

**CHALLENGES FACING EFFECTIVE MANAGEMENT OF YOUTH
ENTREPRENEURSHIP PROJECTS IN BUNGOMA TOWN
LOCATION, KANDUYI DIVISION, BUNGOMA SOUTH DISTRICT,
KENYA.**

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**A research project submitted in partial fulfillment of the requirements
for the award of a Degree of Master of Arts in
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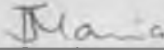


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DECLARATION

This research project is my original work and has never been presented for the award of any degree in any other university.



Janet Lilian Maina

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



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DEDICATION

This research project is dedicated to my husband Simon and children Wayne and Delight, who kept on encouraging me during the entire training session and patiently waited for me when I was away during my study.

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I recognize the assistance accorded to me by my supervisor, Mr. Joseph Oluoch Awino during the assembling and writing of this research project. I also appreciate the entire team of lecturers of Kakamega Extra mural studies department whose guidance was vital in writing this research project.

The success of this research project is also due to the ample time, cooperation and moral support accorded to me by my friends Rebecca Abwaku, Phellistus Asingwa, Fellistus Wasike; the head of science department Mr. Wamae and the principal of St. Teresa's Kabula Secondary school Mr. Conrad Walumbe. I too acknowledge the respondents from youth groups in Bungoma Town location and the youth affairs officer who gave information which was vital during the study and Ms Nameme for typing my work whenever I needed it typed.

Lastly, I recognize the financial assistance and moral support accorded to me by my family members especially my husband Simon Wamalwa, my parents Peter Maina and Patister Wanyama and my children Wayne Wamalwa and Delight Nangami.

ABSTRACT

This study was set out to identify the challenges facing effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division, Bungoma South district, Kenya. The specific objectives that guided in the systematic collection and analysis of data were: to determine whether (a) gender, (b) level of education, (c) level of experience of youths (d) training (e) inadequate finance affected effective management of youth projects and (f) to determine possible solutions to the challenges affecting effective management of these youth projects.

The study sought to find the relationship in variables in the following hypotheses and find answers to the following research question: There is no significant relationship between (a) gender (b) level of education (c) level of experience of youths in handling project activities (d) training (e) available finances and effective management of youth entrepreneurship projects in Bungoma Town location, and what are the possible solutions to the challenges affecting effective management of youth projects in Bungoma Town location?

The researcher reviewed general and empirical literature in related areas globally, regionally and other parts of Kenya. Descriptive survey design was adopted in attempt to collect data from youths about the current status of the youth projects. Explanatory research was also used. By method of analysis; correlation method was used to describe in quantitative terms the degree to which challenges were related to the effective management of youth projects.

The accessible population was ten youth groups and all were selected for study. Stratified random sampling was employed since youth groups contained both officials

and ordinary members .Simple random sampling was used to obtain respondents from ordinary members. Questionnaire was used to collect data and descriptive statistics and calculation of chi-square were used to analyse and proof the hypotheses and answer the research question of the study. A summary of the analysis of the study was done, conclusions, discussions of findings as related to theory and literature review, recommendations and suggestions for further study were made.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organizations.
CSD	Commission on Sustainable Development.
DDO	District Development Officer.
DC	District Commissioner.
ICT	Information and Communication Technology.
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome.
KWFT	Kenya Women Finance Trust.
MDG	Millennium Development Goals.
MOYA	Ministry of Youth Affairs.
NGO	Non Governmental Organizations.
UNESCO	United Nations Education, Sciences and Cultural Organization.
UNEP	United Nations Environment Programme.
UNECA	United Nations Economic Commission for Africa.
UNICEF	United Nations International Children Education Fund.
UNIDO	United Nations Industrial Development Organization.
YDP	Youth Development Programme.
YEDF	Youth Enterprise Development Fund.
YEN	Youth Empowerment Network.
YES	Youth Employment Summit.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

Youth groups consist of young adults aged between eighteen and thirty five years of age. Youth groups ensure that youths participate in several youth activities, play part on sustainable development and decision making. Youths have new ideas and information and present challenges that enrich the intergovernmental debate. They participate in interactive dialogues, develop co-coordinated statements, through caucus groups and lobby for particular initiatives that they feel should be supported. They also contribute significantly to the registered partnership for sustainable development in the context of Commission on Sustainable Development (CSD). To add on this, they participate in capacity building to address environmental issues. According to the World Program of Action for Youth (WPAY,2005), youth groups are to be done on research and analysis to provide information to governments, youth, civil society and parts of the UN systems on issues and activities relating to youth development. For example, the 2007 research examined opportunities and challenges that youths faced during their transition to adulthood.

UN Economic & Social Council (2009) gives reports of the Secretary General on the role of the United Nations system in implementing the ministerial declaration of the substantive session of 2008 of the economic and social council and documentation for the general assembly and the Commission on social development for instance follow up to the international conference on financing for development, review and co-ordination of the implementation of the programme of action for the least developed countries for the decade 2001-2010, economic and environmental questions on sustainable development that the youth entrepreneurship projects

also contribute to informing governments and international community about key developments in areas of youth.

Youth projects are actually entrepreneurship projects. They entail efforts to engender the creativity of young entrepreneurs, who see social and economic opportunities in areas where others may only see problems. The projects empower youths where unprecedented opportunities of the ICT revolution are brought to them with a focus on marketing, connectivity and content (Pandey, 2006).

Among efforts is the Youth Employment Summit (YES, 2006) which identifies five major development areas for youth based on the UN Millennium Development Goals (MDGs). These include Renewable energy, water and sanitation, rural development, HIV/AIDS and Information and communication technologies (ICT).

New enterprises are geared towards these areas. According to Pandey (2006), training has expanded to include entrepreneurship education. Youths have been made to realize that they indeed have the means and opportunities to generate for themselves and others employment opportunities because in developing world, issue for struggle for employment is intense. Government policy documents today addresses youth development issues as well as those of international development organizations to realize any socio-economic impact. Indeed youth development is a component of the Millennium Development Goals (MDG) to be achieved by all nations.

Pandey (2006) found out that training and technical assistance was lacking in rural youth entrepreneurship and there was need for them to be provided with ICT knowledge, to enable them start businesses that further promote technology in their own community in rural areas citing India, Serbia and Romania as an example. In Philippines, promoting and funding micro-

enterprises was a challenge to the government, although Multi-Purpose Cooperative was created in response to the need to secure access to funding for the 150 participants.

Basic literacy skills, employment, training, technical and monetary assistance are key challenges facing sustainable livelihood projects in countries like Rwanda, Zambia, Lesotho and Swaziland. This is evident that youths in most countries face almost similar problems during management of their projects.

In Kenya, Studies show that youths lack direct relationship with physical and economic resources and access to information and communication technology, especially in rural areas (Kenya Youth Parliament, 2008). The Government launched the Youth Enterprise Development Fund (YEDF) to promote entrepreneurial activities among the youth to ensure their effectiveness. This fund is better managed through youth groups rather than individual youths. Microfinance institutions like Kenya Women Finance Trust (KWFT) came up with the idea of giving out funds to well organized groups to be used as seed capital and train inexperienced entrepreneurs in vital business skills to enable them establish, manage and sustain new ventures (Ongwae, 2008).

Youth Development Programs began at national level and have since moved to district level under the District Development Officers (DDOs). Youth entrepreneurship project in Kenya include brick makings, dairy animal keeping, poultry keeping, transport and horticulture among others.

In Kibera, youths had no jobs by February 2007. When the UN Secretariat discovered this, it dispatched money to them to help them engage in some economic activities like honing skills in building and construction and professional service, training programmes to produce cheap blocks. Low cost stabilized soil blocks were produced and soon will start producing highly futurist hydroform interlocking blocks. Youths are now skilled and can form own companies and

bid for jobs as building contractors. This is to upgrade slums, improve physical facilities of slum dwellers and improve livelihood and open opportunities for youths (Okoth, 2009).

Other youth projects in Kenya include tree planting, sand harvesting, ballast making, and fishing. The major role of these projects is to provide income to youths and their immediate family members and improve their social life. They are to help them achieve and enjoy reaching their full potential and be ready to face the world with confidence and every chance of success.

Youth projects in Bungoma Town location include tree planting, bee keeping, dairy farming, brick making, transport, poultry keeping, sand harvesting, ballast making and horticulture. These projects have been active but are believed to face challenges for example lack of training of their leaders, poor or little or no funding, lack of participation by all youths thus leading to their failure and hence negative socio-economic impact on the community such as increased crime, pregnancies and unemployment. This could be strengthened through proper training of the youth leaders and how to use the available funds well, putting priorities first and encouraging participation of all youths in their respective projects to ensure their success and thus a positive impact in the community's social and economic welfare.

Success of youth projects which implies effective management can be seen from increase in the number of youth activities or businesses and the continuity of the groups. Lack of these could imply failure of the youth activities.

1.2 Statement of the Problem.

The government and many development partners are encouraging youths to form groups to undertake entrepreneurial projects. In this respect, funds have been made available for these groups to borrow as capital for their planned investments.

Pandey (2006) identified five major development areas based on UN Millennium Development Goals that require youth entrepreneurship and employment. These were renewable

energy, water and sanitation, rural development, HIV/AIDS and ICT. Basic literacy skills, employment, training, technical and monetary assistance were key challenges facing sustainable livelihood projects in rural and urban areas of countries like Rwanda, Zambia, Lesotho and Swaziland and some parts of Kenya. For instance in Taita, Bodaboda cyclists' project lacked skills on road safety and members did not know how to conduct themselves and comply with traffic rules to avert accidents. This probed the area member of parliament, Mwadighu Thomas to launch training on the same as cited in standard newspaper of May 17, 2009.

Good management of projects is indicated by creating and promotion of employment, not leading to poverty and overdependence of youths on their parents and immediate family members as cited by Abbott (2009). Abbott (2009) also noted that indicators of growth would be job or employment creation and increasing household income, lessening income disparities between the rich and the poor. This is not the case in Kenya and also in Bungoma Township location where youths overdepend on their parents for upkeep and engage in crime in as much as they are enrolled in youth groups and engaging in entrepreneurship activities.

These projects seemed not successful due to poor management which has brought about poverty. This was cited in a baraza held at Masinde Muliro stadium by the location chief. Just like other parts of the country for instance Taita, these challenges facing effective management of youth projects seem to persist and therefore there is need to establish them in order to find possible solutions for positive socio-economic welfare of the community which youths are inclusive.

1.3 Purpose of the Study.

The purpose of this study was to determine the challenges facing effective management of youth entrepreneurship projects in Bungoma Town location. The study focused on

determining whether gender, level of education, level of experience, lack of training and inadequate finances affected effective management of youth entrepreneurship projects.

1.4 Objectives of the Study.

The specific objectives that guided in the systematic collection and analysis of data were:

- i. To determine whether gender of youths influences effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.
- ii. To determine whether level of education of youths influences effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.
- iii. To establish the relationship between level of experience of youths and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.
- iv. To determine the relationship between training and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.
- v. To determine the relationship between inadequate finance and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.
- vi. To determine possible solutions to the challenges affecting effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

1.5 Research Hypotheses.

The study sought to find the relationship in variables in the following hypotheses:

- H01 There is no significant relationship between gender and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

Ho2 There is no significant relationship between the level of education of youths and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

Ho3 There is no significant relationship between level of experience of youths in handling project activities and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

Ho4 There is no significant relationship between training and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

Ho5 There is no significant relationship between adequacy of finances and effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division.

1.6 Research Question.

The study sought to find answers to the following research question:

1. What are the possible solutions to the challenges affecting effective management of youth projects in Bungoma Town location, Kanduyi division?

1.7 Significance of the Study.

The youth are the single largest demographic group. Addressing development issues among them will help reduce the dependency burden on government, policy makers, parents and the society at large. The government, policy makers, community members and development partners will benefit from this study.

It is hoped that the study will provide information to the government about the adequacy of the funds it gives to the youth groups through Youth Enterprise development Fund. It is hoped that the study will also suggest the kind of skills youths require in order to manage their projects successfully thus the government identifying a body to impart these skills through training. The

government will in turn give information to other youth groups in other parts of the country on how to participate in youth projects to bring about positive socio-economic impact on communities thus attaining the Millennium Development Goals about youths.

It is hoped that the study will be useful to policy makers in decision making and in formulating policies to improve the performance of youth projects in youth sector about data needed for training youths and program officers for youth development programs. It is also hoped that education providers will be challenged to develop a wider range of educational programmes to cater for the varied educational needs and interests of the out of school youth.

It is also hoped that the information will further be useful to parents, community members and donors who contribute both financial and material resources and have an interest in assisting the youth to establish entrepreneurial projects to reduce overdependence and increased socio-economic problems.

1.8 Limitations of the Study.

The study was hampered by limitations such as personal issues which are sometimes very sensitive and therefore some respondents tended to withhold information. There was need to assure respondents of confidentiality to overcome this problem. Another limitation was that much time and finances was required to move around the location to collect data from sampled youth groups.

1.9 Delimitation of the study.

The study was restricted on youth groups that were in existence and members that are between 18 - 35 years of age. This age has a longer period of time to bring socio-economic change to the community because they are young and energetic unlike the old.

1.10 Basic assumptions of the Study.

The study was based on the following assumptions:

- i. That engaging in entrepreneurial youth activities is a free choice by youth groups and thus each group may carry out its own choice of projects.
- ii. That all the youth groups in the location undertake entrepreneurial projects.
- iii. That there is transparency and accountability in carrying out the projects among all youth groups in the location.
- iv. That respondents will be cooperative and give right information.

1.11 Definition of significant terms used in the study.

The following definitions were adopted for this study.

Gender: The relationship between men and women; to the ways in which the roles of women and men; girls and boys are socially constructed and the ways in which different societies conceive the status, expectations and capabilities of women and men. This is according to Common wealth plan of action 1988.

Level of education: Process of acquiring and developing desired knowledge, skills and attitude. The levels of education attained could be primary, secondary, tertiary college and university.

Level of experience: Comprises knowledge and skill in or observation of something or activity gained through involvement in or exposure to that thing or event for a given period for example one year, more than two years or more than five years.

Training: Provision of specific skills and knowledge to members to perform specific tasks.

In this study, management skills and entrepreneurship skills were the ones in mind.

Project financing: Investment in land, plant and machinery, miscellaneous fixed assets, technical know-how, distribution network and working capital for a given project activity.

Effective management of youth entrepreneurship projects: Manner of handling, directing and controlling youth activities among youths and available resources. These indicators were measured through respondents indicating whether the project activities were successful, less successful or a failure and also looking at the continuity of the groups and increase in number of project activities.

1.12 Organization of the study.

This study was organized in five chapters. Chapter one is the introduction and comprises the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses and research question for the study, significance of the study, limitations of the study, delimitation of the study, basic assumptions of the study and definition of significant terms in the study.

Chapter two comprises of the related literature; both general and empirical. Introduction of the same, history of youth groups, theories that promote social and economic activities, youth entrepreneurship projects globally, youth entrepreneurship projects regionally, youth entrepreneurship projects in Kenya, the knowledge gap and the conceptual framework were included in this chapter.

Chapter three is the research methodology and comprises of introduction, research design, target population, sample selection and sample size, research instruments, validity and reliability of instruments, data collection procedures and data analysis techniques.

Chapter four is data presentation, analysis and interpretation and comprises of introduction and data analysis of challenges facing effective management of youth projects. Chapter five is the summary of findings, conclusions and recommendations and apart from

introduction, summary of findings, conclusions and recommendations also gives discussion of findings as related to theory and literature review and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.

This chapter reviews literature on the following topics: History of youth groups, theories that promote social and economic activities, youth entrepreneurship projects globally, youth entrepreneurship projects regionally, youth projects in Kenya, empirical literature, the gap in knowledge and the conceptual framework.

2.2 History of Youth groups.

The youth are the single largest demographic group in Kenya as is the case in most other developing countries of the world. Numerous efforts have been done to initiate youth development programs coupled with increase in agencies dealing with youth issues.

Youth groups have been in existence for many years to address various issues of the youth. However, many in the past developed without clear structures and objectives which saw them collapse within a short time. For instance, Hitler Youth that existed between 1922-1945 was initially a youth group which later translated into a movement (Greater German Youth Movement). It had up to 25,000 boys enlisted by 1930, aged above 14 years. Girls were aged between 10-18 years (Hakim, 1995). In 1970s, Youth groups like the Windmill Youth group in Britain existed and offered Award schemes (for example the Duke of Edinburgh), expeditions, canoeing, climbing and biking.

One quarter of the world population (1.6 billion) have no access to electricity. In absence of vigorous new policies, products and investments, 1.4 billion will still lack electricity in 2030. Four fifth of people without electricity live in rural areas of the developing world mainly south Asia and Sub-Saharan Africa. 2.5 Million lack access to clean water and sanitation.

Over 70% of world populations live in rural areas where youth need local opportunities to build communities and stem migration. Young adults account for half of some 5 million new HIV infections. Barely 2% in the world have internet access. In more than 80 countries there are fewer than 10 telephone lines for every 100 inhabitants.

2.3 Theories that promote social and economic activities.

Social and economic theories can be used to study and establish why people come together and work together. Social theories emerged in the 20th century and were largely equated with an attitude of critical thinking, rationally, logic and objectivity, and the desire for knowledge through aposterion methods of discovery, rather than aprion methods of tradition (Harrington, 2005).

Social theory has an appeal because it takes focus away from the individual and focuses it on the society itself and on the social forces which influence individual's life. These theories range from pre-classical to post modern theory which explains that economic and technical conditions of our age have given rise to a decentralized, media dominated society whose ideas are simulacra and only inter-referential representations and copies of each other. Globalizations, brought on by innovations in communication, manufacturing and transportations often cited as one force which has driven the decentralized modern life, creating a culturally plurastic and interconnected global society lacking any single dormant centre of political power, communication or intellectual production (Lyotard, 1979).

According to Smith (1776), land, labor and capital are the three factors of production and the major contributors to a nation's wealth. He emphasized the production of income. Malthus (2008) sees economic theories to promote high employment, dominated economic policy making in the early post war period. That classical school of economics emphasized the need for incentives to save and invest if the nation's economy was to grow.

Human beings come together for a purpose in life. Youth projects, being entrepreneurship projects are put in place to produce and promote high employment. Socio-economic welfare of a community can be improved through adhering to some of the social and economic theories put forth by other scholars. Abraham Maslow's hierarchy of needs motivates people to work to achieve physiological, safety needs, recognition and attain self esteem and actualization (Kumar, 2000).

2.4 Youth Entrepreneurship projects globally.

In Mexico, projects by youth in renewable energy led to working closer with the government of Mexico which understood the social and economic needs of energy market among the underserved communities, thus the new enterprises were geared towards this sector and rural areas in particular. This venture has been productive as shown by the tradition curriculum for renewable energy training which has expanded to include entrepreneurship education (Pandey, 2006). Youths were made to realize that they indeed had the means and opportunities to generate employment for themselves and others because in developing world, issue of struggle for employment is intense.

Establishment of renewable energy projects by youths in India in conjunction with Youth Employment Summit led to enhancement of employment opportunities based on renewable energy technologies for youth (Started in December 2004-March 2005). Value was added to the process of developing training curriculum and to a large number of trainees for the purpose of marketing, installing and maintaining of the products to be marketed. Some of the trainees found employment with the solar companies in and around Hyderabad.

Sub-Saharan Africa and Asia are in sore need of improving their drinking water facilities. Voorden (2003) listed a number of possible alternatives for youth entrepreneurial opportunities in water and sanitation. The 7th MDGs target to reduce half the proportion of people

without access to safe drinking water by 2015; and to improve the lives of at least 100 million slum dwellers by 2020 demands participation from public, private and third sector (UN Millennium Development Goals, 2005).

Hand carting of water from door to door was dominated by many young men in rural areas who were poorly educated and suffered from a low social standing. Young women too were involved in hand carting in addition to stand pipe operations, thus participating in economic activities as well (UNICEF, 1994).

In West Bengal (India), there has been successful statewide sanitation mobilization by potential youth groups and led to almost 2.5 million households building improved latrines and practicing improved hygiene behavior. At village level, the program was run for a larger part by village youth clubs, working with households to make them aware of the need for improvised sanitation and hygiene and assist them in constructing latrines (UNICEF, 1994).

Youth entrepreneurship in rural areas include provision of microfinance facilities and credit to rural youth, through banks and formation of microfinance self-help groups led by non governmental organizations, for example the Bharatiya Yura Shakti Trust (BYST) in India. This facilitated provision of support-including finance to underprivileged youth in order for the enthusiastic and innovative youth to have the opportunity to set up or develop their own businesses. The youths were provided with appropriate training and technical assistance on how to calculate a cost-benefit analysis and take well informed risks that don't jeopardize their projects. Low cost technology such as cellular phones, fax machines and basic computers with internet access were used to establish small kiosks, with low start-up costs, providing communication services in their communities.

Agro-Tourism project started by youths in Romania saw an increased value in tourism and other related services. It had a positive impact in terms of socio-economic dimension to the

youths and people in the country. A project was developed to create a conducive environment to e-learning for small and medium sized enterprises in tourism industry. The aim was to promote on-job training to employees and promote cross-company, intercultural and trans-regional dialogues (Pandey, 2006).

HIV/AIDS awareness and prevention program was incorporated in capacity building project with over 500 restaurant workers, providing basic human rights and employment opportunities in Bangladesh. The workers were majorly youths (80% were under 25years old). Ensuring ICT safety in Mauritius in its program Internet Child Safety Foundation (ICSF), were held affecting 1700 youths. Digital Infocentro of Literacy in Peru trained 500 youths of low resources and 250 women of grass root organizations to become computer literate in order to improve their skills so that they can earn a place in the competitive labor market. (YES, January 2006).

2.5 Youth Entrepreneurship Project Regionally.

Renewable energy and energy efficiency projects in Tanzania, Uganda, Zambia, Mozambique, Ethiopia, Malawi, Swaziland and Kenya aim at promoting renewables (mainly biomass-based cogeneration, small hydro, wind and solar energy). The development objective is to strengthen existing and embryonic SMEs, agro-industries, tourist entities, rural institutions (schools, hospitals, welfare homes and churches). Key stakeholders are involved in pro-poor renewables development through training, technical assistance and investment support (Daily nation, March 13, 2009). The projects in these countries have since seen a great positive socio-economic impact on the youths and other people in terms of employment and promoting income generating activities due to their success.

The aim of the regional strategy on youth employment is the development of youth entrepreneurship with an emphasis on rural enterprises. This is an initiative of UNECA, YEN, UNIDO and YES campaign in countries like Burundi, Central Africa Republic, Democratic Republic of Congo, Kenya, Rwanda, Sudan, Tanzania, Uganda and Zambia. It included increasing awareness among youths on sustainable and decent livelihood opportunities in Agriculture, creating micro-financing windows for youth in the agriculture sector, supporting the creation of business development support programs for youth in Agriculture and developing entrepreneurship programs for young farmers. Rural youth groups with effective leadership based on strong institutional foundations promoted learning and built employment and entrepreneurial skills, created cooperative enterprises, inspired, empowered and motivated youths, channeled energies and talents of youth constructively, encouraged stable and harmonious rural communities, added their enjoyment of life and encouraged positive form of recreation and ensured systematic transfer of livelihood skills from experts in the older generation to the young (Sharma, 2003).

Africare Youth HIV/AIDS Control and sustainable Livelihood project in Rwanda targeted youths between ages 7 and 25 years. They were organized in groups to form anti-AIDS clubs and associations involved in income generating activities. The projects provided them with basic literacy, skills, employment, training, technical and monetary assistance to set up their own small scale enterprises. It also sensitized them of the scourge of HIV/AIDS and how to protect themselves from the disease. Because of the training component, youths were able to generate income and thus improved their social and economic status (Pandey, 2006). Related projects were started in Zambia, Lesotho, Swaziland and Botswana. According to Rosati, et.al (2003), youths can be trained as development workers to be actively being involved in all aspects of HIV/AIDS service delivery programs.

Pandey (2006) also found out that training and technical assistance was lacking in rural youth entrepreneurship and there was need for them to be provided with ICT knowledge, to enable them start businesses that further promote technology in their own community in rural areas citing India, Serbia and Romania as an example. In Philippines, promoting and funding micro-enterprises was a challenge to the government, although Multi-Purpose Cooperative was created in response to the need to secure access to funding for th150 participants.

Basic literacy skills, employment training, technical and monetary assistance are key challenges facing sustainable livelihood projects in countries like Rwanda, Zambia, Lesotho and Swaziland. This is evident that youths in most countries face almost similar problems during management of their projects.

2.6 Youth Entrepreneurship projects in Kenya.

In Kenya, lack of collateral limits youth's access to credit while their limited work experience is often a hindrance in choosing appropriate entrepreneurial activities (Ongwae, 2008). National Youth Development Fund (NYDF) was put in place to fund schemes to promote youth employment, through self help groups. The fund was made available through District Development Committees (DDC), through harambee movements and micro financial banks like Equity, Kenya Women Finance Trust and Family Finance Bank to train inexperienced youth leaders in vital project skills to enable them establish and sustain new ventures.

Challenges to be looked at together with their merits and demerits are described below:

Gender and development.

Gender and development deals with understanding situation of women in relation to that of men. The approach has influenced the collection and analysis of specific data on both females and males. This is relevant for understanding division of labor, patterns of decision making,

access, control and allocation of resources, as well as policy formulation, planning and implementation of holistic and equitable programmes (CLARION, 2004).

Universally, young generations learn, acquire and internalize perceptions, attitudes, values and beliefs from older generation through the process of socialization. CLARION (2004) found out that school systems still seem to emphasize non-empowering domestic skills such as sewing, cooking and embroidery, especially when young women leave formal school. On the other hand, boys are trained for participation in the mainstream economy. Although both household and public domains are important for development, and feed each other, the household domain is often perceived as inferior to the public domain.

Women make a vast contribution to the economic and domestic sectors in Kenya and are expected to contribute substantially to their own and their children's support, through agricultural work, marketing or wage labor (UN report, 1991). However, in most social and economic spheres, they are given less priority than men. Women provide 80% of the "self-help" labor vital to such projects as construction of roads, schools and community centres (Saadia, 2000). However, the situation today remains essentially unchanged from that outlined in 1991 United Nation's report, which stated that "[m]uch of the gap [between men's and women's economic and social status] is embodied in laws that deny women equality with men in their rights to own land, borrow money and enter contracts. Even where women now have de jure equality, the failure to carry out the law deny equality de facto (UN report, 1991).

Education.

Oluoch (1982) describes education as a process of acquiring and developing desired knowledge, skills and attitudes. Dimensions of education could be formal, non-formal or informal. The dictum of cognitive psychology has that, unless something makes sense to a learner, it will not be remembered or used when the need arises. The youth can be shown how the

acquisition of new knowledge, skills and attitudes can be used to solve their problems in life (Abadzi, 2004).

Its merits include making individuals be integrated in the system thus preparing them for general life in the society and providing useful knowledge and attitudes for both the individual and the society. Lack of non formal education leads to illiteracy, poverty among out of school youth which the youths are accustomed to and regard as normal (Abadzi, 2004). Educational programmes developed to manage these depends on the nature of the group. There is need to understand group dynamics and organizational theory by educational developers (Hoppers, 2005). Demerits include separation of people from their families and loss of old beliefs.

Experience.

This general concept comprises knowledge or skill in or observation of something or an event gained through involvement in or exposure to that thing or event. In this study, it will align with management of projects. If one witnessed or took part in an event, one has first hand experience therefore information is valuable and is privileged to see variety although it could be subject to errors in sense perception and in personal interpretation. Second hand experience can offer richer resources if recorded or summarized from first hand observations or experiences or from instrument and potentially expressing multiple point of view. Third hand experience is based on indirect and possibly unreliable rumour or hearsay can potentially stray perilously close to blind honoring of authority.

Training.

This is providing workers or people with specific skills and knowledge to enable them perform specific tasks. Non managerial personnel are equipped with technical knowledge and skills for a given purpose. It is different from personnel development which has to do with imparting conceptual and theoretical knowledge to managers for general management purposes.

The main purposes of training are to develop skills and competences of personnel in order to improve their performance and ensure job rotation.

Armstrong (2003) cites some advantages of training to an individual including creating confidence thus performing task perfectly, preparation of human resource for succession, increasing prospects for promotion, increasing job satisfaction and adding employees' value on the job market. Adding value to the firm's human resource, better utilization of available resources, improved product quality and overall productivity, provision of better service to customers, increased commitment of employees, minimizing accidents incurred due lack of knowledge to use equipment, helping workers adapt to change, giving a firm a competitive advantage over its rivals, improving a public image of the organization, enhancing workers' motivation, developing a culture of better performance and a way of attracting quality employees by offering learning and development opportunities are some of the benefit of training.

Disadvantages of training could include unwillingness of workers to give their time and money for training purposes especially if the decision is not theirs because it could be costly, sometimes production is disrupted, incase of poor trainers, then proper training may not be given and it may be too demanding if workers have some other work to do.

Project financing.

Chandra (2002) considers Project financing in some way or the other right from the time of project conception. It is indeed intertwined with project planning, analysis and selection. As the project proposal progresses through the stages of planning, analysis, and selection, the contours of project financing becomes clearer.

A capital project entails investment in land, plant and machinery, miscellaneous fixed assets, technical know how, distribution network and working capital. The two broad sources of

finance available to a firm are shareholders' funds and loan funds. Both can be raised from both public and private sources.

Among things to be observed when financing a project is the source of risks which could be business risk which comes due to variability of profits before interest and taxes or financial risk which emanates from financial leverage. For instance when a firm employs a high proportion of debt in its capital structure, it carries a high burden of fixed financial commitment.

The issue of control may be looked into to consider debt capital, issue of equity capital or public issue of equity capital in case of raising additional capital by looking at pros and cons of these forms. Flexibility in raising capital from any source makes a firm maintain reserve borrowing power to enable it raise debt capital to fund unforeseen needs. The nature of assets also dictates the firm's capital structure. Plants, machinery and building are tangibles and have a liquid resale or secondary market, debt finance is used more unlike intangibles like brands and technical know-how. A checklist helps in knowing when to use more equity or debt.

Timely availability of funds makes plan of implementation easy. It is desirable if funds are provided even before the final approval to initiate advance actions. Piecemeal, ad-hoc, and niggardly allocation, with undue rigidity, can impair the maneuverability of the project team. Firms with a comfortable liquidity position are able to implement projects expeditiously and economically and initiate advance actions vigorously, negotiate with suppliers and contractors aggressively, organize input supplies quickly, take advantage of opportunities to effect economies, support suppliers in resolving their problems so that they can in turn redound to the successful completion of projects, and sustain the morale of project-related personnel at a high level.

2.7 Empirical Literature.

Mualuko (2008) in his research paper "Empowering out of school youth through non-formal education" used survey design to give an overview of how formal systems were failing because of some aspects like irrelevant curriculum, disparity in educational growth and economic growth, unemployment and other socio-economic problems that has prompted the emergence of non-formal education in the world. Bishop (1985) also concurs with this and advocates for non-formal education for out of school youths.

There is renewed interest and thinking in non-formal education in the world, conceived from the feeling that formal educational systems alone cannot respond to the challenges of modern society like democratization, development progress, new knowledge, intelligence, wisdom and HIV/AIDS. Non-formal education could in this context mean adult literacy classes provided by NGO's and CBO's, training and educational activities of other ministries other than the main stream ministry of education.

Republic of Kenya (2004) acknowledged that non-formal education is not a substitute for formal education but rather to compliment formal education. Therefore non-formal providers are challenged to develop a wider range of educational programmes to cater for the varied educational needs and interest of the out of school youth. Mualuko (2008) found out that illiteracy and poverty are normally accustomed to as normal by out of school youth and therefore should be shown how the acquisition of new knowledge, skills and attitudes can be used to solve problems in life to propel educational needs such that Kenya achieves 'education for all' goal by year 2015.

Republic of Kenya (2005) shows that in Kenya, an estimated 1.7 million children and youths for various socio-economic reasons have been unable to access education through formal

delivery channels for instance poverty stricken informal urban settlements and semi arid areas in the rural districts.

The researcher will adopt correlation method by way of analysis and descriptive survey and explanatory research by method of research to find out the challenges facing effective management of youth entrepreneurship projects in the study.

2.8 Gap in Knowledge.

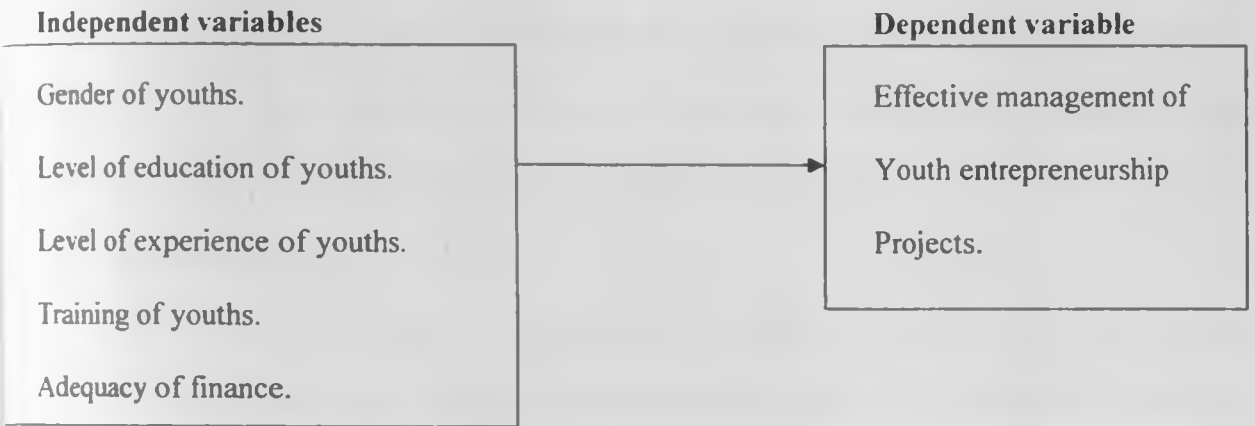
From the global and regional reports on the socio-economic impact of youth entrepreneurship projects, Capacity building, training, tolerance, education, financing, technical assistance and conducive environments have been provided for partly. Some have been used in Kenya to improve these entrepreneurship projects but the challenges seem persistent and little has been researched on about the challenges facing effective management of these youth entrepreneurship project.

The researcher would adopt descriptive survey design and explanatory research by way of research (purpose) and correlation method by way of analysis to determine these challenges that affect effective management of youth projects in Bungoma Town location and suggest possible solutions to these challenges to make the projects successful.

2.9 Conceptual framework.

This study was guided by the following conceptual framework:

Fig. 2.1: Conceptual framework.



Source: The author's survey, 2009.

Definition of variables.

Challenges- These are problems that occur during performance of an activity. In this study, the challenges that were studied included gender of youths, level of education of youths, level of experience of youths, training of youths and adequacy of funds in management of youths' project activities.

Management of youth entrepreneurship projects- Manner of handling /directing/controlling youth activities among youths and available resources.

This study intends to determine the relationship between the challenges and effective management of youth projects.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter is organized under the following topics: Research design, Target population, Sample selection and sample size, Research instruments, validity and reliability of the Instrument, Data collection procedures and Data analysis techniques.

3.2 Research Design.

The research design adopted by type of research (purpose) was descriptive survey. It is an attempt to collect data from members about the current status of a population in order to determine the current status of that population with respect to one or more variables. It is a self-report study which requires the collection of quantifiable information from the sample (Mugenda and Mugenda, 1999). Descriptive Survey was significant in this study because entrepreneurship projects have been going on for some time and therefore the design can be used to describe and explain existing phenomena by asking individuals about their perceptions about the problems they face in managing their projects.

Explanatory research was also used by the researcher. Robson has quoted in Saunder's (2007) that an explanatory study is a valuable means of finding out 'what is happening to seek new insights; to ask questions and to assess phenomena in a new light'. This was particularly to explain the challenges that youths faced in managing their project activities. The purpose of explanatory research was also to wish to know why certain events in youth project management happened as opposed to simply describing what happened; particularly concerned with the degree of relationship between the independent variables and the dependent variable.

By method of analysis, correlation method was used. It describes in quantitative terms the degree to which variables are related. It involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables. It can also be used to predict a subject's score on one variable given his or her score on another variable. (Mugenda and Mugenda, 1999). The purpose of this correlation method was to explore relationships between the challenges which were gender, level of education, level of experience, training and adequacy of funds and the effective management of youth projects.

3.3 Target Population.

Population is a larger group from which a sample is selected. The target population is the population which the researcher wants to generalize the results (Mugenda and Mugenda, 1999). This included ten youth groups in Bungoma Town location, Kanduyi division.

According to the district survey office Bungoma (2001), the surface area of Kanduyi division is 319.4 square kilometers which Bungoma Town location is part. Republic of Kenya (2005) showed the population of Kanduyi division which Bungoma Town location is part by 1999 census to be 155,200. Poor individuals were 94,054 and the poverty incidence was 61%. By constituency national poverty, it ranked 136 out of 210.

The human and economic activities in the location include mixed crop farming, sugarcane farming, trade and both formal and informal employment. This location was selected for study because of the high levels of poverty contributed by youths among other people due to suspected poor management of their projects because of lack of training, inadequate funds, lack of formal or non-formal education and inexperience in handling the projects despite enormous human and economic activities present.

3.4 Sample selection and sample size.

A sample is a smaller group obtained from the accessible population who will act as respondent or interviewees. Sampling is the process of selecting a number of individuals for a study in such a way that individuals selected represent the larger group from which they are selected. The main purpose is to secure a representative group which will enable the researcher to gain information about the population (Mugenda and Mugenda, 1999). All the ten (10) youth groups were selected to be studied by the researcher. This is because according to Krejcie & Morgan (1970), if the population size is ten, then the sample size to be selected should be ten.

Stratified random sampling was used to select the youth group members who were to take part in the study. (Proportional sampling was used to obtain respondents from the groups). Two office bearers in each group were selected for the study because they have direct impact on the management of the projects. Ordinary members in each youth group were selected using simple random sampling. This is where numbers were assigned numbers from one up to ten, each on a separate piece of paper, folded and then put in a box and mixed thoroughly. A member in a group picked a folded paper and opened it. The number was recorded, folded and returned into the box. This was to ensure that each member had a chance of being selected as a respondent. This was done severally for all members until the researcher got members who had picked numbers from one up to four. These were the respondents together with the office bearers. Six respondents from each group were selected which totaled to sixty respondents for study. Youth affairs officer in Bungoma South district was also a respondent.

3.5 Research Instruments.

A research instrument is a means with which necessary information is collected by a researcher (Mugenda and Mugenda, 1999). Data collecting instruments that was used during the study was the questionnaire. Questionnaire is a collection of items or questions to which a

research subject is expected to respond to; to address a specific objective, research question or hypothesis of the study. It is used to obtain important information about the population. Items can be open ended or closed ended. The type of information that was collected with it was gender, the level of education, level of experience of members, training, adequacy of finance and possible solutions to the challenges youths faced during management of their projects. Youth affairs officer' questionnaire was to find out aspects of success if any in the groups which was to be used to measure effective management.

3.6 Validity and reliability of Instruments.

Validity is the accuracy and meaningfulness of inferences which are based on the research results. It is the degrees which the results obtained from analysis of data represent phenomena under study. It is a measure of how well a test measures what it is supposed to measure (Kombo and Tromp, 2006). The researcher constructed the questionnaire, scholarly friends went through and also a team of experts who were the researcher's supervisors validated it by assessing content validity; by assessing what concept the instrument was trying to measure and also determined whether the set of items/checklist accurately represented the concept under study.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). Piloting of the questionnaire was done using test-retest technique in two youth groups in Bukembe location which were not part of the sample. The questionnaires were given to the youth group members; they filled with the help of the researcher by ensuring that all items were answered. The researcher collected them. After one week, the researcher took back the questionnaires to the same members to fill again. The researcher collected them and calculated their reliability using Pearson product

moment correlation coefficient (r). It was found that that $r=0.89$. Being between 0.5 and 1 it was found that the questionnaire was reliable.

3.7 Data collection procedures.

A letter showing the researcher be given permission to conduct research was obtained from the University of Nairobi then taken to the Ministry of Youth to be granted permission. The permit was taken to the District Commissioner (DC) who directed the researcher to the Youth department in Bungoma South District and to specific youth groups in the location.

The researcher gave out the questionnaire to members of each sampled group who were chosen to be respondents using stratified random sampling as explained in sample selection and sample size above. In some groups, members were given one hour to fill the questionnaire and were collected. In other groups, members brought filled questionnaire collected with help from the office bearers after a day; to be analyzed by the researcher. The youth Affairs officer in charge of Bungoma South district also filled the questionnaire designed for him.

3.8 Data Analysis Techniques.

This entails bringing order, structure and meaning to the mass of information collected. In qualitative research, it seeks to make general statements on how categories or themes of data are related. Data is organized, coding done to generate themes and categories or patterns manually (Mugenda and Mugenda, 1999). Information then be analyzed and interpreted to evaluate its usefulness in proofing the hypotheses and answering research question.

Descriptive statistics was done for each hypotheses and research question in form of frequencies and percentages in frequency tables. Each part was analyzed and interpreted. Chi-square was calculated to establish if there was any significant relationship between the independent and dependent variables, to proof the hypotheses one to five.

CHAPTER FOUR.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.1 Introduction.

This chapter comprises of analyzed data divided into two sections. Section one focuses on the questionnaire return rate and respondents' profile and section two focuses on analysis of the challenges that face effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division of Bungoma South district, Kenya.

SECTION ONE.

4.2 Questionnaire's return rate and respondents' profile.

The researcher collected data using questionnaires which were given out to sixty respondents. Only forty eight respondents returned the questionnaires. This represented a questionnaire return rate of 80.0%. The respondents misinterpreted the researcher's purpose for research as that of bringing solutions to their problems which they judged not later and could have contributed to the return rate of less than 100%. The questionnaire given to the youth officer was analyzed independently because it was specifically to measure effective management of youth projects. Given below is the respondents' profile.

Table 1: Respondents' profile

Gender:	Male	32	66.7%
	Female	16	33.3%
	Total	48	100.0%
Age:	Between 18-35 years.		
Position of respondents in the group.	Ordinary Members	30	
	Officials	18	

SECTION TWO

4.3 Data analysis about challenges facing effective management of youth projects.

This part analyzed data on of challenges facing effective management of youth projects. It is organized in terms of hypotheses. Descriptive statistics was done in form of frequencies and percentages in frequency tables. Description of the main findings and interpretation of each part was made. Thereafter; chi-square was calculated to test if there was significant relationship between the challenges and effective management of youth projects.

4.3.1 Hypothesis 1: There is no significant relationship between gender and effective management of the youth projects.

The respondents were asked to state their gender. Their responses were as shown in the Table 2.

Table 2: Gender of respondents.

Gender	Frequency (f)	Percentage (%)
Male	32	66.7
Female	16	33.3
Total	48	100.0

The table above indicated that majority of respondents 32 (66.7%) were male while 16 (33.3%) were female. This showed that most members of the youth groups were male. This could be due to the fact that the government allocates youth funds to youths and the common man could interpret youths to be male young persons. Majority were male due to the nature of the projects like transport and brick making.

Women make a vast contribution to the economic and domestic sectors in Kenya and are expected to contribute substantially to their own and their children's support, through agricultural

work, marketing or wage labor. This is according to United Nation, 1991. On proving the hypothesis, this information was used.

Table 3: Relationship between gender and success of projects.

	Successful projects	less successful projects	Failure	Total
Male	0	28	4	32
Female	4	8	4	16
Total	4	36	8	48

The analysis obtained a chi-square value of 11.025. Thompson (1941) gives the table value as 10.5866 at an alpha level of 0.005 when the degree of freedom was 2. The chi-square value was more than the table value. The difference is significant. This showed that actually there is significant relationship between gender and effective management of youth projects.

The respondents were also asked to state their position in the group and their responses were given as in table two below.

Table 4: Position of respondents in the youth group.

Position	Frequency (f)	percentage (%)
Member	30	62.5
Official	18	37.5
Total	48	100.0

In any organization, officials form the least number and that is why there were 18 (37.5%).

4.3.2 Hypothesis 2: There is no significant relationship between the level of education and effective management of youth project.

The researcher wanted to know the level of education the respondents had attained. The following table describes it briefly.

Table 5: Level of education of respondents.

Level of education	Frequency (f)	Percentage (%)
Secondary	28	58.3
Primary	10	20.8
University	6	12.5
Tertiary colleges	4	8.4
Total	48	100.0

Majority of the respondents attained secondary education (58.3%), 20.8% attained primary education, 12.5% attained university and 8.4% attained tertiary college education. Free primary and secondary education provided by the government could be the contributing factor for the two leading in the percentage amongst the members.

To prove the hypothesis put forward by the researcher that there is no relationship between the level of education and effective management of youth project; chi-square was calculated using the information below.

Table 6: Relationship between level of education and success of projects.

	Successful projects	less successful	Failure	Total
Primary & secondary				
Education	4	30	4	38
Tertiary college &	0	6	4	10
University				
Total	4	36	8	48

The Chi-square value was found to be 5.542 with degrees of freedom of 2 and table value at alpha 0.100 was 4.60517. The table value as given by Thompson (1941) is less than the chi-

square. The difference is significant; therefore there is significant relationship between level of education (formal education) and effective management of youth projects.

4.3.3 Hypothesis 3: There is no significant relationship between level of experience and effective management of youth projects.

The researcher asked the respondents to state their level of experience in handling youth activities in terms of length of time in the groups. Their responses were as shown in table 7.

Table 7: Level of experience of respondents.

Level of experience	Frequency (f)	Percentage (%)
3-5 years	26	54.2
0-2 years	20	41.7
Above 5 years	2	4.1
Total	48	100.0

26 (54.2%) respondents had the experience of engaging in youth group activities between 3-5 years, 20 (41.7%) had experience of between 0-2 years and 2 (4.1%) had experience of over 5 years. This revealed that majority of the respondents had attained enough experience in handling or engaging in youth activities. The information below was useful in calculating the chi-square in order to prove the hypothesis.

Table 8: Relationship between level of experience and success of projects.

	Successful projects	less successful	Failure	Total
3-5 years	0	22	4	26
0-2 years	4	12	4	20
Above 5 years	0	2	0	2
Total	4	36	8	48

On analysis, the Chi – square was 7.18 at Degrees of freedom of 4. The Table value at alpha level 0.005 was 14.8802. Since the table value is greater than the chi-square, it therefore follows that there is no significant relationship between the level of experience and effective management of youth projects since the difference is insignificant.

The respondents were also asked to give the number of youth groups they were in and the responses were as shown below in table 9.

Table 9: Number of youth groups respondents were in.

Number of youth groups	Frequency (f)	Percentage (%)
Two	22	45.8
More than two	16	33.3
One	10	20.8
Total	48	100.0

22 (45.8%) respondents were each in two youth groups, 16 (33.3%) were in more than two groups and 10 (20.8%) were in only one group. This revealed that majority of the respondents were in either two or more than two groups. This could be contributed to the fact that members wanted to gain from more than two groups financially.

Respondents were also asked to state the number of members in their groups. These were the responses as outlined in table 10.

Table 10: Membership of youth groups.

No. of members in a group	Frequency (f)	Percentage (%)
Between 15-30	28	58.3
Less than 15	12	25.0
15	8	16.7
Greater than 30	0	0.0
Total	48	100.0

28 (58.3%) of the respondents were in groups of members between 15-30; 12 (25.0%) in groups whose membership was less than 15; 8 (16.7%) in groups whose membership was 15 and none in groups with members greater than 30. Members in groups of less than 30 could easily manage project activities and be managed well by their leaders.

4.3.4 Hypothesis 4: There is no significant relationship between training and effective management of youth projects.

Respondent were also supposed to state if they had ever received any form of training and their responses were as per table 11 below.

Table 11: State of training of respondents in management and entrepreneurship skills.

If received training or not	Frequency (f)	Percentage (%)
Did not receive any training	32	66.7
Received training	16	33.3
Total	48	100.0

Majority of the respondents 32 (66.7%) had never received any training in management and entrepreneurship skills while 16 (33.3%) respondents received. Poor leadership politically or in administration and also no research done on performance of youth groups in the location could have contributed to the low training of the members.

Comparing the respondents' training and success of the projects was summarized below:

Table 12: Relationship between training and success of projects.

	Successful projects	less successful projects	Failure	Total
Untrained	0	20	8	28
Trained	4	16	0	20
Total	4	36	8	48

On calculating, the chi square was 11.396, the degree of freedom was 2 and the table value at alpha level of 0.005 was 10.599147. The chi-square value was more than the table value. Thus the difference is significant and hence there is significant relationship between training and effective management of youth projects.

The organizations that gave training to those respondents who received training included the following, as outlined in table 13.

Table 13: Organizations that gave training to some respondents.

Organization	Frequency (f)	Percentage (%)
World Vision	10	62.5
Sanaa Youth group	4	25.0
UNDP	2	12.5
Total	16	100.0

World Vision gave training to 10 (62.5%), Sanaa Youth group 4 (25.0%) and UNDP gave 2 (12.5%). World Vision gave training to most respondents (62.5%). World vision has been in existence for many years and has launched deep and could be having a vision for youths and that is why it trained majority of the youths. Some of the skills respondents said they were trained in were summarized in table 14 below.

Table 14: Skills respondents trained in.

Skill	Frequency (f)	Percentage (%)
Management of available resources	10	62.5
Business planning and profit making	2	12.5
Conservation of environment	2	12.5
Leadership	2	12.5
Total	16	100.0

This revealed that majority of respondents who received training received skills in management of available resources (62.5%). Equal percentage (12.5%) was for business planning and profit making, conservation of environment and leadership. Skills in effective management and entrepreneurship were not given fully. This could be because of the priority a given organization has in terms of training the youths.

Respondents who had not received training felt they required training because of the reasons given below according to their responses:

Table 15: Reasons respondents felt should be trained.

Reasons for training	Frequency (f)	Percentage (%)
To acquire management skills and create awareness to members what was happening elsewhere and challenges they could face	8	33.3
To use available resources well	6	25.0
To manage entire ecosystem	4	16.6
To avoid extravagant spending and unrealistic budgeting	2	8.3
To enhance innovation	2	8.3

For proper co-ordination and understanding

between members	2	8.3
Total	24	100.0

Majority of the respondents 8 (33.3%) and 6 (25.0%) said required training in order to acquire management skills and awareness of what could be happening in other youth groups that makes them succeed with their project activities and challenges they could face and be ready for them and also use available resources well. This perspective could be due to what they see in other youth groups.

4.3.5 Hypothesis 5: There is no significant relationship between adequacy of finances and effective management of youth projects.

Respondents also responded on the sources of finance for their project activities. Table 16 shows how they responded.

Table 16: Sources of finance for project activities.

Sources of finance	Frequency (f)	Percentage (%)
Members' contribution (shares)	22	31.4
Parents and friends	10	14.3
Loans from banks	10	14.3
Youth development fund	8	11.4
Fundraising	6	8.6
LATF	6	8.6
Personal small businesses	6	8.6
CDF	2	2.9
Total	70	100.0

Majority of the respondents 22 (31.4%) got their finance from their own contributions (shares), 10 (14.3) from parents and friends, another 10 (14.3%) from bank loans and 8 (11.4%) from the youth development fund.

It is possible that most of them were not aware of the sources of finance and that is why they had to contribute funds in terms of shares. This was also evident with low percentage of the other sources of finance. Poor leadership from their local leaders and a lot of bureaucracy in relevant offices that are involved in processing the funds could have contributed to this ignorance.

Respondents were also asked by the researcher to state whether the funds were adequate or not. Table 17 shows their responses.

Table 17: Adequacy of funds.

Adequacy of funds	Frequency (f)	Percentage (%)
Not adequate	46	95.8
Adequate	2	4.2
Total	48	100.0

46 (95.8%) respondents said that the funds were inadequate while 2 (4.2%) said the funds were adequate. The majorities of the respondents seemed ignorant and were not aware of procedures to follow to get the required funds. Lack of collateral by youths and a lot of bureaucracy seemed to put off their efforts to get the funds too.

To proof the hypothesis that there is no significant relationship between adequacy of finances and effective management of youth projects, the following comparison about adequacy of funds and the success of the projects was made and the chi-square calculated.

Table 18: Relationship between adequacy of funds and success of projects.

	Successful project activities	Less successful	Failure	Total
Not adequate	4	34	8	46
Adequate	0	2	0	2
Total	4	36	8	48

Analysis showed the chi-square to be 0.6957. The degrees of freedom was 2 and the table value was 10.5966 at alpha level 0.005. The chi-square was less than the table value. This implied that the difference is insignificant. Therefore there is no significant relationship between adequacy of finances and effective management of youth projects.

The researcher too asked the respondents to explain how they carried out their projects when the funds were inadequate. Their responses were as follows in table 19.

Table 19: How respondents carry out activities in event of inadequate funds.

How activities are carried out	Frequency (f)	Percentage (%)
Fundraise and contribute from well wishers	12	25.0
Members contribution /table banking	10	20.8
Merry go rounds	8	16.7
Suspend some activities until funds are available	8	16.7
Divide available funds equally for all activities	4	8.3
Personal initiative especially if official	2	1.2
Carry out activities on credit like hiring meeting hall	2	1.2
Some activities stall	2	1.2
Total	48	100.0

From analysis, it shows that majority of the respondents 12 (25.0%) fundraised and got funds from well wishers. 10 (20.8%) contributed cash through table banking to carry out the

activities when the funds were not enough. The other 8 (16.7%) used merry go round method, 8 (16.7%) others suspended some project activities, 4 (8.3%) said they used available resources carefully by dividing it among all activities equally, 2 (1.2%) carried out activities on credit and another 2 (1.2%) sacrificed as officials and contributed and 2 (1.2%) said that some activities stalled when funds were inadequate. This revealed that the methods used to carry out the activities in event of inadequate funds were not efficient enough for the projects to be successful.

When the researcher asked the respondents to state where they intended to get additional funds to enable them run their project activities and manage them effectively, their responses were given as follows in table 20.

Table 20: Suggested Sources of additional funds by respondents.

Source of additional funds	Frequency (f)	Percentage (%)
Youth Development Fund	22	45.8
Non Governmental organizations	6	12.5
Profit from other stable projects	6	12.5
Donors/Grants	6	12.5
Banking institutions	4	8.3
Family and friends	2	4.2
Hiring of property	2	4.2
Total	48	100.0

Majority of the respondents 22 (45.83%) said they will source from the government through the youth development fund, Non governmental organization, profit from other stable projects and grants or donors had 6 (12.50%) respondents each. 4 (8.33%) respondents said they will source from the banking institutions while sourcing from family & friends and hiring of property had 2 (4.17%) respondent each. Analysis revealed that majority of the youths had

realized that the government gives finances through youth development funds. This could be due to the priority and sensitization the government is giving youths in carrying out their activities because they are the majority of the population and also the leaders of tomorrow and therefore it has increased the youths' budget on their financing.

The respondents were asked to state whether their project activities were successful or not. Their responses were given below in table 9.

Table 21: Success of youth projects according to respondents.

Success of project activities	Frequency (f)	Percentage (%)
Less successful	36	75.0
Failed	8	16.7
Successful	4	8.3
Total	48	100.0

Majority of the respondents 36 (75.0%) said that their project activities were less successful, 8 (16.7%) failed and 4 (8.3%) said were successful. The high percentage showing that the project activities are less successful are due to the challenges they faced in managing the projects.

The officer in charge of Youth affairs in Bungoma South district on responding on success of youth projects in the location said that he had been in office for a year and cited that youth group activities were not successful due to less bonding, lack of capacity building on group dynamics and general sensitization up to the community level. The respondent said that no new youth projects came up in the recent.

4.3.6 Research question 1: What are the possible solutions to the challenges affecting effective management of youth projects in Bungoma Town location, Kanduyi division?

The respondents were asked by the researcher to explain the challenges they faced in carrying out and managing their project activities. Their response was as shown in table 22 below.

Table 22: Challenges respondents faced in management of project activities.

Challenges	Frequency (f)	Percentage (%)
Inadequate or lack of finance	30	25.9
Lack of training	28	24.1
Mismanagement of funds or no		
Transparency and accountability	12	10.3
Lack/inadequate facilities	8	6.9
Low morale of members	6	5.2
Misunderstanding & uncooperative members	6	5.2
Lack of security, transport and		
communication	6	5.2
Lack of support from leaders/political		
interferences	6	5.2
Lack of participation by members due to		
absenteeism, sickness and ignorance	6	5.2
Poverty	4	3.5
Unemployment	2	1.7
Lack of patience	2	1.7
Total	116	100.0

From the total number of responses, 30 (25.9%) cited inadequate or lack of finance 28 (24.1%) cited lack of training, 12 (10.3%) cited mismanagement of available funds and lack of transparency and accountability, 8 (6.9%) cited lack of inadequate facilities. Other challenges as given by the respondents included low morale of members(5.2%),uncooperative members (5.2%), lack of security, transport and communication(5.2%),lack of support from leaders and political interference(5.2%), poor participation (5.2%), poverty(3.5%),unemployment (1.7%) and lack of patience (1.7%).

The many challenges the respondents had were related to each other; either financially, in terms of training, education and participation. These could have been contributed to by lack of proper leadership and direction from political and administrative leaders. Members could have been also ignorant of the procedures that are relevant to solve their challenges.

Respondents were asked by the researcher to suggest ways of overcoming some of the challenges they faced. Their responses were summarized below in table 23.

Table 23: Suggested ways of overcoming the challenges.

Suggestions	Frequency (f)	Percentage(%)
Government to facilitate accessing funds to groups in time and avoiding bureaucracy during allocation of funds and all youths be given equal opportunities in acquiring funds	34	32.7
Members to receive training on good management of resources, participation and choosing good project	24	23.1
Members required seminars and workshops to mobilize group formation and improve morale of members	8	7.7
Officials to account for funds used and regular auditing of project	6	5.8

Incentives to performing groups from government	4	3.9
Basic education be given on proper management of projects	4	3.9
Seek other sources of income like hiring facilities	4	3.9
Educate and encourage electing leaders who are not selfish and corrupt when it comes to assigning funds	4	3.9
Advise each other in groups on importance of participation basing on current economic trends	4	3.9
Inter-group interaction to learn from others	2	1.9
Reduction of school and college fees to provide key education	2	1.9
Improve transport system	2	1.9
Co-operation of members	2	1.9
Non-governmental organizations to boost youth projects through Grants	2	1.9
Reduce bureaucracy during allocation of funds and all youths		
Given equal opportunities in acquiring funds	2	1.9
Youths to give more time to discuss performance of projects	2	1.9
Total	104	100.0

The majority of the respondents, 34 (32.69%) suggested that the government should facilitate accessing adequate funds to groups in time, avoiding bureaucracy that is involved. 24 (23.08%) of the respondents suggested that they be provided with training in management and entrepreneurship skills and importance of participation. Other suggestions by the respondents included seminars and workshops to improve morale of members (7.69%), auditing finances regularly and accounting for funds used by officials (5.77%), incentives by government to groups whose projects are successful (3.85%), basic education for knowledge on basic management of

projects (3.85%), inter-group interaction to learn from each other (1.92%), reduction of school and college fees to provide key education (1.92%) among others. The many suggested solutions by respondents could be due to many challenges they faced and wished to overcome them for the effective management of their projects.

4.4 Conclusions

The research findings revealed that (66.67%) of the respondents were male and ordinary members constituted 62.5% while 37.5% were officials. Analysis showed that there was significant relationship between gender and effective management of youth projects.

It also revealed that 58.33% of the respondents had attained secondary education and there was significant relationship between level of education (formal education) and effective management of youth projects. 54.17% of the respondents had the level of experience of between 3-4 years in youth projects activities but analysis showed that there was no significant relationship between level of experience and effective management of youth projects.

66.67% of the respondents had never received any training in management and entrepreneurship skills. Majority of those who received training were given by World Vision. Those who had never received training felt they required it to enable them manage their project activities effectively. When analysis was done, it revealed that there was significant relationship between training and effective management of youth projects.

Research findings also revealed that majority of the respondents' source of finance was members' contribution (31.43%) and 93.83% of them admitted that the funds were not adequate. This made them fundraise from well wishers (said by 25.0% of them) in order to continue carrying out the project activities; sometimes they suspend some activities until funds are available (said by 16.67% of the respondents). On sourcing for additional funds, 45.83% said they

intended to get it from Youth development fund. Analysis revealed that there was no significant relationship between adequacy of finance and effective management of youth projects.

Research findings also revealed that respondents faced challenges in managing their project activities. Amongst them were inadequate or lack of finance, mismanagement of funds, lack of or inadequate facilities like rooms for meetings, low morale of members and lack of participation.

These challenges prompted respondents to suggest ways of overcoming them; majority citing government's facilitation and accessing funds to youth groups in time and removing the bureaucracy involved during the process. This was suggested by 30.77% of the respondents. 23.08% of them suggested provision of training. Others included seminars and workshops to improve morale of members, incentives by government to groups whose projects are successful, basic education for knowledge on basic management of projects, auditing finances to help in monitoring and evaluating the extend to which the project activities are successful, intergroup interaction to learn from each other, reduction of school and college fees to provide key education, advice each other on importance of participation basing on current economic trends, improve transport systems, seek other sources of income and giving more time to discuss performance of projects.

All in all the study revealed that the youth projects and activities were not successful and was due to the many challenges mentioned above together with poor bonding in groups, less capacity building and general sensitization of the members by stakeholders.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction.

This chapter comprises of the summary of findings, discussion of findings as related to theory and other empirical studies as review in the literature, conclusions, recommendations and suggestions for further study.

5.2 Summary of the findings

The research findings revealed that (66.67%) of the respondents were male and ordinary members constituted 62.5% while 37.5% were officials and that there was significant relationship between gender and effective management of youth projects.

It also revealed that 58.33% of the respondents had attained secondary education and there was significant relationship between level of education (formal education) and effective management of youth projects. 54.17% of the respondents had the level of experience of between 3-4 years in youth projects activities and there was no significant relationship between level of experience and effective management of youth projects. 22 (45.83%) respondents were each in two youth groups and majority (58.33%) were in groups whose membership is between 15-30.

66.67% of the respondents had never received any training in management and entrepreneurship skills. Majority of those who received training were given by World Vision. Those who had never received training felt they required it to enable them manage their project activities effectively and analysis showed that there was significant relationship between training and effective management of youth projects.

Research findings also revealed that majority of the respondents' source of finance was members' contribution (31.43%) and 93.83% of them admitted that the funds were not adequate. Analysis revealed that there was no significant relationship between adequacy of finance and effective management of youth projects. Respondents fundraised from well wishers (said by 25.0% of them) in order to continue carrying out the project activities; sometimes they suspended some activities until funds are available (said by 16.67% of the respondents). On sourcing for additional funds, 45.83% said they intended to get it from Youth development fund.

Research findings also revealed groups were in place but project activities were not successful as cited by the respondents and the youth affairs officer since they faced challenges in managing their project activities. Amongst them were inadequate or lack of finance, mismanagement of funds, lack of or inadequate facilities like rooms for meetings, low morale of members, lack of participation, less bonding of groups, poor capacity building initiative on group dynamics and general sensitization of the youths.

These challenges prompted respondents to suggest ways of overcoming them; majority citing government's facilitation and accessing funds to youth groups in time and removing the bureaucracy involved during the process. This was suggested by 30.77% of the respondents. 23.08% of them suggested provision of training. Others included seminars and workshops to improve morale of members, incentives by government to groups whose projects are successful, basic education for knowledge on basic management of projects, auditing finances to help in monitoring and evaluating the extend to which the project activities are successful, intergroup interaction to learn from each other, reduction of school and college fees to provide key education, advice each other on importance of participation basing on current economic trends, improve transport systems, seek other sources of income and giving more time to discuss

performance of projects. Capacity building on group dynamics and general sensitization up to community level was also cited to help make the projects successful.

5.3 Discussion of findings.

The study showed that there was significant relationship between gender and effective management of youth projects. Women make a vast contribution to the economic and domestic sectors in Kenya and are expected to contribute substantially to their own and their children's support, through agricultural work, marketing or wage labor. This is according to United Nation, 1991. Women provide 80% of the "self-help" labor vital to such projects as construction of roads, schools and community centres (Saadia, 2000). These concur with the researcher's findings.

There was significant relationship between level of education (formal education) and effective management of youth projects. In a related study, Mualuko (2008) found out that non-formal education was necessary to compliment formal education in order to empower the out of school youths to cater for their educational needs and interests and thus solve their problems in life. This is true because education is a continues process in and out of the educational institutions because of its wide range of application in development and therefore concurs with the researcher's findings.

Analysis showed that there was significant relationship between training and effective management of youth projects. Armstrong (2003) cited some advantages of training to an individual including creating confidence thus performing task perfectly, preparation of human resource for succession, increasing prospects for promotion, increasing job satisfaction and adding employees' value on the job market. Adding value to the firm's human resource, better utilization of available resources, improved product quality and overall productivity, provision of better service to customers, increased commitment of employees, minimizing accidents incurred

due to lack of knowledge in handling equipments, helping workers adapt to change, giving a firm a competitive advantage over its rivals, improving a public image of the organization, enhancing workers' motivation, developing a culture of better performance and a way of attracting quality employees by offering learning and development opportunities were other advantages to the firm. The researcher's findings seem to agree with Armstrong's. Handling of the youth projects and activities without much training could lead to projects being less successful and even failure of some of the project activities.

Chandra (2002) acknowledged that timely availability of funds makes plan of implementation easy. It is desirable if funds are provided even before the final approval to initiate advance actions of any business or project. Piecemeal, ad-hoc, and niggardly allocation, with undue rigidity, can impair the maneuverability of the project team. Analysis about the hypothesis that there is no significant relationship between adequacy of finances and effective management of youth projects showed that actually there was no significant relationship between adequacy of funds and effective management of youth projects. This seems not to agree with Chandra (2002).

5.4 Conclusions

The following conclusions were made after analysis of the research findings:

Male genders who were respondents were 32 (66.67%) and there was a significant relationship between gender and effective management of youth projects. Majority of respondents were ordinary members (62.5%). Most respondents (58.33%) had attained secondary education and there was significant relationship between level of education and effective management of youth projects.

54.17% and 41.67% of the respondents had enough experience in handling project activities, although there was no significant relationship between experience and effective management of youth projects. Youth groups studied had members greater than 15 although there were reasons

why all of them could not be found present for example some had gone for further studies and 79.16% of the respondents were in two or more groups.

Majority of the respondents (66.67%) had not received any form of training and analysis showed that there was significant relationship between training and effective management of youth projects. Only 33.33% received training and out of that, 10 of them were trained by World Vision. Respondents who had never received training saw it important that they receive training in management of available resources (25.0%) and acquire management skills and this was to create awareness to having successful projects.

22 (31.43%) of the respondents personally contributed shares towards capital of their projects, 14.29% said parents and friends contributed for them, the same percentage got capital and funds from banks and 11.43% from youth development fund kitty. 46 (95.83%) said funds were inadequate but analysis showed that there was no significant relationship between adequacy of finance for management of project activities and effective management of youth projects. Whenever funds were inadequate, respondents fundraised and contributed from well wishers; members contributed in form of shares and sometimes suspended some projects and activities until funds were available. Respondents saw the need for additional funds to facilitate carrying out the project activities and majority cited youth development fund kitty as the next stop over.

Majority of the respondents (25.86%) cited inadequate or lack of finances as the major challenge in management of their projects. Other challenges cited included lack of training, mismanagement of funds, lack of transparency among office bearers, lack of or inadequate facilities like rooms for meetings, low morale of members, lack of participation and poor group bonding.

32 (32.69%)of the respondents suggested government intervention in allocating funds in time and removing the bureaucratic way of handling matters when it comes to processing these

finances. 24 (23.08%) of the respondents suggested that they be provided with training in management and entrepreneurship skills and importance of participation. Other suggestions by the respondents included seminars and workshops to improve morale of members (7.69%), auditing finances regularly and accounting for funds used by officials (5.77%), incentives by government to groups whose projects are successful (3.85%), basic education for knowledge on basic management of projects (3.85%), inter-group interaction to learn from each other (1.92%), reduction of school and college fees to provide key education (1.92%) among others.

5.5 Recommendations.

The following recommendations were drawn up as a result of the study on challenges affecting effective management of youth projects in Bungoma Town location, Kanduyi division of Bungoma South District, Kenya:

That the government to outdo with the bureaucratic way of dealing with youths when it comes to processing the youth development funds because it puts off majority of them; at the same time offer support for the funds being accessible to ensure required resources are available for success of the youth projects or activities. Youths should also be ready to work with the available funds for success of any project activity since there is no significant relationship between adequacy of funds and effective management of youth projects. Auditing of finances regularly and accounting for funds used by office bearers is also recommended.

The government, stakeholders and Non-governmental organizations to work hand in hand in providing training in management and entrepreneurship skills, regular seminars and workshops to improve the morale of youths thus ensuring participation. A lot of bonding in groups is recommended. This could be through capacity building on group dynamics and general sensitization has to be done up to community level.

Free primary and secondary education complemented and subsidized tertiary education is recommended. Education providers to develop a wider range of educational programmes to include non-formal education to cater for the varied educational needs and interests of out of school youths to compliment formal education and also to help reduce ignorance.

Intergroup interaction between youth groups should be encouraged for the members to learn from each and share the challenges they face during the management of their project activities. Female youths are recommended to take part actively in project activities such that in future they should be the majority since they play a vital part in development.

5.6 Suggestions for further study.

Due to the financial and the limited time allocated to this study, it was not possible to cover certain areas. Given suitable support, the following areas are suggested for studies in the future by the researcher.

1. Participation of members of youth groups as the major factor in effective management of youth projects.
2. A similar research to be carried out in both rural and urban areas with adequacy of finance as a challenge to effective management of youth projects.
3. A similar study be carried out in rural and urban areas where female gender are majority.
4. Carry out research to determine if non-formal education can contribute to effective management of youth projects both in urban and rural areas in Kenya.

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APPENDIX I: LETTER OF TRANSMITTAL

University of Nairobi,
Kakamega Exta-Mural Centre,
P.O Box 422
Kakamega.
22/05/2009.


Youth Groups,
Bungoma Town Location,
C/O Kanduyi Division,
Bungoma.

REF: REQUEST TO PARTICIPATE IN THE STUDY.

I am a master's student in the above named institution carrying out a study to find out challenges facing youth entrepreneurship projects in Bungoma Town location, Kanduyi division. You have been selected to participate in the study. Kindly fill in the information in the questionnaire provided by the researcher.

Any information you give will be treated as confidential and is only meant for the purpose of this study. Thank you for your cooperation.

Yours faithfully,



Janet L. Maina.

APPENDIX 2: QUESTIONNAIRE FOR YOUTHS.

The questionnaire intends to study the challenges that face management of youth entrepreneurship projects. The research is carried out for academic purposes. All answers given will be treated with confidentiality.

1. State your gender. Male [] Female []
2. State your position in the group. Official [] Member []
3. State your level of education. Primary [] Secondary [] Tertiary college []
University []
4. State the length of time you have been into the youth groups.
0-2 years []
3-5 years []
Above 5 years []
5. State the number of youth groups you have been a member.
One [] Two [] More than two []
6. State the number of members in your group.
Below 15 [] 15 [] Between 15-30 [] Above 30 []
7. Have you ever received any training on the management of youth projects?
YES [] NO []
If yes, (a) state the skills acquired.....
.....
.....
(b) Which organization gave the training?.....
If No, is it necessary to acquire any entrepreneurial and management skills?

YES [] Explain.

NO [] Explain.

8 (a). State the sources of finance for your project activities.....

.....
.....

(b) Are the funds adequate for the activities in your project? YES [] NO []

If NO, how do you carry out all your activities?

(c) Where do you intend to get additional funds for the project?.....

.....
.....

9. How do you rate your projects/activities?

(a) Successful (b) Less successful (c) Failure

10. Explain the challenges faced by your youth project.

11. Suggest ways of overcoming these challenges.

APPENDIX 3: QUESTIONNAIRE FOR

BUNGOMA SOUTH DISTRICT YOUTH AFFAIRS OFFICER.

The purpose of this study is to determine the challenges facing effective management of youth entrepreneurship projects in Bungoma Town location, Kanduyi division, Bungoma South district. The information obtained will only be used for the purpose of academic research and will be treated with utmost confidentiality. This is to kindly request you to be honest and truthful in your responses as possible.

Background information.

- 1 Indicate your name (Optional) _____
- 2 How long have you been working in the present station? _____

Specific information.

3. Do you think youth group activities in Bungoma Town location have been successful?
Yes No
4. If yes, what aspects of success have the groups shown?
5. If no, suggest what can be done to make them successful.

APPENDIX 4: ESTIMATED EXPENDITURE.

ITEM	AMOUNT
1. Stationery	5000.00
2. Typing	8000.00
3. Photocopying	5000.00
4. Internet	3000.00
5. Library charges	2000.00
6. Traveling	5000.00
7. Accommodation/meals	10000.00
8. Binding	2000.00
9. Emergency/miscellaneous	4600.00
TOTAL	44600.00

APPENDIX 5: YOUTH GROUPS IN BUNGOMA TOWN LOCATION.

- 1. BUYEP-Bungoma Youth Empowerment Programme.**
- 2. Bungoma Youth Environmental Programme**
- 3. Sanaa Youth Group.**
- 4. YEP-Youth Empowerment Programme**
- 5. Bungoma Bodaboda youths.**
- 6. Kanduyi Football club.**
- 7. Namuyemba Youth Group.**
- 8. Kanduyi Youth group.**
- 9. Khuambane Youth group.**
- 10. Simana Youth group.**

APPENDIX 4: ESTIMATED EXPENDITURE.

ITEM	AMOUNT
1. Stationery	5000.00
2. Typing	8000.00
3. Photocopying	5000.00
4. Internet	3000.00
5. Library charges	2000.00
6. Traveling	5000.00
7. Accommodation/meals	10000.00
8. Binding	2000.00
9. Emergency/miscellaneous	4600.00
TOTAL	44600.00

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