	13	9.3
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to identify what type of enterprises are youth groups involved in and the responses are shown above in Table 4.9. Data shows that most youth group projects are involved in small scale businesses at 36.4%, Jua kali at 29.3%, poultry at 17.9%, public transport at 9.3% and lastly farming at 7.1%. This implies that youth groups engage in different type of enterprises within the community. In Kiandutu most of the youths are attached to the informal sector considering the high rate of unemployment and lack of funds which limit them from running big enterprises.

**Table 4.10 Sectors that youths are highly involved**

Respondents	Frequency	Percentage
Small scale business	72	51.4
Recreational activities	40	28.6
Educational programme	28	20.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

Findings from Table 4.10 indicate that 51.4% of the respondents are highly involved in small scale business and most of them have been implemented followed by 28.6% who are involved in recreational activities, while 20.0% are involved in educational



programme. The reason why most of the youths are highly involved in entrepreneurial business is because they don't need large capital for startup.

**Table 4.11 Amount of funds received**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
1-50,000	21	15.0
50,001-100,000	58	41.4
100,001-200,000	49	35.0
200,001 and above	12	8.6
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study wanted to establish the amount of funding received from Uwezo fund by the youth project that was utilized in the implementation of youth projects. Majority of the respondents 41.4% indicated to have received 50,000 to 100,000, 35.0% indicated 100,000-200,000, 15.0% indicated 50,000 and 8.6% indicated 200,000 and above. This finding show that majority of the youths have received Uwezo loans. The analysis implies that most of the groups are still operating small scale businesses that don't require a huge amount of capital.

#### **4.5 Youth participation and implementation of youth group projects**

The study sought to establish the influence of youth participation to the implementation of youth group projects. The first objective of the study sought to determine how youth participation influences implementation of youth group projects funded by Uwezo fund. To achieve this the respondents were asked to give their opinion on the level of agreement or disagreement with the statement using a 5 point Likert scale where 1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The results are presented in Table 4.12.

**Table 4.12 Youths participation and implementation of youth group projects**

Statements	1	2	3	4	5	Mean	SD
I am involved in problem solving within the project?	12 (8.6)	16(11.4)	10(7.1)	75(53.6)	27(19.3)	2.90	0.84
Do you agree youth's decisions and contributions result to better quality decisions for the projects?	29(20.7)	6(4.3)	20(14.3)	51(36.4)	34(24.3)	2.64	1.06
I am involved in planning of project activities?	11(7.9)	8(5.7)	16(11.4)	73(52.1)	32(22.9)	1.68	0.78
<b>Composite Mean</b>						<b>2.41</b>	<b>0.89</b>

The study wanted to establish whether youth members are involved in problem solving within the project. Analysis on Table 4.12 show that majority of the respondents 53.6% agreed that they are greatly involved in problem solving within the group, 19.3% strongly agree, 11.4% disagreed, 8.6% strongly disagreed and 7.1% were neutral to being involved in problem solving in the youth project. This shows that majority of the youths are involved in solving problems within the project.

The study also tried to establish whether youth contributions and decisions results to quality decisions within the project. Table 4.12 depicts that from the majority of the respondents 36.4% agree that youth contributions and decisions results to quality

decisions, 24.3% strongly agree, 20.7% strongly disagree, 14.3% were neutral and 4.3 % disagree. From majority of the respondents, this show that youth contributions and decisions results to quality decision making in the youth projects.

Table 4.12 majority of the respondents 52.1% indicate that they are involved in implementation of youth group project activities, 22.9% strongly agree to being involved,11.4% were neutral 7.9% strongly reported not being involved and 5.7% report not being involved. This indicates that majority of the youths are involved in project activities.

The findings indicate that youth participation in decision making, implementation of youth project activities has a positive influence on implementation of youth group projects since the mean obtained (2.90) for the statement is more than the composite mean calculated of 2.41.

**Table 4.13 Members rate of meeting attendance**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Low	60	42.9
Below average	60	42.9
Average	20	14.3
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to access the rate of members meeting attendance and from the assertions in Table 4.13 majority respondents at 42.9% indicate that there is average meeting attendance, 42.9% indicated member’s attendance being below average and 14.3% of the respondents indicated average rate of meeting attendance. From the statements above it shows that there is poor meeting attendance from the members and it’s because of commitments.

**Table 4.14 Youth participation and implementation of youth projects**

		<b>Implementation of youth projects</b>	<b>Youth participation</b>
Implementation of youth projects	Pearson correlation	1	0.245
	Sig. (2 tailed)		0.004
	N	139	139
Youth participation	Pearson correlation	0.245	1
	Sig. (2 tailed)	0.004	
	N	139	139

\*\* Correlation is significant at 0.01 levels (2 tailed)

The results above show correlation, its significance value and the sample size that the calculation was based on. The data shows that there was a positive relationship (0.245) between youth participation and implementation of youth group projects. The results show that youth participation did significantly influence implementation of youth group projects. The findings could be attributed to the fact that youth involvement in project implementation is necessary for the success and sustainability of the project.

The above findings are in line with Abdinur (2018) who found that active participation of young people in youth group projects empowers them to play a huge role in building their own capacity. Youth participation can be improved by engaging them in the design and implementation of youth projects and initiatives. Arnestein indicates that youths are supposed to be technically responsible for themselves and should therefore, be involved expansively in decision making processes and participation in project activities.

#### **4.6 Capacity Building and implementation of youth group projects**

The researcher sought to access whether capacity building influence implementation of youth group projects.

**Table 4.15 Availability of skills and implementation of youth projects**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very highly	47	30.7
Highly	60	42.9
Moderately	37	26.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

The results indicated that 42.9% of the respondents confirmed availability of skills highly influence implementation of youth projects, 30.7% of the respondents indicated that availability of skills very highly influence implementation of youth projects and lastly 26.4% agreed that availability of skills moderately influence implementation of youth projects. The study established that availability of skills is important in implementation of youth projects because it helps youths to become independent and be able to manage and make decisions.

**Table 4.16 Type of skills and implementation of youth projects**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Leadership skills	17	12.1
Marketing skills	41	29.3
Entrepreneurial skills	66	47.1
Conflict management skills	16	11.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

There are different type of skills that are needed in the implementation of youth projects, the researcher wanted to find out the most effective skill that is required and the results are shown in Table 4.16. From the data majority of the respondents agreed that entrepreneurial skills 47.1% is the most important skill, followed by marketing

skills at 29.3%, leadership skills at 12.1% and lastly conflict management skills at 11.4%. This indicates that most youths require training in entrepreneurship.

**Table 4.17 Received training from Uwezo fund**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	68	48.6
No	72	51.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

Table 4.17 shows 48.6% of the respondents have received training from Uwezo fund that has assisted them in handling project related challenges, while 51.4% of the respondents did not receive any training. From this findings, it's clear that little has been done by the Government in training youths.

**Table 4.18 Nature of training provided**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
On job training	18	12.9
Workshop/seminars	52	37.1
Informal training	70	50.0
<b>Total</b>	<b>140</b>	<b>100.0</b>

The respondents who indicated to have received training from Uwezo fund stated that the nature of training provided was informal training 50.0%, workshops and seminars 37.1% and on job training at 12.9%. This indicates that Uwezo fund needs to conduct more trainings to the youths.

**Table 4.19 Relevance of training provided**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very relevant	79	56.4
Not relevant	61	43.6
<b>Total</b>	<b>140</b>	<b>100.0</b>

Table 4.19 indicate majority of the respondents confirmed that the training provided by Uwezo fund was very relevant 56.4% to implementation of project activities and 43.6% stated that the training was not relevant to their project activities. Capacity building of youth members is very important in carrying out activities of the project. The training that was provided did help the members in management and solving challenges that they experienced in implementation of the activities.

**Table 4.20 Exchange program and implementation of youth projects**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	59	42.1
No	81	57.9
<b>Total</b>	<b>140</b>	<b>100.0</b>

Table 4.20 shows that 57.9% of the respondents have never attended any exchange program and 42.1% have attended exchange programs. Uwezo fund needs to provide exchange programs that have similar characteristics to their youth group because from this programs they will acquire knowledge and skills that will be of importance in implementation of youth projects.

**Table 4.21 Exchange program usefulness**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very useful	29	20.7
Fairly useful	72	51.4
Not useful	39	27.9
<b>Total</b>	<b>140</b>	<b>100.0</b>

From the above Table 51.4% of the respondents indicated that the exchange programs were fairly useful, 27.9% indicated that the exchange programs were not useful and 20.7% the program was very useful. From this data it is evident that there is need for exchange programs.

**Table 4.22 Referred for extension program**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	64	45.7
No	76	54.3
<b>Total</b>	<b>140</b>	<b>100.0</b>

From Table 4.22 majority of the respondents 54.3% indicated that they were not referred to any extension program and 45.7% were referred to extension programs. This shows that no initiative has been taken by Governments to send youth members for exchange programs where they can learn from other groups that are doing well.



**Table 4.23 Extension programs and implementation of youth group projects**

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Mean</b>	<b>SD</b>
Do you agree that extension programs can give youths access to knowledge to improve implementation of youth group projects?	8 (5.7)	9(6.4)	8(5.8)	77(55.0)	38(27.1)	3.03	0.79
<b>Composite Mean</b>						<b>3.03</b>	<b>0.79</b>

Table 4.23 shows that 55.0% of the respondents agree that extension programs can give youths access to gain knowledge needed in implementation of youth projects, 27.1% strongly agree, 6.4% disagreed being referred for extension programs and 5.8% were neutral and 5.7% strongly disagreed. Therefore, it is evident that there is need for extension programs that will give the youths a chance to interact with members of the community, learn how they can implement project activities and bring forth a sense of ownership in their projects.

This produced a mean and a standard deviation of 3.03 and 0.79. This implies that capacity building moderately influence implementation of youth group projects and that measures need to be put in place for the youths to gain relevant skills and knowledge.

**Table 4.24 Capacity Building and implementation of youth projects**

		<b>Implementation of youth project</b>	<b>Capacity building</b>
Implementation of youth project	Pearson correlation	1	0.358
	Sig. (2 tailed)		0.000
	N	139	139
Capacity Building	Pearson correlation	0.358	1
	Sig. (2 tailed)	0.000	
	N	139	139

\*\* Correlation is significant at 0.01 levels (2 tailed)

Analysis showed that capacity building and implementation of youth projects had a correlation of 0.358. Capacity building is fundamental to successful implementation of youth projects. There is need for change in working with the youths. They need to be valued as assets, stakeholders and therefore an active approach to participation is needed and its key to development. The active involvement of youths can only be achieved if they do have the capacity to act, have skills and capabilities that will enable them to change their lives (UN,2007). The data is in agreement with the above statement that for successful implementation of youth projects capacity building is a requirement.

#### **4.7 Financial resources and implementation of youth group projects**

Finances are necessary for implementation of any project and they do determine the level of success of the project. The researcher investigated on youth's accessibility to funds provided by the Government, micro-lending facilities, donor funding and budgetary allocations.

**Table 4.25 Accessed funds from donors**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	54	38.6
No	86	61.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

From the analysis above, 61.4% have not received any funds from donors and 38.6% of the respondents have received funds from donors. One of the youth group projects stated to have received funds from vijana na biashara fund which is supported by USAID. More investment needs to be done to youth projects by various donors so as to create employment for the youths.

**Table 4.26 Received funds from which Government institution**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
YEDF	81	57.9
Women fund	59	42.1
<b>Total</b>	<b>140</b>	<b>100.0</b>

The researcher aim was to find out apart from Uwezo fund, if the youths have been able to access funds from other government institutions. From Table 4.26 majority of the respondents 57.9% have accessed funds from YEDF and 42.1% have received funds from women fund.

**Table 4.27 Accessed funds from micro-lending institutions**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	62	44.3
No	78	55.7
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to examine youth groups accessibility to funds from micro lending institutions and as shown in Table 4.27 majority of the respondents 55.7% have not been able to access the funds and 44.3% of the respondents have been able to access the funds that have assisted them in implementation of project activities. This can be because of measures that have been put in place by these institutions.

**Table 4.28 Challenges accessing loans from micro lending facilities**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
High interest rates	46	32.9
Strict lending conditions	47	33.6
Terms of payment	35	25.0
Lack of collateral	12	8.6
<b>Total</b>	<b>140</b>	<b>100.0</b>

Table 4.28 shows that one of the main challenges that youths project experience while accessing loans from micro lending institutions is high interest rate at 32.9%, strict lending conditions 33.6%, terms of payment 25.0% and lastly lack of collateral at 8.6%. Despite the Government effort of increasing the number of financial institutions high interest rate is the main challenge experienced by youths and therefore they will shun away from applying the loans.

**Table 4.29 County Government budget distribution for youth project**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	16	11.4
Good	17	12.1
Fair	62	44.3
Poor	45	32.1
<b>Total</b>	<b>140</b>	<b>100.0</b>

The study sought to assess the rate in which County government sets budget for youth projects. Majority of the respondents 44.3% stated that the allocations were fair, 32.1% poor allocations, 12.1% indicated good and 11.4% indicated very good. From this study, it's clear that County Government does not invest a lot in youth related activities.

**Table 4.30 Financial resources and implementation of youth projects**

		<b>Implementation of youth project</b>	<b>Financial resources</b>
Implementation of youth project	Pearson correlation	1	0.260
	Sig. (2 tailed)		0.002
	N	139	139
Financial resources	Pearson correlation	0.260	1
	Sig. (2 tailed)	0.002	
	N	139	139

\*\* Correlation is significant at 0.01 levels (2 tailed)

The data shows that there is a positive relationship (0.260) between financial resources and implementation of youth group projects. The results show financial resources significantly influenced implementation of the projects. The findings could be attributed to the fact that funds are a necessity to be able to carry out project activities. The above findings are in line with Aberi (2018) who found out that availability of finances for investment is important to the sustainability and viability of implementation of youth projects.

#### **4.8 Socio-Cultural environment and implementation of youth group projects**

Here the researcher wanted to establish the extent to which socio-cultural environment influence implementation of youth projects. The findings are highlighted in Table 4.31

**Table 4.31 Level of education influence implementation of youth projects**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very great extent	21	15.0
Great extent	58	41.4
Moderate extent	51	36.4
Less extent	10	7.1
<b>Total</b>	<b>140</b>	<b>100.0</b>

The findings indicate that majority of the respondents agreed that level of education to great extent 41.4% influence implementation of youth projects, 36.4% to a moderate extent level of education influence implementation of youth projects and 15.0% to a very great extent level of education influences implementation of youth projects and 7.1% to a less extent. This data shows that education is necessary for implementation of project activities. Majority of the members have gone through formal education but more training needs to be conducted.

**Table 4.32 Received community support**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	46	32.9
No	94	67.1
<b>Total</b>	<b>140</b>	<b>100.0</b>

From the above table majority of the respondents 67.1% disagreed to having received any community support and 32.9% agreed to have received community support

**Table 4.33 Kind of support received from the community**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Market opportunities	96	68.6
Informal training	44	31.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

The respondents who agreed to have received community support highlighted market opportunities 68.6% being the main one followed by informal training 31.4%. The youth's members agreed that the community gives them market opportunities by purchasing services and products from their youth projects.

**Table 4.34 Members level of commitment towards the project**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	38	27.1
Good	48	34.3
Fair	52	37.1
Poor	2	1.4
<b>Total</b>	<b>140</b>	<b>100.0</b>

Members level of commitment towards the youth project is highlighted in the above table. The researcher wanted to find out if the youth members do have any interest in the project. From the study 37.1% stated that the commitment was good, 34.3% stated that it was fair, 27.1% very good and lastly 1.4% being very poor.

**Table 4.35 Table Extension programs and implementation of youth group projects**

Statements	1	2	3	4	5	Mean	SD
Do you agree there is fair gender representation within the group?	9 (6.4)	32(22.8)	19(13.6)	67(47.9)	13(9.3)	2.51	0.75
Does group norms influence level of member commitment towards group project activities?	15(10.7)	17(12.1)	12(8.6)	67(47.9)	29(20.7)	2.78	0.89
<b>Composite Mean</b>						<b>2.65</b>	<b>0.82</b>

From Table 4.35 respondents 47.9% agreed that there is fair gender representation within the groups, 22.8% disagreed, 13.6% were neutral about fair gender representation, 9.3% strongly agreed and 6.4% strongly disagreed being fair gender within the group. The findings show that both men and women are well represented in the implementation of youth group projects.

Here the researcher was trying to find out if group norms influence member commitment towards implementation of youth projects. Majority of the respondents 47.9% agreed that group norms influences members level of commitment in implementation of the project, 20.7% was a tie on respondents who strongly agreed and 12.1% disagreed ,10.7% strongly disagreed and 8.6% were neutral about fair gender representation within the group. Group norms may affect implementation of youth projects, if the norms within the group are not supportive and inclusive then youth members are likely to be discouraged and not participate in any group activity. The statement drew a mean and standard deviation of 2.51 and 0.75 respectively which as compared to the composite mean (2.65) implies that number extension programs



enhances implementation of youth group projects as agreed by majority of the respondents at 47.9%.

**Table 4.36 Socio-cultural environment and implementation of youth projects**

		<b>Implementation of youth project</b>	<b>Socio-cultural environment</b>
Implementation of youth project	Pearson correlation	1	0.180
	Sig. (2 tailed)		0.034
	N	139	139
Socio-cultural	Pearson correlation	0.180	1
	Sig. (2 tailed)	0.034	
	N	139	139

\*\* Correlation is significant at 0.01 levels (2 tailed)

The table shows that there was positive (0.18) relationship between socio-cultural environment and implementation of youth group projects. According to White and Kenyon, (2011) socio-cultural background are constructs that have been recognized within the society and they influence how youths approach project activity. Therefore, we can say that youths are more likely to be committed in projects if the cultural environment surrounding them is supportive.

#### **4.9 Regression Analysis**

Multiple Regression analysis was adopted to confirm the inconclusive results obtained from correlation analysis to determine the relationship between the independent variables and the dependent variable. Assumption of regression analysis was done and no major violation was observed. The study thus proceeded to test the following hypothesis.

H<sub>01</sub>: Youth participation has no significant influence on implementation of youth group projects funded by Uwezo fund in Kiandutu slums.

H<sub>02</sub>: Capacity building has no significant influence on implementation of youth group projects funded by Uwezo fund in Kiandutu slums.

H<sub>03</sub>: Financial resources have no significant influence on implementation of youth group projects funded by Uwezo fund in Kiandutu slums.

H<sub>04</sub>: Socio-cultural environment has no significant influence on implementation of youth group projects funded by Uwezo fund in Kiandutu slums.

Hypothesis was thus tested using the model below.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon_i$$

In this model, Y represented implementation of youth group programs, X<sub>1</sub> was youth participation, X<sub>2</sub> was capacity building, X<sub>3</sub> was financial resources X<sub>4</sub> was socio cultural environment while  $\varepsilon_i$  was error term associated with regression model while  $\beta_0$  was a constant in the regression that shows implementation of youth projects in the absence of independent variables. The regression analysis generated a model summary, analysis of variance, and coefficients.

**Table 4.37 Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	0.751	0.703	0.719	1.40452

The model summary above generated a high value of coefficient of determination where R<sup>2</sup> was 0.703 (70.3%) which indicates that 70.3% of variability in implementation of youth group projects can be explained by the independent variables in this model. The remaining 29.3% could not be accounted for by this model.

**Table 4.38 ANOVA Test**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1 Regression	67.416	4	16.854	8.544	.000 <sup>b</sup>
Residual	264.340	134	1.973		
<b>Total</b>	<b>331.755</b>	<b>138</b>			

a. Dependent Variable: Implementation of youth projects

b. Predictors: (Constant), Youth participation, Capacity building, Financial resources, Social cultural environment

The study also sought to understand the overall predictive power of the model. From the results, the p-value obtained was 0.000 which is less than the calculated value (0.05) tested at 95% confidence level therefore the model was found to be statistically significant and fit for prediction.

The ANOVA test was used to interpret the significance of the model. The model had a significant value of 0.000 and which meant that it was significant in explaining the relationship between the four independent variables and the dependent variable (implementation of youth group projects).

**Table 4.39 Co-efficient of determination**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	5.225	.510		1.030	.005
	Youth participation	.347	.164	.176	2.117	.036
	Capacity building	.625	.170	.329	3.685	.000
	Financial resources	.254	.136	.157	1.875	.003
	Socio-cultural environment	.024	.277	.008	.087	.031

The coefficients resulting from the above table led to the derivation of the following model:

$$Y = 5.225 + 0.347X_1 + 0.625X_2 + 0.254X_3 + 0.024X_4$$

The objective of the study was to understand the effects of the independent variables (Youth participation, capacity building, financial resources, socio cultural environment) and the dependent variable implementation of youth group projects. The results indicate that youth participation had a significant coefficient with p-value = 0.036. The study therefore rejected the null hypothesis ( $H_{01}$ ) at 95% confidence level and interpreted the results to mean that youth participation has a significant influence on implementation of youth projects. The resulting coefficient of capacity building was found to be significant with p – value = 0.625 and rejected  $H_{02}$  at 95% confidence level. The study therefore concluded that capacity building had a significant influence on implementation of youth projects. Determination of financial resources indicated that it had a significant influence on implementation of youth projects with p – value = 0.003 thus the null hypothesis ( $H_{03}$ ) was rejected at 5% level of significance while socio cultural environment was also found to have a significant influence on implementation of youth projects with p – value = 0.031 thus the null hypothesis ( $H_{04}$ ) was rejected at 5% confidence level. The results further indicate that while holding all the independent variables constant, implementation of youth group project will be 5.225. Capacity building had the highest influence on implementation of youth group projects, where a unit change in capacity building would result to 62.5% positive change in the implementation of youth group projects. A unit change in youth participation 34.7% would result to a positive change in the implementation of youth group projects. The third variable with the highest influence on implementation of youth group projects was financial resources where a unit change in financial resources would lead to 25.4% improvement in youth group project implementation. The fourth variable with significant influence on implementation of youth group projects was socio-cultural environment where a unit change in socio-cultural environment would result in 24% positive change in implementation of youth group projects.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of key findings, discussions and conclusions drawn from recommendations. The study was guided by the following objectives: to determine how youth participation influence implementation of youth group projects funded by Uwezo fund, to examine how capacity building influence implementation of youth group projects funded by Uwezo fund, to evaluate the extent to which financial resources influence implementation of youth group projects funded by Uwezo fund, to assess how socio-cultural environment influence implementation of youth group projects funded by Uwezo fund in Kiandutu slums, Kiambu County.

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

In this section the study will look into the key variables of the research in the analysis and give summary of the findings. In reference to demographic characteristics the study sought to establish the respondent's gender, age distribution and the findings indicated that men are the majority compared to the women in the implementation of youth projects with an average of 55.0% of the respondents being male and 45.0% of respondents being women.

The age of the respondents was categorized and the least category of 10.8% of respondents were between (15-20) years old, while 27.3% of respondents were between (21-25) years, the second last group is (31-35) years with 23.1% while the majority is between (26-30) years with 38.8% of respondents as indicated in (table 4.1) and (table 4.2) respectively.

In level of education, the researcher sought to understand the level that most of the youth members lied in and according to (table 4.3) 51.0% of the respondents have attained diplomas, high school education at 26.0%, degree level at 15.0% and minority of the respondents 8% being at primary level as shown in (table 4.4)

The duration of time that majority of the group has been in existence is between 1-2 years at 58.5%, category 2-3 years at 26.9% and less than 1 year ago 10.8% and three years and above were at 3.8%.

The researcher embarked on finding out what challenges most youth projects experience in implementing the projects. Majority of the respondents indicated that lack of funds was the main challenge at 29.6%, inadequate skills from the members at 25.8%, low level of education from the respondents at 24.6% and lack of proper training being the last at 20.0%.

### **5.2.2 Implementation of Youth Group Projects**

The study therefore sought to assess any social economic benefits obtained so far from youth projects activities in order to establish if the carried out activities were of any benefit to the beneficiaries of the Fund. Analysis shows that, 13.5% of the respondents have gained source of income credited to Uwezo fund projects, 9.6% have acquired employment, 10.3% have become innovative, 7.7% have benefited with both personal development and networking, 6.9% improved way of living and training, 6.5% gained entrepreneurship skills and self-reliance, 9.6% problem solving skill and team work and finally 5.0% being resource pooling.

### **5.2.3 Youth Participation and Implementation of Youth Group Projects**

According to the study, the first objective was to determine how youth participation influence implementation of youth group projects and the results indicated majority of the members 40.4% in the group are greatly involved in problem solving and their ideas and opinions are considered for better decision making on matters concerning the group. The study revealed that majority of the members 35.4% revealed that they are actively involved in implementation of youth group activities. This analysis suggests that majority of the groups involves their members in carrying out planned activities which will assist them achieve the project objectives. This is in line with UN (2015) which states that involvement of youths in decision making and project activities can lead to better results and outcomes. The study shows 45.0% of members meeting attendance is average and below average and this is because most of them members have other commitments and meetings are not taken seriously

#### **5.2.4 Capacity Building and Implementation of Youth Group Projects**

The second objective to examine how capacity building influence implementation of youth group projects. The study revealed that 41.9% of the respondents agreed that availability of skills highly influences implementation of youth group projects. The respondents also indicated to have received training from Uwezo fund and majority stated that the nature of training provided was informal training 49.2%. The study revealed that 48.1% of the respondents agreed that the most effective skill needed for successful implementation for youth projects is entrepreneurial skills. The study revealed that majority of the respondents 54.2% were not referred to any exchange programs and majority also indicated that exchange programs and extension programs are very important. The Government of Kenya needs to provide more training opportunities for the youths so that they can acquire skills that will empower the youths.

#### **5.2.5 Financial resources and Implementation of Youth Group Projects**

The third objective was to evaluate the extent to which financial resources influence implementation of youth group projects. The study established that 59.2% of the respondents have not received funding from donors. The study also revealed that apart from Uwezo fund, youth groups have been able to access funds from other government institutions. Majority of the respondents 54.6% have accessed funds from YEDF and 45.4% have received funds from women fund. This shows that the youths are well informed of other existing Government institutions that are involved in uplifting youth's social economic status by providing loans that can boost their enterprises. But more publicity needs to be done.

The study also sought to examine youth groups accessibility to loans from micro-lending institutions. Majority of the youths 62.7% have not been able to access the loans and 36.9% indicated that this is due to high interest rates from the micro lending institutions. Despite the Government effort of increasing the number of financial institutions high interest rate is the main challenge experienced by youths and therefore they shun away from applying the loans. The study sought to assess the rate in which County government sets budget for youth projects. Majority of the respondents 40.8% stated that the allocations were fair, and 13.0% indicated very good.

### **5.2.6 Socio-cultural Environment and Implementation of Youth Group Projects**

The fourth objective to assess how socio-cultural environment influence implementation of youth group projects. The study revealed that majority of the respondents agreed that level of education to great extent 41.9% influence implementation of youth projects. This data shows that most of the youth members have received formal education but more training needs to be conducted. The study revealed that 48.8% agreed that there is fair gender representation within the groups. This shows that both men and women are well presented in the groups. The study also revealed 66.5% of the youth projects have received support from the community by being provided with market opportunities. This shows that the community is supportive of youth enterprises and want them to improve their economic status. The study revealed that 46.5% of the respondents agree that group norms influence member attitude and commitment towards implementation of youth project activities.

### **5.3 Discussion of the study**

The objective of the study is to examine factors influencing implementation of youth group projects. This has been assessed through different objectives which include youth participation, capacity building, financial resources and socio-cultural environment.

#### **5.3.1 Youth participation and Implementation of Youth Group Projects**

The first objective was to determine how youth participation influence implementation of youth group projects the analysis suggests that majority of the youths are involved in group decision making and in carrying out planned project activities which assists the group achieve the project objectives. Active involvement of the youths in decision making and implementation of project activities play a significant role in uplifting themselves and also gives them a chance to make informed decisions because they are more aware of what they need and how to solve challenges experienced. This is in line with UN (2015) which states that involvement of youths in decision making and project activities can lead to better results and outcomes.

#### **5.3.2 Capacity Building and Implementation of Youth Group Projects**

The second objective to examine how capacity building influence implementation of youth group projects. According to these research entrepreneurship skills is the most effective skill when it comes to implementation of youth projects this is because its



inclusive of many other skills such as financial and management skills which are necessary for running and managing the projects. Kimando (2012) advocates for the Government to open up more vocational centers where youths can be trained and imparted with skills. Mtenga (2013) states that entrepreneurship skills enable the youths to implore capital from various sources which will lead to income generating activities. On exchange and extension programs the research revealed that there are both important as they are non-formal ways of education and it involves young people interacting with other young people and develop competency and skills in their area of interest. Therefore, there is need for more extension and exchange programs for the youths because they can learn from other groups that are doing well.

### **5.3.3 Financial Resources and Implementation of Youth Group Projects**

The third objective was to evaluate the extent to which financial resources influence implementation of youth group projects. The study revealed that majority of youth projects have not received any funds from donors. Donor funding in Kenya for youth projects mostly goes through the Government and not directly to youth projects. A good example is the USAID funding for vijana na biashara initiative which is under Government of Kenya. On accessibility to credit from micro-lending institution the study revealed that most youth groups have not been able to access credit from these institutions. Credit is a crucial tool that can boost small scale business that are run by youths by overcoming liquidity constraints. The cost of credit is usually determined by the rate of interest charged on the credit. The interest rate is usually a percentage of the borrowed amount and the amount is usually determined by the interest duration. Therefore, high interest rate increases the cost of credit and this may discourage youth projects from borrowing and hence reducing accessibility to credit (Schmidt and Kropp, 1987). The study found that when it comes to budgetary distribution the county has fair distribution. Chepleting (2019) stated that budgetary allocation is required so as to provide youth projects with adequate resources for implementation of their projects.

### **5.3.4 Socio-Cultural Environment and Implementation of Youth Group Projects**

The fourth objective to assess how socio-cultural environment influence implementation of youth group projects. From the research there is fair gender presentation within the youth projects. Chinguta (2001) emphasis on countries finding out socio-cultural constraints within the society that limit youth participation in

implementation of youth development projects particularly women who want to engage in income generating activities. The research also revealed that majority of the youths agree that group norms to a great extent influence youth participation in implementation of project activities. This results are in line with Jeruto (2015) who states that group members following to group norms may cause decreased productivity or lack of innovativeness.

#### **5.4 Conclusions**

The study concluded that youth participation has an influence on implementation of youth projects. According to the findings youth participation on youth projects gives them a hand on experience on decision making and implementation of project activities and therefore they capable of making informed decisions and successfully implement project activities and improve their standard of living.

The study further concluded that capacity building has a great correlation to the implementation of youth projects. It was revealed that availability of skills is very important as it is fundamental in running and management of the project activities. It was also concluded that training, extension and exchange programs are crucial in imparting skills and knowledge to the youth members because it is easier to learn from their peers who have successfully implemented their projects.

It is clear that financial resources have a significant influence on implementation of youth projects. The study revealed financial resources boost the youth projects by preventing cash flow challenges. It was also revealed that most youths are not able to access to credit from micro lending institutions due to high interest rates. This shows that there is need for micro-lending institutions to tailor make products that are youth friendly. Also on budgetary allocation, county government needs to have adequate budgets and fair distribution of the resources so as to be accessed by all youth group projects.

The study finally revealed that socio-cultural environment has significant influence to implementation of youth projects. Therefore, the socio-cultural environment needs to be favorable to allow the youths to actively participate in the project activities so as to be able to implement their projects which will lead to creation of income and employment.

## **5.5 Recommendations**

Based on the findings and conclusion, the study recommends that:

- i) Uwezo fund to invest more on youths training and also providing adequate funds for the projects.
- ii) Government should set budgets that are adequate to support youth activities, and also should have fair distributions of the funds in the counties. Also, the Government needs to set up more vocational institutions where youths can gain knowledge and skills needed to implement their projects.
- iii) To micro lending institutions they should have youth friendly products where the youths can access credit at an affordable rate and in favorable lending conditions.
- iv) Youth group projects should have a favorable environment for their members to allow maximum participation of the group members.

## **5.6 Suggestions for further research**

My topic of study was factors influencing implementation of youth group projects and the following areas were suggested for further research.

- i) The study was conducted in Kiandutu slums; Kiambu County I therefore suggest a study to be conducted in other counties in Kenya.
- ii) The study recommended a similar study to be done on other parts of the country to establish whether there are other factors influencing implementation of youth projects like political and technology factors.

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## **APPENDICES**

### **APPENDIX I: Letter of Introduction**

**Maureen Murugi Ikonya**

**P.O. Box 350-00217**

**Limuru.**

**October, 2019.**

**Dear Respondent,**

I am a student of the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. I am conducting an academic research on the Factors Influencing Implementation of youth group projects in Kiandutu slums. It is my humble request that you assist me by filling in the questionnaire as correctly and honestly as possible. Please note that all the information provided for the study will be treated with utmost confidentiality. Your ability to answer all the questions comprehensively and to the best of your knowledge will be highly appreciated. Thank you for your cooperation and precious time.

Yours sincerely,

**Maureen Murugi Ikonya**

**APPENDIX II: Questionnaire for The Youth (Members of the project)**

The purpose of this questionnaire aims at gathering knowledge on factors influencing implementation of youth projects and will focus on Kiandutu slums. Please answer each question honestly as possible. The information provided will solely be used for accomplishing academic goals. Therefore, feel free to respond to all the questions contained in this questionnaire as to the best of your knowledge.

**SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

1. Please indicate your Gender (Please tick the appropriate)  
a) Male ( )            b) Female ( )
  
2. Please indicate your age bracket (Tick the appropriate)  
a) 15-20 years ( )    b) 21-25 years ( )    c) 25-30 years ( )    d) 31-35 years ( )
  
3. What is the highest level of education attained?  
a) Primary level ( )    High School level ( )    Diploma level ( )    Degree level ( )
  
4. Please indicate for how long you have been a member of the youth project (Tick the appropriate)  
a) less than one year ( )    b) 1 to 2 years ( )    c) 2 to 3 years ( )    d) 3 years and above
  
5. What challenges have you faced as a group in implementing the project?  
.....  
.....
  
6. What benefits have you obtained from the youth project?  
.....  
.....

## SECTION B: IMPLEMENTATION OF YOUTH PROJECTS

v) Have members from your group benefited from the youth project in employment?

Yes ( ) No ( )

vi) Has your youth group project been able to create employment for other members of the community?

Yes ( ) No ( )

3) What type of enterprise is your youth group? Select the one that applies

a) Farming ( )

b) Jua Kali ( )

c) Small scale businesses ( )

d) Poultry ( )

e) Public transport ( )

f) Others specify.....

4) Would you describe your group as active and operational?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

5) Which sector of the projects are youths highly involved in?

Small scale businesses ( ) Recreational activities ( ) Educational Programmes ( )

6) How much was your group funded by Uwezo fund?

a) Ksh 50,000 ( )

b) Ksh 50,001- Ksh 100,000 ( )

c) Ksh 100,001-Ksh 200,000 ( )

d) Ksh 200,001- Above ( )

### **SECTION C: YOUTH PARTICIPATION**

1) I am involved in problem solving within the project?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

2) Do you agree youth's decisions and contributions result to better quality decisions for the projects?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

3) I am involved in planning of project activities?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

4) How would you rate members level of involvement in implementation of project activities?

Low ( ) Below average ( ) Average ( ) Above average ( )

5) How would you rate member's attendance to meetings?

Low ( ) Below average ( ) Average ( ) Above average ( )

### **SECTION D: CAPACITY BUILDING**

2) To what extent does skills from youth members influence implementation of project activities?

Very Highly ( ) Highly ( ) Moderately ( ) Limited ( )

3) Which skill do you think is the most effective for successful implementation of youth projects?

Leadership skills ( ) Marketing skills ( ) Entrepreneurial skills ( ) Conflict management skills ( ) Other ( )

4) Did you receive any training from Uwezo fund to assist you in handling any challenges within the group?

Yes ( ) No ( )

5) If yes, what was the nature of your training?

On job training ( ) Workshops/seminars ( ) Informal group training  
( ) Others ( )

6) How relevant was the training provided?

Very relevant ( ) Fairly Relevant ( ) Not relevant ( )

7) Did you attend any exchange program?

Yes ( ) No ( )

8) If the answer is yes, how useful was the program?

Very useful ( ) Fairly useful ( ) Not useful ( )

9) Has your group been referred to any extension program?

Yes ( ) No ( )

10) Do you agree that extension programs can give youths access to knowledge to improve implementation of youth group projects?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

## **SECTION E: FINANCIAL RESOURCES**

1) Has your group accessed any funds from donors for the implementation of the project?

Yes ( ) No ( )

2) Apart from Uwezo fund, has your group applied for any other Government funds?

Yes ( ) No ( )

3) If the answer above is yes, which fund?

Youth enterprise development fund ( ) Women fund ( ) Other ( )



4) Did you apply for any loan from micro lending institutions to support you financially in the implementation of the project?

Yes ( )                      No ( )

5) Which is the main challenge that most youths experience in accessing loans from micro-lending financiers?

High interest rates ( )    Strict lending conditions ( )    Terms of payment ( )  
Lack of collateral ( )

6) Has the County Government provided any funds to support your project activities?

Yes ( )                      No ( )

7) How would you rate County government budgetary distribution on youth projects?

Very Good ( )    Good ( )    Fair ( )    Poor ( )

**SECTION F: SOCIO-CULTURAL ENVIRONMENT**

3) To what extent does level of education influence implementation of youth group projects?

Very great extent ( )    Great Extent ( )    Moderate extent ( )    Less extent ( )

4) Do you agree there is fair gender representation within the group?

Strongly Disagree ( )    Disagree ( )    Neutral ( )    Agree ( )    Strongly Agree ( )

5) Has your youth project received any kind of community support?

Yes ( )                      No ( )

6) If yes, please specify what kind of support

.....  
.....

7) Does group norms influence level of member commitment towards group project activities?

Strongly Disagree ( ) Disagree ( ) Neutral ( ) Agree ( ) Strongly Agree ( )

8) How would you rate commitment level of the members towards the project?

Very Good ( ) Good ( ) Fair ( ) Poor ( )

**Thank you for your participation**

### **APPENDIX III: Interview guide for Uwezo fund officers**

This interview guide is designed to collect data that will help in better understanding factors influencing implementation of youth projects in Kiandutu Slums. The data collected by this interview guide will be held with strict confidentiality.

1) What is your current position in Uwezo fund?

.....  
.....  
.....

2) How long has Uwezo fund been operational in Kiandutu slums?

.....  
.....  
.....

3) What type of enterprises are youth groups involved in?

- a) Farming
- b) Jua Kali
- c) Small scale businesses
- d) Poultry
- e) Public transport
- f) Others specify.....

4) How is the rate of loan uptake in the sub-county?

Very Good ( )    Good ( )    Fair ( )    Poor ( )

5) What are some of the challenges that affect successful implementation of youth group projects in Kiandutu Slums?

.....  
.....  
.....

6) Do the youths have the relevant skills needed to implement and manage youth group projects?

.....  
.....  
.....

7) How have youth group projects improved the livelihood of the youths in Kiandutu slums?

.....  
.....  
.....

8) What do you think can be done to improve implementation of youth group projects?

.....  
.....  
.....

**Thank you for your participation**

**APPENDIX IV: Table for determining sample size from a given population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: N= Population Size; S= Sample Size

Source: Krejcie R. V., and Morgan W. D., (1990). Determining Sample Size For Research Activities: *Educational and Psychological Measurement*. 30(3): 607-610.

**APPENDIX V: LETTER OF AUTHORIZATION**

## **APPENDIX VI: RESEARCH PERMIT**