

**YOUTH'S PERCEPTIONS ON THE INFLUENCE OF YOUTH  
EMPOWERMENT IN PROMOTING SUSTAINABLE PEACE IN KIKUYU SUB  
COUNTY, KIAMBU COUNTY, KENYA**

**By**

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**DECLARATION**

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

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

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## **DEDICATION**

This research project report is dedicated to my son Geoffrey, my parents Geoffrey Mbugua and Grace Wanjiru, my siblings Jane, Salome ,Nancy, James and Leonard for their financial and moral support that has enabled me get this far.

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## **ACKRONYMS AND ABBREVIATIONS**

<b>AAPY</b>	-	Affirmative Action Policy for Youth
<b>AIDS</b>	-	Acquired Immunodeficiency Syndrome
<b>AYC</b>	-	African Youth Charter
<b>FDSP</b>	-	Free Day Secondary Policy
<b>FPEP</b>	-	Free Primary Education Policy
<b>GOK</b>	-	Government of Kenya
<b>ICT</b>	-	Information Communication Technology
<b>HIV</b>	-	Human Immunodeficiency Virus
<b>KKV</b>	-	Kazi Kwa Vijana
<b>KNYP</b>	-	Kenya National Youth Policy
<b>MMMYGP</b>	-	Maji Mazuri Mathare Youth Group Program
<b>M S Y A</b>	-	Ministry of State Youth Affairs
<b>NACADA</b>	-	National Agency for the Campaign against Drug Abuse
<b>NYS</b>	-	National Youth Service
<b>NYTA</b>	-	National Youth Talent Academy
<b>PoA</b>	-	Plan of Action
<b>UN</b>	-	United Nations
<b>UNCHS</b>	-	United Nations Human Settlement Program
<b>UNESCO</b>	-	United Nations Educational Scientific and Cultural Organization
<b>USIP</b>	-	United States Institute of Peace
<b>SBPP</b>	-	Stop Bullet Peace Program
<b>WB</b>	-	World Bank
<b>YEDF</b>	-	Youth Enterprise Development Fund

## ABSTRACT

Youth empowerment is a strategy to deal with youth issues such as youth unemployment which negatively impact on the developing countries. Empowerment of the youth through financial support, education and skills would enable the youth get employed hence be independent and improve their living standards. High population growth of the youth is a global challenge and just like many African countries, Kenya has a disproportionate large population of young people who are facing a myriad of challenges which include unemployment, drug abuse, exclusion from active participation in the society and poverty. This trend is a threat to social cohesion and political stability as the idle and disenfranchised youth are easily manipulated by political elites for their own selfish interests, engage in crimes or are recruited into illegal groups. Empowerment of the youth would therefore prove to be successful only by considering the forces that entice the youth to crimes. The study explores the influence of youth empowerment on promotion of sustainable peace in Kikuyu Sub County. The objectives of the study includes: to assess youth's perceptions on the influence of youth financial empowerment in promoting sustainable peace, to establish youth's perceptions on the influence of youth education for empowerment in promoting sustainable peace and to determine youth's perceptions on the influence of youth acquisition of practical skills in promoting sustainable peace in Kikuyu Sub County. The study used descriptive research design and targeted 39,873 youth between the age of 18 to 24 with a sample size of 380 and the two officers in- charge of the youth affairs in the Sub County. The study used stratified proportionate random sampling method while data was collected using a questionnaire for the youth and an interview schedule for officers in-charge of youth affairs. Data was analyzed using descriptive and inferential statistics with the help of a statistical package for social science (SPSS) version 15.0 for windows. The study established that majority of the respondents were unemployment: an indication that they are in dire need of empowerment due to lack of quality education and skills for employment either formally or informally. Lack of funds was also a hindrance for youth self- enterprise and upward mobility. Majority of the youth had just basic education and skills which did not match the needs of the job market hence were unemployed and depended on others for basic needs. This contributes to their vulnerability to exploitation, recruitment in illegal groups and crimes that undermines security and peace in Kikuyu Sub County. Education was still not affordable to the vulnerable youth despite introduction of free education. The study therefore recommends the following; the Ministry of Education reforms the education system and training to make it relevant to the job market by integrating ICT skills and entrepreneurial skills. The government should also ensure education is affordable to the vulnerable youth by allocating more funds for bursaries. Vocational institutions should be re-opened and be well equipped with modern equipments by the government to offer quality training to the youth which would translate to their employability and engagement in productive economic activities.

# **CHAPTER ONE**

## **INTRODUCTION**

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

Youth empowerment is a holistic means of educating and engaging youth in the society. According to United Nation Human Settlement Program (UNCHS Habitat 2005) youth empowerment is defined as circumstances and factors which enhance the development of citizenship and productiveness among young people as they move into adulthood. It is concerned with the adaptation of government structures and institutions to protect and deliver children's, youths' and human rights, including the right to participation.

Youth have been presented as marginalized, disenfranchised and even excluded politically, socially and economically especially in Africa. Griffin (2001) states that young people can be described as marginalized population due to lack of power and voice in adolescent discourse and mainstream culture. The youth can however be empowered to take active role in societal developments and peace building activities.

United States Institute of Peace (USIP 2012) contends that there are three ways in which youth empowerment, reconstruction programming takes place. These are right based approach, economic approach and social political approach .The right based approach takes care of the children less than 18 years by protecting their human rights. Economic and social approach target the youth by providing vocational training and micro financing schemes for them to be active members in the community so that they are no longer idle. Social political approach views youth as vital members of civil society and understand the precarious long term dynamics whereby youth can be active agents in their communities both as potential spoiler and peace builders .This approach enhances

engagement of the youth in their community and to rebuild the status quo by influencing positively their peers and other community members.

The youth should be empowered especially due to challenges they face which are as result of lack of unemployment opportunities, lack of knowledge and skills, poverty among others. These challenges seem to entice the youth to engage in illegal activities just to sustain themselves.

The United Nations Youth Agenda says that young people everywhere have aspirations and want to participate fully in the lives of their societies (UN 2007). They can make their contributions when empowered socially, economically and politically. Empowered youth can make their own choices, decisions and accept responsibilities and consequences of their choices. They are also able to get employment in formal or informal sectors. It is therefore a mandatory requirement that the government allocate adequate resources for youth empowerment, have supportive legal frameworks and administrative structures.

Education for self-awareness enables the youth to understand their self-worth, capabilities, ability to make decision and be in control of their lives. This for instance curbs the negative influence by the political elites for selfish gains. Rapport J (1985) states that empowerment is a sense of control over one's life, in personality cognition and motivation. It expresses itself at the level of feelings, at the level of ideas about self-worth, at level of being able to make a difference in the world. When the youth get to know their self-worth they are able to defend their rights, get concerned about their welfare and voice their concerns such as discrimination.

According to Zimmerman (1995) empowerment connects individual's wellbeing with the larger social and political environment and suggests that people need opportunities to become active in community decision making in order to improve their lives, organizations and communities. The youth too should be integrated in decision making of their country on matters that concern them. They should know who they are and the power they hold which if exercised could bring change in their community to make it better.

Education can be used as a tool to promote social cohesion and peace. Education instills in the youth knowledge and skills that enhance empowerment .The knowledge that they acquire enable them to get employment hence self independence. Young people who are engaged in some form of employment are active members of the society and therefore no longer idle. The vulnerability and propensity of youth to conflict was highlighted in the UN Secretary General's (2001) Report on the prevention of armed conflict, which observed that young, uneducated people are easy recruits for parties to violent conflict. Skills on the other hand are essential in facilitating self- reliance in the youth through self employment. Practical skills can be inculcated through vocational training in institutions such as polytechnics. The institutions can be revived or established and be well equipped.

Garcia and Fares (2008) states that since labor is the most abundant asset of the poor .It is only by harnessing youth's energy, motivation, capabilities, resilience and ideas that Africa can accomplish the daunting task of moving out of poverty. Employment of the youth is a way to improve their living standards, and deal with idleness thereby enhancing upward mobility.

The Plan of Action (PoA) which is a framework that implements African Youth Charter (AYC 2006) describes youth empowerment as building knowledge and education through awareness rising, capacity and skills building enhancing accessibility to various opportunities that shape the future youth. Its goal is to empower the youth in Africa. The charter serves as a strategic framework to give direction for youth empowerment and development at different levels that is continental, regional and national levels. Due to unemployment the youth engage in activities that undermine peace such as robbery and unless they are empowered they may never realize their dreams of becoming self-independent. There are programs to empower the youth in Africa for example in Zambia. Barker et al (2000) report on the Youth Skills Enterprise Initiative Program in Zambia which integrates basic business and life skills training and which also provides access to small loans as a way to empower the young people by providing financial support.

Giving financial support to the youth enhances their financial independence which helps to keep youth off: crimes, idleness, poverty and even negative influence by politicians to carry out activities that may undermine peace. Christiansen, Utas & Vigh (2006) states that large proportion of young people in Africa are growing up in social environment where chances of living decent lives are negligible and in which many find themselves stuck in positions of inadequate life chances and bleak prospects. It is these conditions that the youth find themselves that entice them to engage in activities that are responsible for undermining peace.

The research by Country Social analysis by the World Bank (2007) confirms that youth unemployment especially among males is a major contributor to frustration and tensions, particularly in urban areas and a matter of serious policy concerns in Kenya. It is

therefore relevant to urgently put in place measures that will help realize youth empowerment in all areas in the country especially now that the youth are being recruited into illegal groups responsible for terrorism. When the young people are financially independent they will be able to afford basic necessities, fight poverty and eventually keep them off petty crimes which will contribute greatly to sustainable peace.

In Maji Mazuri area in Nairobi there is Maji Mazuri Mathare Youth Group Program (M.M.M.Y.G.P) that facilitate the youth members with financial support, guidance and expertise .The youth involved in the program did not engage in violence and initiated activities to promote peace and community cohesion during and right after the conflict erupted (maji mazuri .org, 2012) They have programs such as Stop Bullet Peace Program (SBPP) which promotes peace, cohesion and security in the community. Financial support provided by the program is a strategy to empower the youth financially. Expertise provides them with the skills that they can use to establish businesses and other kinds of projects such garbage collection in towns.

Wanjohi (2004) makes his contribution by stating that the challenges faced by the youth are breeding frustration, anxiety and despair, culminating in crimes, drug addiction and alcoholism. Hopelessness and depression are responsible for the youth joining armed rebel groups and movements. These groups in a way undermine peace for example Mungiki. According to De Boeck& Honwana (2005) Mungiki reposition themselves as a young group and creates an alternative space from which they speak. It gives them an avenue to communicate their dissatisfaction within their sense of societal marginalization of the youth. This group sometimes vent out their anger on the local people in Kikuyu Sub County causing them to live in fear.



Drug and alcohol is a big challenge in our society as the youth die of consuming illicit brews. NACADA (2012) in their study has revealed that drug abuse has permeated all strata of Kenyan society, the youth and young adults being the most affected groups. Drugs are responsible for the youth engagement in criminal activities in order to get some money to buy the status quo. The government of Kenya has come up with programs and policies to empower the youth deal with life challenges and be self-reliant. This will see a reduction in crimes, idleness and unemployment among the youth. One program is Kazi Kwa Vijana (K.K.V) which employs the youth in both rural and urban areas in labor intensive public works. Others include Youth Enterprise Development Fund (YEDF), National Youth Talent Academy (NYTA), and Uwezo Fund among others. These programs empower the youth to be independent. However despite putting such measures in place, they have not registered success yet due to the youth bulge, lack of relevant skills, poor implementation of the policies as well as programs and resource constraints. More require to be done for the government to realize its dream of empowering the youth.

Youth do not only require financial support to be empowered they also require to have skills to enable them make use of available resources. Education for empowerment would be useful in promoting a culture of peace and also help the youth understand who they are thus not subject to negative influence.

## **1.2 Statement of the Problem**

Youth empowerment programs have been implemented globally, regionally and nationally to deal with the problem of youth unemployment however the problem still persists. Such programs like Caribbean Youth Enterprise Program equips youth with

skills between 15-25 years. Youth unemployment is one of the most challenging social economic problems facing most developing countries in Africa and the situation is aggravated by high youth population. In Kenya youth have been empowered financially through programs like Uwezo Fund and Youth Enterprise Development Fund to venture into business enterprise.

Unemployment in Kenya undermines social stability and cohesion as the idle youth engage in criminal activities responsible for insecurity. Lately the issues of youth radicalization and terror attacks have demonstrated the state of security in the country. Empowerment of the youth in the country is critical in enabling them to take active roles in the development of their country. They can be empowered through education, skills and funds for self employment. These efforts would prove significant in keeping the youth away from engaging in criminal activities and ensure they are no longer idle. Youth are vital but frequently ignored source of expertise in the development of the country. It would therefore be disastrous not to harness the potential and vitality of the youth which most of the times is not properly utilized by the states.

The Kinoo Paralegal Networks report (28<sup>th</sup> October 2009) contends that Kikuyu Sub County faces some challenges such as inadequate water, unplanned development and insecurity. The latter is caused by crimes as a result of robberies and the activities of the outlawed group known as Mungiki. Most youths are not employed and this influences them to join the group and engage in crimes.

The youth in Kikuyu are in dire need of empowerment due to the problem of youth unemployment which contributes greatly to insecurity in the area. Youth empowerment

programs have been implemented in Kikuyu Sub County through financial empowerment to facilitate employment in the informal sector. However despite such intervention measures the situation has not improved hence more need to be considered like empowering the youth with quality education and training. Empowering the youth will increase their employability thereby enhancing their financial independent. Youth who are empowered will not necessarily get involved in criminal activities thereby promoting security in the area. The study therefore investigates the influence of youth empowerment on promotion of sustainable peace in Kikuyu Sub County, Kiambu County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of youth empowerment on promotion of sustainable peace in Kikuyu Sub County, Kiambu County.

### **1.4 Research objectives**

The study objectives were as follows:

- i. To assess youth's perceptions on the influence of youth financial empowerment in promoting sustainable peace in Kikuyu Sub County.
- ii. To establish youth's perceptions on the influence of youth education for empowerment in promoting sustainable peace in Kikuyu Sub County.
- iii. To determine youth's perceptions on the influence of youth acquisition of practical skills in promoting sustainable peace in Kikuyu Sub County.

## **1.5 Research questions**

The study attempts to answer the following questions:

- i. To what extent does financial empowerment of the youth influence promotion of sustainable peace in Kikuyu Sub County?
- ii. How does youth education for empowerment influence promotion of sustainable peace in Kikuyu Sub County?
- iii. To what extent does youth acquisition of practical skills influence promotion of sustainable peace in Kikuyu Sub County?

## **1.6 Significance of the Study**

The information gathered from this study will be particularly important to the policy makers in the country by enlightening them on the need to include the youth in the policy making processes by integrating their views and perspectives on matters that concern them. The government will also benefit from the findings in that they will see the need to empower the youth with quality education, practical skills and more funds allocations for youth enterprises. Other researchers will also get an in depth knowledge from the study which they can use in their studies.

## **1.7 Limitation**

The researcher was constrained for time due to employment responsibilities and limited financial resources. To overcome the challenges the researcher made a maximum use of available resources and time to conduct research.

### **1.8 Delimitation of the study**

The study was conducted in Kikuyu Sub County, Kiambu County. The respondents included the 39,783 youth between the age of 18 and 24 years and two officers from the Ministry of Youth Affairs in charge of youth affairs.

### **1.9 Basic assumptions of the study**

The study assumed that the respondents would be available, cooperative and honest in their responses. As the Table 4.1 shows there was 100% return rate of the questionnaires indicating an excellent level of cooperation.

### **1.10 Definition of significant terms**

The following are the significant terms of the study;

**Promotion of sustainable peace** - Creating conditions that facilitate presence of

sustainable peace such as youth engagement in productive economic activities, practicing responsible behavior, involvement in peace building programs, protection of public and private property.

**Financial empowerment-** Provision of youth with funds to start own businesses for self-employment and employment of others, access to education and financial independence.

**Education for Empowerment-**Youth education for self -awareness, acquisition of quality basic education and education about peace.

**Practical skills** - Youth provision of skills such as ICT skills, life skills, entrepreneurial skills as well as traditional skills.

### **1.11 Organization of the study**

The study is organized in five chapters. Chapter One comprised of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, limitation and delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter Two dealt with literature review, which included promotion of sustainable peace, financial empowerment, education for empowerment and practical skills, theoretical framework, conceptual framework, research gap and summary. Chapter Three dealt with research methodology to be used, research design, target population, sample and sampling techniques, research instruments, validity of the study, reliability of the study, and data collection procedures. Chapter Four comprised of data analysis, presentation and interpretation. Chapter Five provided a summary of the research findings, discussion of the findings, conclusion, recommendations and possible solutions to the problems being studied and suggestions for future research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the available literature on youth empowerment and promotion of sustainable peace from global, regional and local perspectives. It also presents a theoretical framework, conceptual framework and research gap.

#### **2.2 Promotion of sustainable peace**

Sustainable peace is promoted by resolving the root causes of conflicts. Sustainable peace is not only marked by absence of war but also by absence of violence in the society which is a threat to peace. Sustainable peace can be promoted through equal participation of all citizens in the society, respect of human rights, security, and dignity among others. Galtung (1969) states that there are two categories of peace that is negative and positive peace. Negative peace is present when there is no overt oppression of large scale physical violence. Positive peace is more than just the absence of violence but the intentional creation of conditions of peace and wellbeing for the whole group. Expressions of violence are seen through acts such as robberies and through youth empowerment such acts can be dealt with as the youth engage in productive economic activities. Sustainable peace is promoted by achieving positive peace whereby the root causes of a conflict are resolved. One root cause of conflict is poverty and social injustices such as land conflicts which was particularly responsible for post election violence in 2007/8. Defrenchised and idle youth were manipulated by political elites to disturb peace. Sandole (2003) goes on to state that the objectives of positive peace is to resolve deeply rooted causes of conflict so that conditions for violent conflict are removed or resolved. Positive peace has to do

with eradication of social injustices such as all forms of violence. It also involves long term peace building activities like campaigning against illegal groups and reformation programs for the youth.

Laderach et al (2007) makes his contribution by stating that achievement of positive peace is referred to activities of peace building which effect positive social and cultural change using conservation as the primary means of transforming conflicts. Neufeldt et al (2006) on the other hand describes positive peace as holistic vision of peace that includes wellbeing as well as right and just relationships and structures.

Pearce (1997) observes that the most important steps towards a sustainable peace are those which foster and strengthen local capacity to deal with the past, to engage with the present and to shape the future in ways which do not exclude, oppress or divide. Creating the conditions for sustainable peace means deconstructing structures, situations and relationships that undermine peace, while building structures, situations and relationships that support peace.

Sustainable peace can be promoted by enhancing social cohesion among people by encouraging cooperation and dialogue, crisis management, and integrating peace building activities in the society. The youth can play an active role in promoting peace by being involved in peace building programs like creating awareness about non-violent conflict resolution and engaging in productive economic activities. Social equality should also be considered vital through respect for human rights and fostering social justice. Factors such as discrimination of the youth in development, social inequality, poverty are a violation of their human rights.



Youth have been discriminated in the society by not been fully integrated in the development of their country as they have not been considered vital in the society yet they face a lot of challenges. Youth unemployment is a big challenge to political stability of the country. According to economic approach by Kemper (2005) unemployed young people are a potential threat to peace processes and efforts are made to keep the young people off the streets. These efforts include providing work oriented skills training for youth to find jobs. Improved access to microfinance for them to establish businesses for self- employment, participate in productive projects and promotion of self- employment or apprenticeships. Supporting young people in need of economic self sufficiency can enable them to make their own living independently of the family and realize entrepreneurial creativity. Economic approach views youth as rational agents in the market and highlights the economic reasons for young people joining violent movements or armed groups.

Financial empowerment of the youth facilitates poverty eradication and enables them to live a life of dignity. Poverty is one of the causes of conflict in the society as the political elites invariably exploit the conditions of poverty to extend their interest.

Conflict resolution strategies should be utilized in resolving conflicts which include forgiveness and reconciliation and nonviolent communication. These strategies can be taught in schools through education hence empowerment of the youth. According to Paternholz &Spurk 2010, Pearce (1997) expressions of violence although they may halt a particular instance of a conflict and restore some semblance of order, affects the ongoing quality of a relationship between parties. Francis (2010) continues to state that if this relational quality deteriorates as a result of how the conflict was handled the prospect for

sustainable peace is reduced and the motivation for renewed and increasingly violent conflict is escalated. Peace education should be integrated in the education system to empower the youth resolve conflicts amicably and hence coexistence. They should be made aware of non-violent conflict resolution so as to discourage violence. Education should be used to transform attitudes that promote violence and discrimination among people by creating a culture of peace. Through education the roots of peace begin to develop early and deeply in the young people hence promote sustainable peace.

Sustainable peace is therefore promoted when the values of positive peace are featured which necessitate finding different solutions to conflict than ones which are found in structures of pacification or negative peace. To promote sustainable peace use of violence should be discouraged.

Youth empowerment involves creating an enabling environment for the youth to be agents of social change by implicating change in their lives and the lives of others. The government of Kenya has put in place policies and programs for youth empowerment that include financial empowerment, education for empowerment and also provision of practical skills that would make one self-reliant. There is the Kenya National Youth Policy (KNYP) which is a policy that mainstreams and coordinates youth programs in the country. Such programs included National Youth Service (NYS) and K.K.V which provided employment opportunities for the youth to be independent through income generating activities however the program lasted six months. The YEDF provides funds youth to be self-employed by establishing their own projects. This financial support is important for them to engage in productive economic activities instead of criminal

activities. Access to productive resources facilitates poverty eradication among the youth through self-employment. This would ensure they live a life of dignity.

Education on the other hand is another form of empowerment for the youth by the government. It therefore set up some policies to ensure provision of education for the youth to acquire knowledge and skills in order to prepare them for employment in the future. The policies are Free Primary Education Policy (FPEP) set up in Jan 2003 to provide universal education for all. Later in Jan 2008 it introduced Free Day Secondary Policy (FDSP).

In Kikuyu Sub County the youth are provided with financial support through Uwezo Fund and YEDF. The government policies and the resources allocation are paramount in facilitating youth empowerment in the area to fight insecurity, unemployment and idleness among the youth which undermines peace in one way or another. Financial empowerment is not enough they also require to be empowered with education and skills such as ICT and entrepreneurial skills which are significant in facilitating youth self-reliance. Education and skills provided should however be tailored to the needs of the job market.

### **2.3 Financial empowerment and Promotion of Sustainable peace**

For the youth to be independent, participate actively in the society and live poverty free lives, it is imperative to empower them. Atwood (2005) states that many studies show that there is a strong correlation between the absence of material well-being and the prospect for violence, from crime in inner-city neighborhood to political instability and

social conflict in poor nations. When the youth are empowered financially they are able to establish their own businesses hence can afford basic needs and are independent.

Abbing (2005) says that youth in Africa are growing up in conditions of mass unemployment and are facing social, economic and political exclusion, health problems, crises within the family due to poverty and HIV/ AIDS, lack of education and skills. Unemployment makes the youth vulnerable to crimes and poverty which undermine peace in a country. The WB (2009), study states that 72% of Africa's young generation live on less than \$ 2.00 in a day. It characterizes poverty as powerless, lack of representation and freedom, a situation people want to escape. Poverty makes it hard for the youth to afford the basic needs hence a probable cause of their involvement in crimes.

According to Collier & Hoeffler (2002) often poor and marginalized youth have legitimate grievances against the state which are often manipulated by political elites to create violent conflict like in 2007/8 post election violence in Kenya. Violent conflict and insecurity are directly connected to the presence of large unemployed and dissatisfied mass of youth (Kaplan 1994)

African countries are facing a demographic challenge as young people between the age of 18 to 24 increases and access to jobs is another bigger challenge. Parsons (2004) says that youth bulge proponents argue that unemployed youth are more susceptible to militarization and armed violence. Young people in Kenya are being recruited into illegal groups responsible for undermining security.

WB (2008), states that creating viable jobs for young people is a reconstruction for African's poverty eradication, sustainable development and peace. In countries emerging

from conflict, access to employment for youth is integrated to peace building processes. Unemployment is an issue that affects many countries in the world. It is a global challenge which should be tackled to ensure financial independence of the youth, handle idleness, drugs abuse, and insecurity.

Atwood(2005) contends that the condition of poverty may not be sufficient in itself to cause widespread conflict, but these studies show that poverty more than any other factor contributes to feelings of alienation ,exploitation and dependency and these in turn contribute to a breakdown of social cohesion and to violent conflict. Disfranchised youth are easily manipulated by political elites for their own self interest. Ngaribo & Nkurunziza (2005) says that in Burundi, youth unemployment and poverty are cited as contributing towards insecurity in post conflict country, especially the ongoing incidences of banditry. According to Kimalu et al (2002) poverty is defined as lack of sufficient income required to meet the expenditure for purchasing a specified bundle of basic requirements. Poverty or unemployment may not necessarily be responsible for conflicts but greatly influence the occurrence. The poor, homeless and unemployed when desperate may use desperate means to redress their plights for example through demonstrations. The government should create employment opportunities for the youth to be empowered. They can be provided with funds for self-employment. The learning institutions can also empower them through education and training which would enable them secure jobs in the future for financial independence.

High rates of unemployment especially in Africa poses a serious threat to political and social cohesion hence unsustainable peace. Given that one of the biggest contributors to idleness and frustration among the African's young people is unemployment and

underemployment, numerous studies have been conducted to understand how more jobs can be created (Garcia & Fares 2008, G.O.K, WB 2009). In Kenya the majorities of the unemployed are young people and are usually easy targets of manipulation by political elites especially during elections. According to Educational Development Centre (2009) in Kenya 70% of the participants in 2007/8 post-election violence were youths. Due to their unemployment they were easily lured to engage in violence for some money. This kind of manipulation can be prevented when the youth are financially independent.

School discontinuation asserts Garcia & Fares (2008) should receive significant government attention because it highly limits and restricts youth's upward mobility with adverse effects on not only the individual but on national economies as well. Majority of students do not proceed to higher education levels due to various reasons such as lack of fees and few vacancies. According to MSYA (2007) many students discontinue the education either after primary or within the first few years of high school due to in particular the high cost of education, poverty, poor returns on investments in education and lack of re-admission policy from teenage mothers. Education should be affordable and re-admission policy for young mothers be properly implemented. Kogo (2000) defines the 8-4-4 education curriculum as having failed because of the high dropouts rates of both primary and secondary schools.

Education should be accessible to the poor and vulnerable which is not always the case due to the high charges by the schools regardless of the introduction of free primary and secondary education by the government. The question of affordability has not been addressed fully hence the need to consider it seriously. After the 2008 KCPE only 64% proceeded with higher school education due to limited vacancies and financial costs from

families (Kenya Examination Council 2009), on the hand those students pursuing higher education are a smaller fraction of the initial figure enrolled in primary education. Karemesi (2010) observed that costs such as examination fees, salary top ups, textbooks, teaching materials, school uniforms, teaching, transportation and sports are a major constraints to achieving universal basic education especially for the poor. The school levies are the biggest hindrance to students higher school attendance. It is therefore important to lower the costs of schooling by minimizing them which will see more retention in schools as well as completion.

Funds should be made available and accessible such as loans and credit facilities for youth to start their own businesses and pay for their education. The notion of availing loans and financial support in order to employ young entrepreneurs is also supported by Mudavadi (2002) and Barker et al (2000). The conditions for acquiring the loans should be flexible for the youth to access. Ministry of State Youth Affairs (MSYA) (2007) contend that empowerment of the youth requires economic and social base, political will, adequate resources and supportive legal and administrative framework, a stable environment of equality, peace and democracy, access to knowledge, information and skills and a positive value system.

Financial empowerment of the youth will go a long way in fighting poverty, unemployment, youth radicalization and even idleness among the youth in the country which contributes to their engagement in crimes thereby undermining peace. MSYA (2007) acknowledges that a comprehensive policy to guide youth programs in Kenya is lacking and those youth programs need to be youth centered and to reflect their needs. Although Kenyan government has put in place policies and programs to empower the

youth such as KNYP and KKV much still need to be done to deal with youth issues in the country. The Uwezo Fund established in 2003 provides financial support to the youth for them to venture into entrepreneurship for financial independence and sustainability. The funds provided by the government are low cost credit but the challenge is the repayment period which is not favorable as they have to start repaying it before they establish their businesses. This should be considered if the youth are to benefit as envisioned. The youth in Kikuyu are shying away from taking the loans due to such factors and hence its' paramount to look into that especially by making the rules flexible on loans uptake. The youth can be self- employed and at the same time employ others.

#### **2.4 Education for Empowerment and Promotion of Sustainable Peace**

Education is a means by which knowledge and skills are instilled in the youth. Education feeds empowerment whereby the empowered members of the community give back to the community by providing the labor force. Education develops human capital and enables people to have better lives.

According to Garcia & Fares 2008; Howard 2003) education is perceived as the means to improve a country's standards of living. As young people go through the education system they acquire relevant knowledge for employment. By improving peoples' standards of living they are not easily enticed to engage in criminal activities in order to get basic needs. This in one way or another promotes security hence sustainable peace. Education relates to enlightenment which is defined by Lasswell (1971) as news and scientific discovery as well as access to knowledge and information. Knowledge is a form of empowerment for formal employment.



Within the Education for All by 2015 process UNESCO (2012) emphasizes the promotion by learning and training opportunities for vulnerable youth and addresses school dropouts through equitable access to quality education at all levels, teacher training, literacy and skills development for employability and lifelong learning. The issue about school dropouts is a big challenge in the empowerment process of the youth as it contributes to lack of education which leads to youth unemployment hence idleness.

Playfoot & Hall (2009) reported a significant disconnection between education system and the needs of 21<sup>st</sup> century employees both public and private arguing the match between requirements and provision appears ill fitting in many countries. The curriculum needs to be tailored to meet the needs of the job market. Baker et al (2000) states that setting up an appropriate framework to support young people and equip them with quality education and skills and resources will first and foremost result in the psychological empowerment.

The kind of education taught matters a lot in promoting sustainable peace. According to H.B Danesh (2007) one of the main reasons for what he refers as high incidences of conflict and war in different societies is the nature of education provided. Education has enormous impacts on the present or absence of a proclivity to violence in every new generation. Education for can be utilized therefore to communicate a culture of peace hence promote sustainable peace by resolving and preventing future conflicts. Learners can be taught about their human rights and even nonviolent conflict resolution approaches Education should not only enable the youth get employment but also promote peace especially through campaigns against illegal youth organizations as well as reform those already recruited. Education for empowerment can be used to establish a culture of

peace by transmitting a set of values that help transcend political, social racial and religious differences that are responsible for conflicts. It can also deconstruct negative and destructive interaction patterns by transforming them to positive and constructive interactions. Kim (2006) states that libraries should become a driving force towards peace. Multi ethnic library is away to create unity in diversity through information hence equitable knowledge especially in the country with so many ethnic groups like Kenya.

Education for self awareness is important in enabling the youth to understand so they are and the choices they can make. In South Africa, Rwanda and Zimbabwe Bay & Donhom uses their cases to illustrate how those countries are using tragedies to enhance individual and community resilience by empowering young people and equipping them with appropriate information altitudes and tools to make better choices in life. Young people who are empowered will not be influenced by others to make wrong choices such as instigate violence like in Rwanda and in Kenya in 2007/8 post election violence. According to the Daily Nation (July 28<sup>th</sup> 2010), the youth need to be empowered with information which would prevent any attempts to influence them to perpetuate violence. Since many of the youth are unemployed they can easily be lured to engage in violence in exchange for money. Empowerment enables the youth to exercise some control such that they are not negatively influenced to commit violence. The youth are easy targets of such manipulation or influence due to their unemployment, poverty and lack of education and skills

The education system is a means of equipping people with necessary academic skills however some changes need to be enacted in order to ensure it is relevant to the needs of the job market. To empower the young people Muchira (2002) & Shorter and Onyancha

(1999) calls for a complete overhaul of Africa's foreign based academic systems and the institutionalization of education system that will avail non-formal instruction for children who are unable to attend normal schools. Currently the education system is not equipping the learners with the requirements of the job market hence are not prepared to be self reliant by finding jobs. When they engage in constructive activities they will keep off crimes thereby promoting security.

To make education more accessible, education systems need to be expanded to cater for all. Kogo (2000), Mudavadi (2002) states that although Kenyans academic sphere was widely expanded in the post independence era, its quality and ability to empower students with the required intelligence and skills for a rewarding career have been highly questioned. The facilities ought to be expanded as well as employment of enough teachers for quality education to be realized. Quality and accessible education is critical to youth empowerment.

The level of education determines whether the youth get jobs or not. According to the bureau of statistics in the country half of the unemployed had primary level of education while one third had secondary level of education. 1% of the university graduates were unemployed. Higher level of education enabled the youth to be competitive in the job market.

Ikoja & Adongo (2006), states that knowledge is a pool of human experience which can be known through communicating and applying it in whatever form. It is a fluid mix of framed experience, values, contextual information, expert insight and grounded information that provides an environment and framework for evaluating and

incorporating new experiences and information. Having the right information is important in building peace as it can be used to transform negative or destructive interaction patterns into positive constructive relationships. Kenyans citizens need to possess information that is not conflicting in order to prevent causing more conflicts. The right information would enable the society to understand the underlying issues and hence avoid conflict. Information is recognized as a vehicle for social transformation and development of the society.

## **2.5 Practical Skills and Promotion of Sustainable Peace**

Today's economy and jobs demand and require possession of technological skills but only a small percentage of Kenyan's youth possess such skills. This affects negatively a country's progress and competitiveness globally. According to Lasswell (1971) people gain skills when they are provided with an opportunity to receive instruction and to exercise an acquired proficiency. The school leavers should be equipped with skills that are relevant to the job market. Playfoot & Hall (2009) contends that in South Africa it is estimated that 70% of those leaving the education system lack basic literacy and numeracy skills. Relevance of the skills to the job market would enhance youth employability hence fight idleness, crimes and enticement to join illegal groups. The skills are important for them to start their own businesses for self employment.

Mihiyo & Ogbo (2000), studies attributed rampant poverty and poor economic performance in Africa to lack of skills. The youth acquisition of relevant skills would facilitate their employability, fight idleness and unemployment which greatly contribute to insecurity. They also state that to spearhead Africa's entry into the global society they suggest equipping youth with information and technology skills and proper

methodologies to transfer such skills. Technological skills cannot be avoided in our society and they play a great role in ensuring young people are engaged in some form of employment by being competitive.

Mudavadi (2002) contends that in the employment process the prime goal of any education system should be to equip young people with training, skills and attitudes necessary for a productive life without necessarily depending on the employer. There is a great relationship between education and skills in that through education the skills are imparted. Muchira (2002) adds that youth empowerment would be possible if Kenyan's embarked on incorporating African culture into their social set up to help youth find their values as well as equip them with necessary skills and strategies to deal with globalization. The kind of skills imparted to the youth should be compatible with current market needs for example computer technology. Skills training may include sewing and metal work while traditional skills that were taught before should be included in the school curriculum such as carpentry, tailoring, pottery and curving. This is because the majority of the school leavers from either high school and primary school are not well equipped for employment when they leave school hence are not able to find jobs thereby cultivating some vulnerability to crimes. Skills that are transmitted to the youth would facilitate their employment either informally

Youth polytechnics deserve to be revived and equipped to facilitate youth training and acquire skills that will prepare them for employment in whatever form. Mudavadi (2002) believes that village polytechnics could be set up on large scale to dispense more skills and training that can be utilized in entrepreneurial enterprises. The more skilled the youth are the more they will be employable hence reduction of insecurity as a result of crimes.

In Kenya the education system does not equip the youth with skills but theoretical knowledge which leaves those who are not good in sciences to be left out hence are ill prepared to do other kinds of jobs. Skills are essential in empowering the youth for self employment. ICT is a strategy for economic empowerment of the youth to work in different sectors such as M-pesa agents, data entry agents, online researchers and computer technicians. Therefore it is imperative to establish institutions to offer skills and skills training for youth empowerment.

## **2.6 Theoretical Framework**

This research work will be guided by the theory of empowerment by Zimmerman (1998) the theory is best as it demonstrates the need to empower individuals in the society. Zimmerman and Warschausky (1998) focus on the individual level at which psychological empowerment occurs. According to Zimmerman (2000) psychological empowerment comprises of the intrapersonal, interpersonal and behavioral components. Intrapersonal component refers to how people think about themselves and include domain perceived control and self-efficacy motivation to control and perceived competence. Interpersonal component relates to critical awareness and an understanding of the resources needed to achieve a desired goal, knowledge of how to acquire those resources and skills for managing resources one has obtained as well decision making, problem solving and leadership skills. Empowering the youth through education would ensure they acquire knowledge and skills to prepare them for employment in the labor market. The kind of knowledge includes human rights, social justice and self-awareness.

Psychological empowerment emphasizes an individual knowledge and skills for effective action as well as the individual's capacity and willingness to handle such an effort

(Zimmerman 1998). Knowledge and skills are relevant in the youth acquisition of some form of employment for financial independence.

According to Zimmerman and Warschausky (1998) empowerment has three dimensions which include values, processes and outcomes and differ across levels of analysis. They contend that an empowerment approach should always reinforce positive values and assist people to become as independent as possible. Independence of the youth can be achieved through financial support offered to them by the government and through education and training for skills. Funds are important in ensuring the youth establish their own enterprises for self-employment. Skills such as entrepreneurial skills would facilitate their success in business management. Education on the other hand would enable the youth find job in the formal sector. When the youth engage in productive economic activities they will be financially independent.

Empowerment processes are the mechanisms which people, organization and community gain mastery and control over issues that concern them, develop a critical awareness of the environment and participate in decision that affect their lives (Zimmerman 1998). These processes include skill learning opportunities and resources mobilization to influence the social, political environment as well as individual competencies and proactive behaviors, natural helping systems and organizational effectiveness (Zimmerman 2000). They also contend that it is processes that empower individuals and groups to become self-reliant and free from external control. The youth after gaining a sense of financial independence will not be easily manipulated or

influenced by political elites to carry out activities that are likely to disturb peace since they will exercise personal control.

Empowerment outcomes are the consequences of empowering processes and refer to as a sense of control, awareness and participation (Zimmerman 1998). An empowered person is then expected to exhibit a sense of personal control, critical awareness and a willingness to work with others to achieve a certain goal. Empowered youth will also demonstrate an understanding of who they are, exercise self control through education for self-awareness, and be able to participate in the development of their country through engagement in productive economic activities and decision making on matters that concern them.



## 2.7 Conceptual Framework

Figure 1: represents the Conceptual Framework of the study

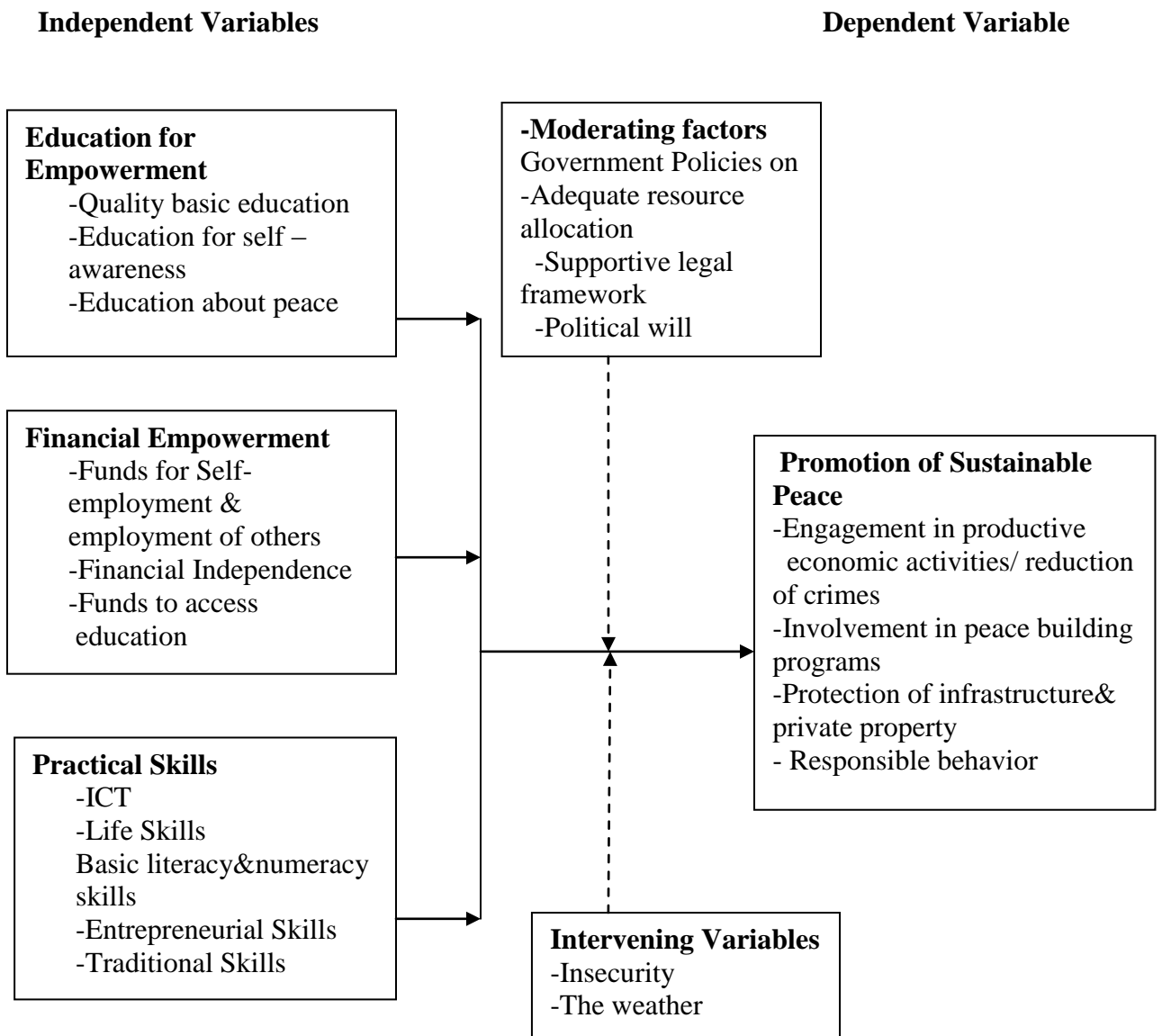


Figure 1: Conceptual Framework

## **2.8 Research Gap**

In Kenya many young people are facing the reality that their dreams may never be achieved or be in control of their destinies. A better understanding of youth challenges is of tremendous significance however how these issues are handled will contribute to the country's social, economic progress and political maturity. The study sought to demonstrate the importance of empowering the youth in the Sub-County through quality education and providing resources which would enhance their financial independence hence fight poverty. Studies have been carried out on youth empowerment globally, regionally and nationally but few studies exist locally, it is therefore paramount to carry out research in order to collect data that will benefit the country and the community in policy making and problem solving strategies on issues concerning the youth for example youth radicalization. The study investigates the influence of youth empowerment on promotion of sustainable peace. Empowerment of the youth would significantly promote sustainable peace whereby the youth will not be vulnerable to crimes. Empowerment creates sustainable livelihoods for youth to engage in thereby enhancing their financial independence and promoting sustainable peace.

## **2.9 Chapter Summary**

This chapter reviewed literature on promotion of sustainable peace and youth empowerment from different scholars. A conceptual framework was used to demonstrate the influence of the variables on promotion of sustainable peace. The theory of empowerment by Zimmerman was used as the base for this study. The research gap has also been captured in this chapter.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter dealt with the description of methods that were used in carrying out the study. It consists of research design, target population, sample & sampling procedures, research instruments, pilot study, instrument validity & reliability, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The research design for this study was descriptive research survey. The descriptive survey design was deemed appropriate for the study because of its ability to establish facts which result in formulation of important principles of knowledge about populations that are too large to be observed directly (Mugenda & Mugenda 1999; Kathuri & Pals 1993) The design was appropriate as it enabled the researcher to study the situation as it was since the independent variables were not manipulated. It was also suitable as the study sought the attitudes and opinions of the respondents with regards to the topic. It involved collecting and analyzing data in order to describe and report on the findings.

#### **3.3 Target population**

Mugenda & Mugenda (1999) states that the target population is a group or category of human beings, animals and objects which have one or more characteristics in common and has been selected as a focus of the study. The study was carried out in Kikuyu Sub County, Kiambu County. The target population was 39,783 youth between 18-24 years as shown on Table 3.1; and also included two officers in- charge of youth affairs.

**Table 3.1 Distribution of Youth Population**

<b>Age</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
18	2306	2572	4878
19	2230	2728	4958
20	2666	3479	6145
21	2304	2983	5287
22	2654	3478	6132
23	2813	3438	6251
24	2856	3366	6222
Total	17,829	22,044	39,873

**Source: Kenya Population Census 2009**

### **3.4 Sampling Procedures & Sample Size.**

Babbie (2004) contends that stratified proportionate random sampling technique produces estimates of overall population parameters with greater precision and ensures a more representative sample is derived for a relatively homogeneous population. The sampling procedure used was stratified random sampling to select the required sample of the youth. These were further stratified into male and female. The researcher used stratified random sampling because it eliminated any bias in selection of the sample since each element of the population had an equal chance of been sampled. Proportionate sampling was used to include sufficient numbers of cases of each gender for equal representation. Purposive sampling technique was used to select the officers in- charge of youth affairs. As young people in Kenya interact in various avenues such as public learning institutions, churches,

mosques and streets the researcher randomly sample youth from such avenues in Kikuyu Sub County.

To calculate the desired sample size from the target population, a table by Krejcie and Morgan as cited in Kathuri & Pals 1993 was used (see Appendix VI) which gave a sample size of 380. Out of the total sample 20 respondents were used for pilot study. To get proportionate sample for each stratum the following formula by Kathuri 1993 was used whose results appear in Table 3.2

Where, 
$$n_i = \frac{N_i * n}{N}$$

$n_i$  = Number of members in the sample for strata i for i = 1, 2, 3, 4

$N_i$  = Number of members in the population for strata i for i = 1,2,3,4

$N$  = Numbers of members in the entire population.

$n$  = Sample size

**Table 3.2 Proportionate Sample Size**

Age	Youth population	Percentage (%)	Proportionate Sample Size
18	4878	12.2%	44
19	4958	12.5%	45
20	6145	15.6%	56
21	5287	13.3%	48
22	6132	15.2%	55
23	6251	15.6%	56
24	6222	15.6%	56
Total	39,873	100%	360

**Source: Kenya Population Census 2009**

### **3.5 Research Instruments**

The study used a questionnaire for the youth and interview schedule for the officers in charge of youth affairs to collect data. The use of an interview schedule supplemented the questionnaire for quality data as it provides for probing. The questionnaire was deemed useful by the researcher because it is time saving and allows collection of data from a large sample of 360 youth. The questionnaire was also preferred for ease of administration and scoring. The questionnaire comprises of four sections covering demographic data of the respondents and also information as per the three objectives of the study. According to Kathuri & Pals (1993) most techniques for measuring social and

psychology environment rely on verbal material in the form of questionnaires and interviews.

### **3.6 Validity of instruments**

According to Orodho (2004), validity is established when the instrument content is measuring what it is supposed to measure. The researcher ensured the instruments were valid by requesting the peers and the supervisor to provide expert judgment. The feedback was used to improve the instruments. The instruments were validated through content validity which is the degree to which data collected using a particular instrument represents a specified domain of indicators or content of a particular concept (Mugenda & Mugenda 2003) Face validity was also checked which included clarity of printing, font size, appropriateness of language among others. On the other hand construct validity was evaluated which determine the nature of psychological construct or characteristics being measured by the instrument.

### **3.7 Reliability of Instruments**

Reliability is defined as a measure of the degree to which a research instrument yields consistent results of data after repeated trial (Mugenda & Mugenda 2003). A pretest method was used to test reliability of the instruments before they were administered. This was done by administering the instruments to a group of 20 respondents who were not themselves to be included in the final survey. After a week the same test was administered to the same group. The two tests were correlated using the Pearson's product moment correlation coefficient( $r$ ). A reliability coefficient of +0.6 was considered satisfactory for instrument reliability.

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where: X= first set of scores;

Y =second set of scores

X=the sum of the first set of scores;

Y=the sum of second set of scores

X<sup>2</sup>= the sum square of first set of scores;

Y<sup>2</sup>=the sum square of second set of scores

XY=sum of scores product of X and Y

n= total number of respondents

### **3.8 Data collection Procedures**

Before embarking on data collection from the respondents a research permit sought from the National Council of Science and Technology and permission from the University of Nairobi. The researcher created rapport with the respondents during data collection then administered the questionnaires for them to give their responses. Data was collected using a questionnaire and an interview schedule. The researcher explained the items which the respondents found challenging to understand.

### **3.9 Data Analysis Techniques**

According to Mugenda &Mugenda (1999) data analysis includes sorting, editing, coding, cleaning and processing of data. The researcher used both qualitative and quantitative data. Descriptive and inferential statistics were used to analyze both qualitative and quantitative data. Qualitative data analysis for open ended items was done using content analysis. This was used to describe the form or content of written or spoken materials. Quantitative data on the other hand was summarized and coded then entered into the



computer after which analysis was done using the statistical package for Social Science (SPSS) version 15.0 for windows. Quantitative data analysis consists of measuring numerical values from which descriptions are made. Descriptive statistics that are percentages, frequencies and tables were be used to summarize and organize data to describe the characteristics of the sample population. Inferential statistics included Pearson correlation.

### **3.10 Ethical Considerations**

The participants' best interest need to be kept foremost in the researcher' mind (Rosnow 1995).The information gathered from the respondents was treated with confidentiality and for academic use only. The researcher sought informed consent from the respondents who participate in the study while observing the principle of voluntary participation.

### **3.11 Operationalization of Variables**

Table 3.3 represents operationalization of variables on which the study is based.





## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents key study findings from the respondents as per the variables. The data was analyzed and presented in the form of tables showing frequencies and percentages after which interpretation was done.

#### 4.2 Questionnaires return rate

The information on questionnaire return rate is presented in Table 4.1.

**Table 4.1 Questionnaire return rate**

<b>Return rate</b>	<b>Sample size</b>	<b>Response</b>	<b>Return rate (%)</b>
Returned	360	360	100
Not returned	--	--	--
<b>Total</b>	<b>360</b>	<b>360</b>	<b>100</b>

As the Table 4.1 shows, there was 100% questionnaire return rate that is far above the 80% that Mugenda & Mugenda (2003) suggest is adequate for this kind of study.

#### 4.3 Background Information of the respondents

This section deals with gender, age and level of education of respondents.

Information on the gender of respondents is presented on Table 4.2.

**Table 4.2 Gender of the respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	180	50%
Female	180	50%
<b>Total</b>	<b>360</b>	<b>100%</b>

As shown in the Table 4.2, both genders were represented equally in the study as the researcher used stratified proportionate random sampling to ensure that sufficient cases of each gender were included.

The level of education of the respondents is shown on Table 4.3.

**Table 4.3 Level of education of the respondents**

<b>Education level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
University	19	5%
College	23	6%
Secondary education	135	38%
Primary education	175	49%
Did not complete school	8	2%
<b>Total</b>	<b>360</b>	<b>100</b>

From the Table 4.3, majority of the respondents (87%) had only basic education which did not match the needs of the job market .This left the youth vulnerable and unable to secure employment of their choice that would make them independent and engaged in activities that would lead to promotion sustainable peace.

Table 4.4 presents the age of the respondents between 18 -24 years.

**Table 4.4 Age of the respondents.**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
18-19	89	24.7%%
20-21	104	28.9%%
22 -24	167	46.4%
Total	360	100

As shown in Table 4.4, most of the respondents (75.3%) at over 20 years of age were mature suggesting that they were aware of who they were and their goals in life. Hence with appropriate support they would be agents of peace in their community.

Background information of the officers in-charge of youth affairs is shown in Table 4.5.

**Table 4.5 Background information of the officers in-charge of youth affairs**

<b>Gender</b>	<b>Age</b>	<b>Education level</b>	<b>Period in-charge</b>
Male (1)	40 years old	University education	3 years
Female (1)	45 years old	University education	5 years

According to Table 4.5, both officers had university educational levels which indicated they were experienced, mature and well educated persons to handle youth affairs.

#### **4.4 Financial empowerment of the youth and promotion of sustainable peace**

This section is on financial empowerment of the youth through funds that would enable them start own businesses, access education and also create a sense of financial independence that should enable them be promoters of sustainable peace.

Information on source of income of the respondents is depicted in Table 4.6.

**Table 4.6 Source of income of the respondents**

<b>Source of income</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Formal employment	29	8%
Self-employment	78	22%
Unemployed	253	70%
Total	360	100

As portrayed in Table 4.6 on youth source of income, the majority of the youth at 70% were unemployed thus being dependent, vulnerable and easy to manipulate. This was an indicator that youth in the area were in need of financial empowerment. This would empower them not to be idle most of the time, find jobs to do and eventually have a source of income rather than depend on others for basic needs. This would also reduce the chances of the youth getting involved in criminal activities like robberies.

The opinion of 30% out of 360 respondents who were employed on their ability to afford basic needs is presented in Table 4.7.

**Table 4.7 Youth ability to afford basic needs**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	90	84%
No	17	16%
<b>Total</b>	<b>107</b>	<b>100</b>

As shown on Table 4.7, the 84% of the respondents in formal or informal employment said that they could afford basic needs. As the youth engaged in some form of employment it would be safe to assume that they would not have time to engage in anti-social activities that would not promote peace.

The study sought the opinion of self- employed youth on employment of others in their business enterprise and the findings are portrayed in Table 4.8.

**Table 4.8 Employment of others**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	33	42%
No	45	58%
<b>Total</b>	<b>78</b>	<b>10</b>

Table 4.8 depicts a commendable development that 42% of the self-employed youth were ready to employ other youths. This indicates that with more empowerment, the youth would bring positive change not only by reducing unemployment but also in guaranteeing sustainable peace in the area. Creating more job opportunities for other young people would ensure they engage in productive economic activities.



Information in Table 4.9 shows the dependents of the (70% out of 360) unemployed youth for basic needs.

**Table 4.9 Dependents of the unemployed youth for basic needs**

<b>Dependents</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Parents	198	78%
Siblings	29	11%
Friends	26	10%
<b>Total</b>	<b>253</b>	<b>100</b>

From the Table 4.9, it is evident that 78% of unemployed youth depended on their parents for upkeep. This statistics shows that the dependency ratio was high hence the need to empower the youth in order to reduce it. This would be possible as the youth get employed which would translate to better living standards, fight poverty and eradicate the culture of depending on handouts from others.

Table 4.10 presents opinion of the unemployed youth on obstacles that hinder them from being self –reliant.

**Table 4.10 Obstacles that hinder the youth from being self -reliant**

<b>Youth opinion on obstacles</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Lack of funds to start business	99	39%
Lack of quality education and skills for employment	84	34%
Lack of employment opportunities	56	22%
Total	253	100

As depicted in Table 4.10, the youth acknowledged that lack of funds to start own businesses, lack of quality education and skills and lack of employment opportunities were a major challenges in their empowerment process and self-reliance. Such regrettable situation left the youth vulnerable to exploitation and misuse as they could not easily secure jobs to do.

Youth opinion on affordability of education has been depicted in Table 4.11.

**Table 4.11 Affordability of education**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	62	17.2%
Agree	30	8.3%
Disagree	128	35.6%
Strongly disagree	140	38.9%
Total	360	100

As shown in Table 4.11 on affordability of education, the majority of the youth at 75% were of the opinion that education was still not affordable to the vulnerable youth. They

could not afford fees and other levies by the schools due to poverty thus leading to high rates of dropout from schools.

Table 4.12 presents the opinion of 75% out of 360 youth on the role of the government in making education affordable for the vulnerable youth.

**Table 4.12 Role of the government in making education affordable**

<b>Youth opinion on government's role</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Provide schooling requirements	42	16%
Make education completely free of any levies	56	21%
Provide more bursaries & scholarships	170	63%
<b>Total</b>	<b>268</b>	<b>100</b>

As portrayed in Table 4.12 the majority of the youth (63%) stated that the government should provide more funds for bursaries and scholarships to cater for school fees of the poor youth and other levies by schools such as development funds. Affordability of education would mean that learning is not interrupted at all hence increase retention and completion. The youth would thereafter secure employment to enhance their self-reliance.

#### **4.4.1 Findings from the officers in-charge of youth affairs on financial empowerment and promotion of sustainable peace**

The officers from youth affairs stated that the youth in the area were in need of financial support due to unemployment rates. The youth however were not going for the funds as

expected as they complained that the requirements for acquiring the loans were not conducive and the grace period was too short.

They stated that the youth faced a lot of challenges in their endeavor to be self-reliant such as poverty, lack of relevant education and skills as well as inadequate employment opportunities.

Concerning financial empowerment of the youth by the government, the officers stated that the government was providing funds such as Uwezo funds for them to establish their own enterprises however they were of the opinion that the youth needed to be informed more on the same in order to create awareness.

On affordability of education for the youth, the officers were of the opinion that education was affordable to majority of the youth except for the vulnerable who the government was taking care of through bursaries and loans.

#### **4.5 Youth education for empowerment and promotion of sustainable peace**

This section deals with youth education for empowerment that is quality basic education, education about peace and education for self awareness.

The information on youth academic level of education is shown in Table 4.13.

**Table 4.13 Youth highest academic achievement**

<b>Youth education level</b>	<b>Frequency</b>	<b>Percentage</b>
Masters	0	0%
Degree	19	5.3%
Diploma	23	6.4%
Certificate	310	86.1%
Did not complete schooling	8	2.2%
<b>Total</b>	<b>360</b>	<b>100</b>

From the Table 4.13, 86.1% of the respondents had certificates from primary and secondary level which indicated that they just had basic level of education. This meant that most of the youth did not continue with their education to enable them find jobs, thus were vulnerable to poverty and engagement into crimes.

The youth opinion was sought on the relevance of education for employment as portrayed in Table 4.14.

**Table 4.14 Relevance of education for employment**

<b>Youth opinion on relevance of education</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	52	14.4%
Agree	28	7.8%
Disagree	135	37.5%
Strongly disagree	145	40.3%
<b>Total</b>	<b>360</b>	<b>100</b>

As depicted in the Table 4.14, majority of the respondents at 77.8% were of the opinion that the education system was not empowering the youth with quality education and training for employment. Quality education would enhance youth employability in the job market by instilling in them skills such as ICT skills for formal or informal employment for them not to be idle.

Table 4.15 presents opinion of the 77.8% out of 360 youth (as shown in Table 4.14) on what the government should do to make education competitive for the youth.

**Table 4.15 Role of the government in making education competitive**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Increase access to education	22	8%
Expand the education system	45	16%
Tailor the curriculum to the needs of the job market	213	76%
<b>Total</b>	<b>280</b>	<b>100</b>

Majority of the respondents (76%) as portrayed in Table 4.15 stated that the government should tailor the curriculum to the needs of the job market by integrating ICT and entrepreneurial skills hence increase competitiveness of the youth in the labour market. This would make the youth employable which would translate to reduction of unemployment and eventually contribute to reduction of crimes and idleness among the youth.

Youth opinion on education for self- awareness curtailing exploitative forces of the youth is presented in Table 4.16.

**Table 4.16 Education for self -awareness**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	142	39.4%
Agree	112	31.1%
Disagree	51	14.2%
Strongly disagree	55	15.3%
Total	360	100

From the study findings 71% of the youth as depicted in Table 4.16 agreed that education for self- awareness would empower them to know who they are and keep them away from negative influence or manipulation by others. They will be empowered to make their own choices and decisions without being influenced in any way. Unemployed youth are easily misused to carryout activities that do not promote peace.

Table 4.17presents the youth opinion on role of education in instilling the youth with knowledge about human rights and nonviolent conflict resolution.

**Table 4.17 Role of education in empowering the youth knowledge about peace**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	49	13.6%
Agree	35	9.7%
Disagree	56	15.6%
Strongly disagree	220	61.1%
Total	360	100

As shown on Table 4.17, the 77% of the respondents stated that education provided did not empower them adequately with knowledge about their human rights and nonviolent conflict resolution approaches. Education about peace would create awareness on human rights and nonviolent conflict resolution approaches which would enhance peace in the community by promoting a culture of peace.

#### **4.5.1 Findings from officers' in-charge of youth affairs on education for empowerment and promotion of sustainable peace**

The youth officer stated that education systems were not empowering the youth properly with relevant education that would match the needs of the job market. They therefore stated that the curriculum should to be reformed to enact some changes like integrating technological skills.

Concerning education for self- awareness role on empowering the youth not to be exploited or influenced negatively by others, the officers were of the opinion that it should be fully integrated in the education system. This was to ensure that the youth understood who they are and would be able to make their own choices and decisions concerning their lives.

Education about peace they stated would play a great role in teaching the youth about their human rights and nonviolent conflict resolution methods. This would prevent human rights violation hence promote a culture of peace

#### **4.6 Youth Practical skills and promotion of sustainable peace**

This section is on youth practical skills such as ICT skills and entrepreneurial skills for competence in the job market.



Information on the kind of skills that the youth had for competence in the job market is shown in Table 4.18.

**Table 4.18 Youth practical skills to enhance competence**

<b>Practical skills for competence</b>	<b>Frequency</b>	<b>Percentage (%)</b>
ICT skills	55	15%
Entrepreneurial skills	35	10%
Others (basic literacy and numeracy skills)	270	75%
<b>Total</b>	<b>360</b>	<b>100</b>

From the Table 4.18 it is evident that the majority of the youth (75%) had at least basic literacy and numeracy skills taught in learning institutions. The skills acquired did not however match the requirements of the job market because the youth lacked ICT and entrepreneurial skills. This increased the unemployment rates of the youth as unskilled youth remained idle hence the probable cause of their engagement in illegal activities responsible for undermining peace in the society.

Table 4.19 presents obstacles that hinder the youth from having relevant skills.

**Table 4.19 Obstacles that hinder youth from having relevant skills**

<b>Youth opinion on obstacles</b>	<b>Frequency</b>	<b>Percentage %</b>
Education system not providing relevant skills	149	41%
Lack of adequate/ relevant vocational training institutions	125	35%
Lack of funds to access vocational training	86	24%
<b>Total</b>	<b>360</b>	<b>100</b>

From the Table 4.19, the respondents were of the opinion that the education system, lack of adequate vocational institutions and funds to access training hindered them from having relevant skills for employment. There was a great mismatch between the education, training and the labor market. Lack of relevant skills for the youth meant that they could not find jobs for them to do thus be financially independent.

Youth opinion on whether vocational institutions disseminate quality skills for self-reliance is shown in Table 4.20.

**Table 4.20 Vocational institutions disseminating quality skills for self-reliance**

<b>Youth opinion</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Strongly agree	24	7%
Agree	65	18%
Disagree	162	45%
Strongly disagree	109	30%
<b>Total</b>	<b>360</b>	<b>100</b>

According to 75% of the respondents as depicted in Table 4.20, the available institutions were not disseminating quality skills such as ICT skills required by the job market. This was an indication that they were not being prepared as they should for employment which meant that they were not able to secure jobs after training. This contributes to idleness and vulnerability of the young people to illegal activities that undermines security and peace.

Table 4.21 presents youth opinion on what the government should do to ensure youth have necessary skills to be competitive in the labor market.

**Table 4.21 Role of the government in ensuring the youth have competitive skills**

<b>Role of government</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Re-open and reform vocational institutions	142	39%
Integrate ICT& entrepreneurial skills in education	178	49%
Provide funds for youth to access training	40	11%
Total	360	100

As portrayed in Table 4.21, the respondents reported that re-opening and reforming institutions as well as the integration of ICT& entrepreneurial skills in the training therein would enhance their employability and competitiveness. It was also important that funds be made available in terms of bursaries for the youth to access the training provided. Skilled youth would realize financial independence thus eradicate the culture of depending on handouts.

#### **4.6.1 Findings from the officers in- charge of youth affairs on youth practical skills**

The officers in- charge of youth affairs stated that the majority of the youth did not have relevant skills for employment however they said that the government was doing all it could to ensure there are adequate vocational institutions that would train the youth effectively with quality skills.

The skills that the youth required to be competitive in the job market were ICT and entrepreneurial skills as demanded by the labor market.

What hindered the youth from having relevant skills for self-reliance is the education system being too theoretical and inadequate vocational institutions offering training to the youth. Most of the vocational institutions had been closed down due to lack of facilities and some being absorbed by universities. They observed that youth lack of skills contributed to unemployment and this led to dependency of the youth. Properly trained youth with relevant skills would easily find jobs hence reduce the dependency ratio.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter presents a summary of the key findings of the study, discussion of the findings against literature, conclusion of the whole study, recommendations and suggestions for further research.

**5.2 Summary of the research findings**

The following is the summary of the findings from the study as per the variables and their influence on promotion of sustainable peace.

**5.2.1 Influence of financial empowerment on promotion of sustainable peace**

According to the study on youth financial empowerment, majority of young people were unemployed thus lacking financial independence that would enable them meet their basic needs as did the few employed mates who had even employed others. This lack of financial empowerment was blamed on lack of resources to enable the youth access relevant education and training for employment as well as start their own businesses that would give them the needed empowerment that would in turn promote sustainable peace.

**5.2.2 Influence of education for empowerment on promotion of sustainable peace**

From the study it was evident that the majority of the youth had only basic education which did not match with the needs of the job market because there was a great mismatch between the education provided and the labour market. The education provided could not therefore enable the youth find employment to fight idleness and dependency.

Education for self-awareness was considered relevant in empowering the youth to understand who they are and make choices and decisions on matters that concern them. Education systems were not teaching on education about peace for peaceful co-existence in the society by cultivating a culture of peace which contributes to promotion of sustainable peace.

### **5.2.3 Influence of youth practical skills on promotion of sustainable peace**

According to the findings on practical skills the majority of the youth lacked the most competitive skills in the labor market such as ICT and entrepreneurial skills to be competitive in the job market.

Lack the competitive skills was due to the education system and training not equipping them with relevant skills for employment thus not able to secure jobs which would translate to a reduction in crimes, idleness and poverty for sustainable peace. The vocational institutions were also inadequate and the vulnerable youth did not have funds to access training in the available vocational institutions.

## **5.3 Discussion of key findings**

This section deals with discussion of the key findings from the study and subjection of the same on literature from the other studies as per the variables.

### **5.3.1 Influence of youth financial empowerment on promotion of sustainable peace**

According to the findings the youth were not financially independent as indicated by their unemployment rates. This indicated they were idle and vulnerable to engage in criminal activities like robbery with violence that undermines peace. This concurs with Parson

(2004) on youth bulge proponents who argue that unemployed youth are more susceptible to militarization and armed conflict.

Unemployed youth unlike the employed depended on others for basic needs. This dependency and poverty brought about by unemployment is a threat to peace in the country culminating from crimes which is in line with Ngariko & Nkurunziza (2005) that in Burundi youth unemployment and poverty are cited as contributing towards insecurity in the post conflict country, especially ongoing incidences of banditry.

Lack of funds to establish own businesses was a hindrance for their self-reliance hence the need to empower the youth financially which is also supported by Mudavadi (2000) & Barker et al (2000) on availing funds and financial support in order to employ young entrepreneurs.

Education was not affordable for vulnerable youth who were not able to pay school fees and other levies which concurs with Karemesi (2010) who observes that costs such as examination fees, salary top ups, textbooks, teaching materials, school uniforms, feeding, transport and sports are major constraints to achieving universal basic education especially for the poor. Due to inability to pay for their fees the young people dropped out of schools. On that note Kogo (2000) defines the 8.4.4 education curriculum as having failed because of high dropout rates from both primary and secondary schools. This meant that the youth could not go on with their higher education to enhance their employability.

### **5.3.2 Influence of education for empowerment on promotion of sustainable peace**

According to research findings the majority of the youth had only basic level of education which was an indication that they did not proceed with higher education which is in agreement with Kenya Examination Council (2009) that after the 2008 KCPE only 64% proceeded with higher secondary education due to limited vacancies and financial costs from families on the other hand those students pursuing higher education are a smaller fraction of the initial figure enrolled in primary education.

The education system failed to provide relevant kind of education that would make the school leavers employable after school as it did not integrate the modern skills such as ICT skills. This concurs with Playfoot & Hall (2009) who reported a significant disconnection between education system and the needs of 21<sup>st</sup> century employees both public and private arguing the match between requirements and provision appears ill fitting in many countries. Education provided did not match the needs of the job market for the youth to secure employment that is why Muchira (2002) calls for a complete overhaul of African's foreign based academic system and institutionalization of education system that will avail non- formal instruction for children who are not able to attend normal schools.

Education for self- awareness was considered essential in enabling the youth to understand themselves better and also make wise decisions as well as choices in life without being influenced by others. This would prevent any attempt to lure them into political ponds for manipulation anytime there are elections or other political activities. On that note Bay and Donholm uses their cases in South Africa, Rwanda and Zimbabwe to illustrate how those countries are using tragedies to enhance individual and community



resilience by empowering young people and equipping them with appropriate information, attitudes and tools to make better choices in life.

The education system was not empowering the youth adequately with education about peace which is significant in enhancing peaceful co-existence among people by promoting a culture of peace. On that note H.B Danesh (2007) states that one of the main reasons for what he refers as high incidences of conflict and war in different societies is the nature of education provided. Education has enormous impacts on the present and absences of a proclivity to violence in every new generation. Education about peace would greatly promote a culture of peace by deconstructing structures that undermine sustainable peace.

### **5.3.3 Influence of youth practical skills on promotion of sustainable peace**

From the study the youth had only basic literacy and numeracy skills that did not meet the needs of the labour market. Lack of relevant skills like ICT and entrepreneurial skills contributes to unemployment and poverty which concurs with Mihyo &Ogbo (2000) who contend that studies attributed rampant poverty and economic performance in Africa to lack of skills to turn Africa's abundant natural resources into wealth.

Lack of the necessary skills was due to the education system and training being too theoretical and thus failed to provide relevant practical skills to enhance youth employability .On that note Mudavadi (2002) states that in the employment process the prime goal of any education system should be to equip young people with training, skills and attitudes necessary for a productive life without depending on the employer.

The vocational institutions were inadequate having closed down, therefore it was paramount to re-open them which is in agreement with Mudavadi (2002) who believes that village polytechnics could be set up on large scale to dispense more skills and training that can be utilized in entrepreneurial enterprises.

Available vocational institutions had failed to disseminate quality skills for youth self-reliance especially due the curriculum inability to meet the needs of the job market thus the youth lacked the necessary skills for employment. On that note Mihiyo &Ogbo (2000) suggest that to spearhead Africa's entry into the global society, young people should be equipped with information and technology skills and proper methodologies to transfer such skills.

#### **5.4 Conclusion**

From the study it is evident that majority of the youth were not in any form of employment hence were not financially independent. This meant that they could not afford basic needs and were dependents on others for upkeep. Most of the youth just had basic education which lacked the competitive skills such as technological and entrepreneurial skills demanded for in the labour market thus hindered their upward mobility and empowerment. This was blamed on education system and training failing to meet the needs of the job market. This left the youth vulnerable to engage in activities that do not promote peace in the area.

## **5.5 Recommendations**

From the findings of the study it was recommended that;

1. The Ministry of Education should tailor the curriculum to the needs of the job market by integrating technological and entrepreneurial skills. Courses such as education about peace and education for self-awareness should also be integrated in the education system because they would impact positively in promoting a culture of peace.
2. The government should take care of the vulnerable students in education and training by allocating more funds for bursaries, scholarships and loans. They should also control levies by schools that makes education unaffordable.
3. The government should re-open the polytechnics that closed down for the youth to get vocational training on various skills for self-employment in the labour market. The institutions should be well equipped with modern equipments to provide proper training on practical skills.

## **5.6 Suggestions for further research**

The following areas are recommended for further research;

- 1) Influence of youth de-radicalization on promotion of sustainable peace.
- 2) Influence of sustainable peace on promotion of economic growth.

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4) If unemployed, who do you depend on for basic needs?

- a) Parents       b) Siblings       c) Friends & others

5) If unemployed, what obstacles hinder you from being self-reliant?

- a) Lack of funds to start a business       b) Lack of relevant education and skills   
c) Lack of employment opportunities

6) Do you agree that education is affordable for the youth?

- a) Strongly agree       b) Agree       c) Strongly disagree       d) Disagree

7) If not, what do you think the government should do to make education affordable?

- a) Provide schooling requirements   
b) Make education completely free of any levies   
c) Provide more funds for bursaries and scholarships for vulnerable youth

### **SECTION C: EDUCATION FOR EMPOWERMENT**

1) What is your highest academic achievement?

- a) Masters       b) Degree       c) Diploma   
d) Certificate       e) Did not complete schooling

2) Do you agree that the education systems are empowering the youth with relevant education to enhance their employability?

a) Strongly agree  b) Agree  c) Strongly disagree  d) Disagree

3) If not what do you think should be done to the education systems to ensure you are competitive in the job market?

a) Increase access to education  b) Expand the education system

c) Tailor the curriculum to the needs requirements of the job market

4) Do you agree that education for self- awareness empowers the youth not to be exploited or influenced negatively by others?

a) Strongly agree  b) Agree  c) Strongly disagree  d) Disagree

5) Do agree that the education systems are empowering the youth with knowledge about human rights and nonviolent conflict resolution methods?

a) Strongly agree  b) Agree  c) Strongly disagree  d) Disagree

**SECTION D: PRACTICAL SKILLS**

1) Do you have ICT or entrepreneurial skills to enhance your competence in the job market?

a) ICT Skills  b) Entrepreneurial Skills

c) Others like basic literacy& Numeracy Skills

2) If none, what do you think hinders the youth from having relevant skills for formal or informal employment?

a) The education system not providing relevant and competitive practical skills

b) Lack of adequate vocational training institutions providing relevant skills

c) Lack of funds to access vocational training

3) Do you agree that the available vocational training institutions disseminate quality skills for self-reliance?

a) Strongly agree  b) Agree  c) Strongly disagree  d) Disagree

4) What do you think should be done to ensure the youth acquire necessary skills for employment?

a) Integrate ICT and entrepreneurial skills in the education system

b) Re-open and reform vocational institutions

c) Provide funds for youth to access training

**APPENDIX II: INTERVIEW SCHEDULE FOR THE OFFICER IN CHARGE  
OF YOUTH AFFAIRS**

**SECTION A: DEMOGRAPHIC DATA** (please tick your answer)

1) What is your gender?

- a) Male       b) Female

2) What is the highest level of academic achievement?

- a) PHD       b) Masters      c) Degree   
d) Diploma       e) Certificate

3) What is your age?

4) How long have you been the officer in charge of the youth affairs?  (years)

**SECTION B: FINANCIAL EMPOWERMENT**

1) Do the majority of the youth in the area require financial support for them to be self-reliant?

.....  
.....

2) In your opinion what do you think are the challenges facing the youth in their endeavor to be self- reliant?

.....  
.....

3) What is the government doing to empower the youth financially?

.....  
.....

4) Are the youth aware of the financial support provided by the government?

.....  
.....

5) Do you think that education is affordable to the youth?

.....  
.....

6) If not, what do you think the government should do to make education more affordable?

.....  
.....



**SECTION D: PRACTICAL SKILLS**

1) Do the youth have relevant skills to enhance their competence in the job market?

.....  
.....

2) If not what kind of skills do you think the youth require to be more competitive in the job market?

.....  
.....

3) What do you think hinders the youth from having the relevant skills for self- reliance?

.....  
.....

4) Do you agree that lack of skills contributes to youth unemployment and dependency?

.....  
.....

**SECTION E: EDUCATION FOR EMPOWERMENT**

1) Do you think the education systems are empowering the youth with quality basic education for them to be competitive in the job market?

.....  
.....

2) If not, what changes should be enacted in the curriculum to make youth competitive?

.....  
.....

3) Do you think education for self-awareness would empower the youth not to be exploited or influenced negatively by others?

.....  
.....

4) Do you agree that education systems are empowering the youth with knowledge about human rights and nonviolent conflict resolution methods?

.....  
.....

## **APPENDIX IV: INTRODUCTION LETTER TO RESPONDENTS**

University of Nairobi,  
School of Extra Mural Studies,  
Nairobi.

Dear Respondent

REF: INTRODUCTION LETTER.

My name is Margaret Wambui Mbugua, a student at the University of Nairobi and undertaking a master's degree in Peace Education.

Attached is a questionnaire that is to be filled in order to collect data necessary for my research project. Kindly complete the questionnaire with the required information which will be used for academic use only.

Confidentiality will also be observed and your cooperation appreciated.

Thank you.

Margaret Wambui Mbugua

**APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**SOURCE: Krejcie & Morgan (1970)**