FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN BUTERE SUB-COUNTY, KENYA

BY

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DECLARATION

This is my original work and has never been presented for any award in any university.

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DEDICATION

This research project report is dedicated to my father Mr David Osuka who has encouraged me to continue with further studies, my family for understanding and bearing with me during this time of my studies.

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ABSTRACT

Youth participation in community development projects has been embraced worldwide because of the realisation of the potentiality possessed by the youth. The youth are the future leaders, parents and professionals and thus their involvement in development projects is key for they stand to benefit more from these projects. There is minimal participation by the youth in Community Development projects. Countries such as United States of America, United Kingdom and Taiwan have engaged and continuously mentor their youth in community development. In Africa, there is continuous push on the youth to be involved in community development projects in Zambia and South Africa and in Kenya, the government upon realisation of the importance of the youth has established agencies like Youth EnterpriseDevelopment Fund(YEDF) ,Youth Empowerment Projects(YEP) to support youth programmes and expansion of the positions at the National Youth Service (NYS) to equip the youth with relevant skills to meet market demands. In Butere sub-county there are many youth who are not participating in Community Development Projects meant to improve the living standards of residents and realisation of economic growth of the sub-county. Improving the living standards and development at the sub-county level will farther be reflected at the national level. The study sought to find out factors influencing youth participation in community development projects. The objectives of the study were; to determine the extent to which socio-cultural factors influence youth participation in community development projects, to establish the influence of education on youth participation in community development projects, to examine how political factors influence youth participation in community development projects and to assess how economic factors influence youth participation in community development projects. There were also other factors; they included lack of funds, government policies of the time and poor market accessibility. This research project report looked at the definition of the youth as presented by various authors and agencies. Three hundred and eighty youth were selected to fill the questionnaires, be interviewed and focussed group discussion done on them out of the targeted forty two thousand youth. Interview was also be carried out on ward administrators, youth officers in the sub county and development officers in the sub county. Single random sampling was used to give each youth an equal chance of being selected in the five administration wards of the sub-county. Each administrative ward will have seventy two youth who filled the questionnaire. Data was collected from the five administrative wards in Butere sub county, classified in line with the objectives using tables, summarised as per the administrative wards and then presented for analysis. The data will be analysed using descriptive design and statistical package for social sciences was used in the analysis. The number of youth forming groups to receive funds to be used in community development is very low in Butere sub-county and yet there are many youth who are openly unemployed and not participating in income generating activities. This has been demonstrated by few groups that have active bank accounts from the sub-county. The agencies through the special programme docket in the ministry of devolution that support youth programmes have insisted that the groups must have bank accounts for funding. This research project report sought to uncover the underlying factors to youth participation in community development projects.

ABBREVIATIONS AND ACRONYMS

CBO Community Based Organisations.

CDDC Community Driven Development Contribution.

CDF Constituency Development Fund.

CDP Community Development Projects.

CDRA Community Development Resource Allocation.

DFID UK Department For International Development.

GOK Government of Kenya.

KKV Kazi Kwa Vijana.

MDG Millenium Development Goals.

NDP National Development Plan.

NGOs Non Governmental Organizations.

OECD Organization for Economic Cooperation and Development.

UK United Kingdom.

UNDP United Nations Development Programme.

UNESCO United Nations Educational, Scientific and Cultural Organization.

UNICEF United Nations Children Fund.

UNPY United Nations Programme on Youth.

USA United States of America.

USAID United States Agency in International Development.

WKCDD Western Kenya Communities Driven Development.

YEC Youth Employment Challenge.

YEDF Youth Enterprise Development Fund.

YEP Youth Empowerment Project.

YIKE Youth Initiative Kenya.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Youth participation in this case refers to the active involvement of individuals to realise community development projects. Participation of young people is vital in implementing the international development agenda and the millennium development goals (youth@un.org). The global youth unemployment and not participating in development projects in 2003 reached a historical peak of 14.4%. Countries such as United States of America(USA), United Kingdom (UK) and Finland have all launched mentoring programmes that link experienced entrepreneurs and business leaders with youthful newcomers (Ahwireng 2002). This mentoring programme helps young people overcome problems of inexperience and limited life in development projects. In Pakistan, the youth involve with college and university students to identify major future problems and suggest a solution to it. It is imperative because the future belongs to the youth and their participation is key.

The rate of young people engaging in development projects, entrepreneurship and self employment globally seem to be on the rise worldwide. William (2004) revealed that self employment rates among the youth in USA were around 4% whereas that worldwide was 10%. According to Greene (2005), the rate of self employment among young people in UK was a third of the older ones. In the United Kingdom, the youth work together to support education of those at risk and young offenders. There is the training of the youth to meet challenges in life. United Kingdom Youth (UK-Youth) is a leading national youth development charity supporting over three quarters of a million young people. This is done by developing, promoting and delivering a range of innovative education programmes in partnerships with a national network of member organisations.

In South Asia, the youth constitute 20% and between 2010 and 2015, an additional one million youth are expected to enter the labour market. Rural youth are a widely untapped resource for improving their household's livelihoods and transforming the skills base in rural areas (USAID, 2014). The Rural Livelihood Team has a youth strategy for every project. The broad aim here is to equip the youth with the necessary skills through training to provide employment opportunities and to facilitate access to financial services for those who wish to be self employed entrepreneurs. The self employed and entrepreneurial poor are provided

access to financial linkages in order for them to establish and strengthen successful micro enterprises for products and services in demand. The rural youth are empowered through development of skills and training. Funds are allocated to every project and the youth who attain necessary skills are linked to established firms for employment or facilitated to run their own business. The youth are also informed of the opportunities available and skills that are needed in the job market.

The South Africa- European Union youth empowerment programme aims at developing community based projects. It does this by engaging disadvantaged youth through arts, cultural and sporting activities. The youth are involved in local activities and it opens the way for the youth to make positive contributions to local development. Sharif(1998) observed that tendency towards self employment among youth is much greater in sub-Saharan Africa than the other parts of the world. There are many opportunities in the sub- Saharan that have not been fully utilised vis-a-vis the many youth who have the necessary energy and lack the necessary skills to engage them. The South Africa – European Union youth enables local authorities and community groups to engage with the disadvantaged youth through arts, cultural and sporting activities. It enables the youth be involved in local activities and opens the way for the youth to make a positive contribution to local development. Football is mainly used as a medium of development issues and away of building team spirit. Sport is applied to broad based youth development.

Chinguta (2001) revealed that 25% of young people between the age of 20-24 years in Zambia are self employed with most of them being concentrated in marginal trading and service activities. Zambians have a youth enterprise promotion scheme established in 1994 through government initiative to enable young people become more aware of self employment through entrepreneurship and take it as a potential and viable career option . Its main aim is to provide loans to various youth groups and individual youth who do not have their own properties to use as collateral to secure funds through financial institutions. These areas are targeted because of the many youth who have a potential and have not been properly connected to the job market.

Close to two million of the Kenyan labour force is composed of the youth in the age bracket of 16-35 years and who are openly idle, unemployed and not involved in any community development projects (ILO,2011). Action on youth participation must be integrated as a central platform for achieving millennium development goal 1 on poverty and hunger

reduction. Achievements of MDG1 will lead to achievement of the other MDGs. Youth Initiative Kenya (YIKE) is a non-profit making organization registered in July 2003 at the Kenyan Non Governmental Organization (NGO) bureau. It was started as an initiative after realization of the significance of youth groups in the development of the society. From observation and experience, it was realized that youth groups based in slums of Nairobi, have potential but are limited by the socio-economic environment they reside in and therefore needed skills, resources and mentorship to prosper (YIKE, 2003). The government of Kenya also upon realisation of the importance of the youth has also established the department of the youth in the ministry of culture and social services. This department promotes youth run activities like sports and social welfare activities.

In Butere sub county, department of state under special programmes docket is facilitating community development projects under Western Kenya Communities Driven Development and Flood Mitigation Projects and registered youth groups in their various income generating activities such as farming, small and micro business enterprise establishment and transport business. The challenge here is that many youth who have completed secondary education are not joining the already existing groups or forming other new youth groups and those who have completed their tertiary education are sitting back waiting to be employed by the government of Kenya. Youth Empowerment Offices, Ministry of Youth and Sports and Butere Youth Development Centre offices erected at Butere shops are dormant and hardly visited. Data from Youth Enterprise Development Fund(YDF) show no beneficiaries from Butere sub county. There is only one active youth group in Butere (Eshinamwenyuli Youth Group) and very few youth groups that have operational bank accounts. It is sad that getting such groups in Butere sub-county is difficult and yet there are many youth who are openly idle and not participating in income generating activities. The various agencies that are involved in training of skills and provision of financial assistance have done very little in Butere sub county.

According to Verspagen (2005), innovation is central to modern theories of growth and development. Most youth need relevant technical skills, good political will, finance base and necessary education that can make them live responsibly in the society without depending on others who are already overburdened. This study will focus mainly on the youth in Butere sub county. Unemployment and poverty are serious problems facing the youth in Butere sub county. The promotion of youth participation in community development projects for self and

community sustainability in this area is derailed by economic, political, socio-cultural and educational factors.

1.2 Statement of the Problem

A large proportion of the Kenyan population comprises of the youth. The potentiality exhibited by the youth has seen so many of them being misused by influential personalities to drive their point's home. According to Kimando (2012), youth have been labelled " criminals" and received universal condemnation for executing violence, politicians on the other hand have not been punished for incitement, hate speech, bribes and manipulations of ethnicity, which are strongly linked to political and electoral violence. The youth are used in assemblies and gatherings to cause mayhem because of their energy and vigour. Young people often participate in violence because of limited avenues for constructive political participation.

A National Employment Policy has been developed to address rising youth unemployment and participation in development projects, which has been blamed for insecurity, disillusionment and radicalisation among young Kenyans. This will ensure that all major projects in the country are vetted to determine their youth employment creation potential before being given the go ahead. Those applying for government contracts would have to state how many youth they tend to employ (Great Lakes Conference in Nairobi,2014). The funds set aside for the youth in government contracts have not been fully utilized by the youth and many projects initiated in the community have seen little involvement of the youth.

The number of youth taking up responsibility in Butere sub-county in community development projects is low. There are many youth in the sub-county who are not engaged in any income generating activities. Most of youth have rushed to transport business where they lack necessary documents; they lack driving licenses and insurance cover, this has made them encounter a lot of problems in case of accidents and other alternatives when the owners to these motor bikes withdraw them. Opportunities in fish farming, dairy goats and cattle have not been largely accepted by the youth, instead those who practice farming have local breeds whose economic value is minimal. Sponsorship for programmes in dairy and fish farming is available but few youth have organised themselves into groups that can receive the sponsorship.

Most youth are openly idle and sometimes involve in criminal activities like robbery with violence and drug abuse (sub county commissioner's office). The level of poverty and underemployment is on the rise due to poor methods of farming and lack of involvement in community development projects. The many economically viable projects like farming, business and transport in the sub county have not been fully embraced by the youth; where practised on a minimal scale, is done by elderly people who have not embraced modern methods of farming and are generally physically challenged to undertake serious strenuous engagement. There energy is not commensurate to the demands of the projects and thus the success of the projects is not assured. Youth are lazy and only look for cheaper options that cannot sustain them for a longer period of time. Where will the youth be after ten years from now?

Gender consideration is another area that has been greatly affected by participation in development projects. Though most youth are not participating in community development projects, the number of female not participating is on the higher side compared to their male counterparts. What are the socio cultural factors that affect female participation in community development projects? There is a concern here because from population census of 2009, the number of female youth is well above that of male youth in the sub county.

1.3 Purpose of the Study

The purpose of this study was to establish the factors influencing youth participation in community development projects.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

1. To determine the extent to which socio-cultural factors influence youth participation in community development projects in Butere sub-county.
2. To establish the influence of education on youth participation in community development projects in Butere sub county.

3. To examine how political factors influence youth participation in community development projects in Butere sub county.
4. To assess how economic factors influence youths participation in community development projects in Butere sub-county.

1.5 Research Questions

This research report sought to answer the following questions;

1. What are the socio-cultural factors that influence the participation of youth in youth groups?
2. How does the level of education affect youth participation in community development projects in Butere sub-county?
3. What are the political factors that influence youth participation in community development in Butere sub-county?
4. How do economic factors affect youth participation in community development projects in Butere sub-county?

1.6 Significance of the Study

The study sought to offer useful recommendation and measures to aid in the realization of community development and vision 2030.It is hoped that the study will help understand the factors that affect success of projects funded by Western Kenya Communities Driven Development (WKCDD) and the Youth Enterprise Development Fund (YEDF) (Kimondo 2012). Information will be used by the government and non-governmental organizations to promote youth entrepreneurship and participation in community development projects. The government has put a lot of emphasis on the youth and the information gathered will be useful. Recommendations will be used by the YEDF boards and other stakeholders at sub county level to enhance feasibility of these projects as a step towards raising economic

opportunities for and participation by Kenyan youth in national building. The youth will contribute to community development and the nation at large when these factors have been uncovered and addressed at the two levels of government. Knowledge will contribute positively towards better CDPs management. It is hoped the government will make it possible and faster for youth group formation and registration so that their skills are put to productive use. The community will also understand why it is important to contribute to development projects. This because without proper engagement of the youth and education on community contribution towards development projects.

1.7 Basic Assumptions of the Study

The following assumptions were made; that the population is evenly distributed in Butere sub-county and the number of youth is also evenly distributed so that there was equal chance of choosing a youth to complete the questionnaire and also equal number could be reached for interview and focussed group discussions in the five administrative wards of the sub county, the weather would be favourable during the research because sometimes during rainy season some areas are inaccessible, time would be adequate to collect all the required information, there would be no interference from the administration as to why the research was taking place in their areas and that the respondents would be honest in providing correct answers to the questions. These assumptions were overcome by ensuring equitable number of youth was selected from the five administrative wards of Butere sub-county, the research was also be carried out on days when the weather was conducive, information availed to the administrators early and mainly literate youth used in translations where language barrier was a problem.

1.8 Limitations of the Study

The limitations in this study included lack of accessibility to some relevant records from statistics office in the sub county, the officers in charge said they had all the information needed at finger tips, at the chief's offices and district youth development offices, there was no enough information on gender factors in community development projects. There was also language barriers among respondents who did not understand English well, a good number of youth during interview kept asking for interpretation of the questions so that they could

respond accordingly. There was no assurance that respondents were honest in filling the questionaire and answering all the questions. The research was also limited to the youth in Butere sub-county focussing mainly on socio-cultural, educational, political and economical factors. Government policies, sources of funding, technical skills were also investigated in the study. The researcher endeavoured to use respondents who were literate where possible and also relevant records that could be reached were used from the sub county administrators and constituency development fund offices.

1.9 Delimitation of the Study

The study took place at various chief's centres, youth development offices in the constituency, focus group discussion and observation at the various assembly points of the youth especially those involved in transport business. Informal groups also involving the youth were also used because it was easier to engage a group of ten youth in a discussion. These areas were relevant because many youth visit them and a lot of information could be gathered from these points. The study mainly focussed on the youth in Butere sub-county in Kakamega county because of the number of youth in the area. There are many unemployed youth in this area, there is a potential in the youth and this pauses a challenge to the sub county, the county and national government if the potentiality is not tapped and utilized well. The study was carried out in Butere because there have been complains from funding agencies on a few registered youth groups and who do not have active bank accounts. Many programmes from devolution ministry under western Kenya communities driven development have failed to take off in the area because of few registered youth groups and only a few having active bank accounts. Few youth have participated in community development programmes and that is why the research took place there.

1.10 Definition of Significant Terms

Community Development Projects Activities in the community geared towards a positive change.

Factors . Several things that are responsible for the youth participation.

Economic factors Income generating activities that result from input of resources.

Educational factors	Level of education attained by an individual.
Participation	The active, informed and voluntary involvement of people in decision-making and the life of their communities.
Political factors	Factors in the manifestoes of different political outfits affecting the youth.
Socio-cultural factors	Attributes accorded to a particular activity by a given societal setting based on their beliefs and values.
Youth	Members whose age is between 18 and 35 years.
Youth groups	Organisations whose membership age is between 18 and 35 years old.

1.11 Organization of the Study

Chapter one of the study looked at background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitations of the study, delimitation of the study and definition of significant terms. Chapter two looked at the literature review of the youth participation in development activities and the factors influencing this participation. Chapter three outlined the research design and the methodology used for the purpose of completing the study. It looked in details target population, sample size, sampling procedure and data collection instrument. Chapter four of the research dealt with in depth data analysis and presentation. Chapter five dealt with summary of the study, discussion, conclusion and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores in detail the concept of youth participation as an emerging issue and factors that influence the youth participation in community development projects.

2.2 Concept of Youth Participation

There is no particular definition accepted for the youth. The definition is contextual and depends on who is defining the term. Different organizations have varied definitions based on the attachments they put on the youth which is a transition from childhood to adulthood. The United Nation defines the youth as a person aged between 15 and 24 years. In South Africa according to Curtain (2004), young people are defined to be between 15-35 years. The Kenya National Youth Policy (2002) defines the youth as people aged between 15-30 years. The Kenyan constitution on the other hand defines the youth as individuals in the republic of Kenya who have attained the age of 18years but have not attained 35 years. The government of Kenya targets this age bracket in its development programmes concerning the youth.

Youth participation therefore is the active, informed and voluntary involvement of people aged 18-35 years in decision-making and the life of their communities. Youth participation in community, political and social affairs put them at the centre of development and allows them to exercise their right to be involved in decision-making on matters that concern them. Young people can and should be part of the solution to global and local problems affecting themselves and the community at large. In an effort to harness the energy, imagination and initiative of the world's youth in overcoming the challenges facing humankind, from enhancing peace to boosting economic development, the United Nations General Assembly proclaimed an International Year of Youth(12-08-2010 to 11-08-2011). Their role as agents of change and development enhances their competence. Young people wish to be treated with respect and have their voices heard (World Youth Report, 2003). Young people are often the first promoters of social reconciliation.

According to UNDP Report (2010) on Youth, Governance and Participation, opportunities for youth to engage in governance and participate in political and decision making processes depend largely on the political, socio-economic and cultural contexts where social norms in many parts of the world result in multiple forms of discrimination against young women. The

youth can be a creative force, a dynamic source of innovations and they have undoubtedly, throughout history, participated, contributed and even catalyzed important changes in political systems, power-sharing dynamics and economic opportunities. The youth however face poverty, barriers to education, multiple forms of discrimination and limited employment prospects and opportunities.

Data from OECD show that youth are involved in a limited range of enterprises in Australia. The attitudes of young people towards involvement in CDPs vary from country to country and are mainly affected by economic, political, social and educational factors. Motts (2000) observed that most young people in South Africa see self employment as a 'stop-gap' measure as they look for formal employment.

There is little information on youth groups in Kenya. There is however a push from government and sponsors to form youth groups. According to DFID Report (2010), there is a growing momentum on youth participation within the development community. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes and there is now a greater recognition that young people are the future of their countries. Youth initiative Kenya (YIKE) has campaigned and promoted formation of youth groups. It supports thirty youth groups in Nairobi. It was started by Pamela Wesonga and Nynke Nauta who realised the potential of the youth in slum areas but the surrounding environment was not conducive for them to showcase their talent. They wanted to find a way for Kenyan youth to be key partners in their own development and in development of their communities. It exists to support collective socio- economic, cultural, environmental and technological activities developed by youth in informal settlements. Various youth are involved in activities that involve conveying messages about sexually transmitted infections, drug use and abuse, crime related activities and advising on premarital sexual behaviour.

Youth Initiative Kenya runs business challenge competitions, HIV/AIDS and Behaviour Change, Gender and Governance, Youth information centre, Community events and Dialogues and Capacity Building programmes. On 27th June 2014, YIKE in conjunction with people living in Nairobi had a second graduation ceremony in Huruma for the youths undertaking ICT classes. Youth Initiative Kenya has a challenge of finances in its undertakings.

The government of Kenya has also realised the potentiality in the youth and has established the Youth Enterprise Development Fund (YEDF). This fund provides loans to members aged

between eighteen and thirty four years. The fund supports youth oriented programmes and projects, facilitate youth owned enterprises, promote network and collaboration among youth organizations and research on youth development. The Youth Enterprise Development Fund (YEDF) constantly reviews its operational mechanism from time to time in order to make it responsive to needs and expectations of the target clients (MOYA, 2007). Ninety two percent of the unemployed youth have no job training other than formal schooling. Hence, unemployment is not just lack of jobs, but also lack of job skills due to inadequacy of the training infrastructure as well as the means to acquire skills due to poverty (GOK, 2007).

The government of Kenya established the National Youth Service to train the youth acquire relevant skills that will enable them survive in the society and earn an income from employment. The main function is to train young citizens to serve the nation and the employment of its member in tasks of national importance and otherwise in the service of the nation (National Youth Service Act Chapter 208). Successful graduates have found ready market in firms and organisations that require their skills.

The government of Kenya advances loans to the youth who have existing formal businesses and are able to provide security. The loans are mainly to upscale businesses in a friendly large scale financing to youth operations (YEDF Report, 2006). The loans are for business expansions and not start ups. The Kenya population has thirty two percent aged between fifteen years and thirty years. Sixty percent of this age set contribute to the labour force in the country. The department of Youth Development created in 2007 seeks to ensure inclusion of the youth agenda in all sectors of the economy and their participation under the social pillar of vision 2030. There is the affirmative action which ensures that in all public appointments the youth are given their proper representation.

The Uwezo fund and Kazi kwa Vijana established in 2013 and 2009 respectively is another GOK initiative to promote youth development and contribution in national development. The youth have been involved in tree planting and seminars on national cohesion and integration. The Uwezo funds facilitates the youth in income generating activities as they are provided with credit facilities to carry out their businesses. It is sad to note that very few youth groups are in existence and the funds allocated are not fully utilised in a given year.

2.3 Factors influencing youth participation in community development projects

This shows how socio-cultural, educational, political and economic factors influence youth participation in community development projects.

2.3.1 Socio-Cultural Factors and Youth Participation in CDPs

These factors refer to how a particular community looks at their values, customs, beliefs and their traditions. Socio-cultural factors involve both social and cultural elements of society (Kottak, 2002). They are facts and experiences that influence individuals' personality, attitudes and lifestyle. They include discrimination, population, culture and limits of cultural interpretations. Chinguta (2001) has suggested that youth enterprise support programmes in developing countries should consider socio-cultural constraints that limit the participation of youth in particular young women who want to engage in income generating activities. The problem of credit access to youth run enterprises seems to be more pronounced in developing countries. Most youth do not have the technical skills that may be relevant in their development agenda. They thus have to rely on international consultants who are not well versed with societal expectations.

Staudt (1991) states that " Understanding culture is the starting point for learning the meaning of development, the values that guide people's actions and the behaviour of administrators. Cultural differences emerge in many types of development settings, from assumptions to project design to technology transfer and management styles. The technocrats from outside may not be familiar with local resources and are accustomed to different approaches to project management practices. This in turn causes conflict of interest, puts extra pressure on executives and frustrations which restrain project progress. This leads to lost opportunities, cost overruns and schedule delays. Cultural misfit of the project objectives and a lack of local knowledge and understanding can result into rejection of projects by intended beneficiaries. Some religions may discriminate against sex and the caste system in India may not allow freely intermingling of the population.

The apartheid regime in South Africa has greatly affected development. In realm of the criminal justice system, there is acceptance that just as it was pivotal in maintaining the apartheid juggernaut, so too must it be now become pivotal in the attempts at transforming and reconstructing society (Amanda et.al 2002). South Africa was much criticised for its policies, finally resulting in a unanimous vote in the United Nations Assembly for adoption

of the international convention on the Elimination of All Forms of Racial Discrimination. The result of apartheid in South Africa is wide reaching and grave. The country remains in transition and much work has to be done to eradicate the damage of the past.

A national Youth Policy is a declaration of the commitment a country gives to setting and meeting the priorities and development needs of its young men and women and clearly defines their roles in the society and the responsibilities of that society to the young people themselves (UNESCO, 2004). It is a broad statement which provides a framework that governs the provision of services to young people and provides the possibilities and limits for young people to participate in decision making (Wyn and White, 2004).

Data from DFID (2010) show that addressing inequality and social exclusion of particular groups of young people is a big challenge within the youth sector, even for youth organizations. According to Patricia et.al (2014), youth development as the process of growing up and developing one's capacities, happens no matter what we do. The challenge is to promote positive youth development and plan quality experiences with young people.

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

The promotion of youth entrepreneurship is fundamental to achievement of MDG8 target 16 which focuses on developing decent and productive work for the youth. This has a significant effect of bringing back the alienated and marginalized youth into the economic mainstream thereby addressing some socio-cultural problems and delinquency which occur due to joblessness (White and Kenyon, 2000). In Africa, socio-cultural constraints tend to affect the participation of female youth in self employment.

In Kenya, there has been a common statement referring to the youth as tomorrow's leaders. This statement has seen many youth denied opportunities and have not been allowed to challenge the common views expressed by the elderly people. Youth are supposed to listen and not talk for that matter. This cultural background has delayed development processes where youth potential has not been fully exploited for community development.

2.3.2 Educational Levels and Youth Participation in CDPs

Oluoch (1982) defines education as the process of acquiring and developing desired knowledge, skills and attitudes. The dimensions of education could be formal, non-formal or informal. The youth can be shown how acquisition of new knowledge, skills and attitudes can be used to solve their problems in life (Abadzi, 2004). In the USA, low income families are limited mostly to public schools while wealthier families can afford to send their children to private schools which are well endowed with facilities and offer high quality education. Industrialised countries are much a head in secondary enrolment than developing countries.

The United Nations Economic Commission for Africa(UNECA ,1983), observed that lack of formal education makes it impossible for women and youth to increase family resources through production work in the various fields for instance , small businesses and informal income generating activities. Lack of education and skills affect realisation of economic goals. Education systems often fail to prepare young people adequately to participate in decision-making. They do not develop the necessary analytical skills for critical thinking or problem solving through participatory, active learning. In some cases, young people are given the opportunity to participate in decision-making without ensuring that they receive adequate training or access to appropriate information that would enable them make informed decisions (DFID ,2010).

The Food and Agricultural Organization/ United Nations Educational, Scientific and Cultural Organization (2002), noted that better education and training are essential for sustainable development and for rural economies to survive. Overcoming inequity requires a population that is informed, educated and skilled (USAID, 2011). Investment in education should increase for meaningful development to take place.

By 1980s, Republic of Korea shifted its emphasis in education from expansion towards quality; giving more importance to students sense of future and social moral responsibility. Brazil and Chile, countries on the threshold of industrialization are aiming to improve on education further through large projects (Brazil) or major financial investment (Chile). Education makes individual be integrated in the system thus preparing them for general life in the society and providing useful knowledge for society. Lack of education leads to illiteracy and poverty among youth. (Abadzi, 2004).

Senegal is a developing country faced with a major challenge in enrolment gap in primary sector of its education. This country is faced with two issues at this point, enrolment and offering quality education at the same time. According to Birdsall et al. (2005), a UN taskforce report on education and gender equality on low and middle income countries showed that completion rates are lowest for children from poor households and less than half of the poorest children complete even the first year of school.

In Southern Sudan according to SPLM (2002): There will be need to invest in vocational training, adult education, life skills, civic education, peace education and accelerated curriculum for children. Given the massive proceeds from oil exports, it is opportune time that investment in infrastructure and human capital should be the primacy of preoccupation (DENG, 2003). Education should take the primacy.

Education is a fundamental strategy for human resource development (NDP, 2002-2008). Cost of education, quality, relevance and under enrolment in key areas for skill development is a challenge to the government and individuals. According to economic survey of 2008 in Kenya, high proportion of the poor all over the have no education (25.4%). Where some level of education was observed, then it was mainly primary level of education.

Youth participation is a learning process in which specific knowledge is imparted to a youth in order to improve skills and change of attitude of the learner (Hussain, 2007). Participation integration and information sharing is a key to achieving sustainable development. A properly skilled human resource is an asset to effective management and utilization of resources for increased productivity and development. The youth pick practical solutions from capacity building to effectively participate in development. The "transfer of technology model" by experts has changed to "participatory approach model" that involves funding agencies working closely with the youth.

Most youth who fall in the age bracket of 18-25 years have just completed their secondary and tertiary education. Education is key in developing the necessary skills that will be required in most of the hands on activities. It is sad to observe that most youth after completion of their education look forward to white collar jobs which have become scarce. Education programmes in most countries have not put emphasis on development of the technical skills. The Presidential Working Party (1981) on the second University in Kenya recommended expansion of vocational education in order to increase the training opportunities for school leavers with the main aim of developing appropriate skills at all

levels through practical training and work experience (Ngerechi, 2003). Technical and vocational education provides training opportunities and career advancement avenues for the increased school leavers. The skills learnt also lead to self reliance in the absence of salaried employment.

In Kenya till recently there has been insistence on the student to work hard so that a good job can be secured. This led to mental block where the students worked hard to get white collar jobs at the expense of technical skills. The 8-4-4 system was introduced in 1985 and comprises of 8 years of primary education, 4 years of secondary education and 4 years of university education. It was geared towards changing the academic bias of the previous system with strong emphasis on practical and technical subjects (Kimando, 2012). However, due to high costs of education, poverty and lack of appropriate facilities, most youth are forced to drop out and those who graduate do not possess adequate skills to facilitate employment (GOK, 2006). According to the economic survey 2008 in the republic of Kenya, the number of learning institutions has increased across the board and so is the enrolment. This education is not properly preparing the youth on community development.

2.3.3 Political factors and Youth Participation in CDPs

Political factors refer to issues at the National level of government and Regional level including inconsistency in policies, laws and regulation and political instability. These factors contribute to an environment of uncertainty on return of capital investment. Political instability and lack of awareness in the people stimulate abrupt change of policies adversely affecting the successful achievement of development project objectives. Cho (1999) attributes the legal challenges to the change in any legislation or agreement set by the government related to the following issues; pricing, taxation, royalties, ownership, arbitration, convertibility, corporate law, accounting rules, process regulation and environmental issues. These factors include allegation of corruption and discrimination in funding awareness of the youth.

In Bosinia and Hezgovinia, the training programs for the education of young people on political and parliamentary procedure are essential in engaging and supporting young people by equipping them with the practical knowledge and skills for relevance. Through such programs, the diverse roles of the youth are protected and promoted (Wilson, 2007). Future generations of young people should envision the development of Bosnia and carry that image in their minds and hearts for years to come because young people are capable of defining the

present and the future. The direction of the country will be determined by the progressive youth.

World Bank (2014) observed that Egypt's Economic growth remained fragile due to political and social unrest that impacted the debts and the budget deficit making the economy more vulnerable to internal and external shocks. There was to be soaring in unemployment and inflation rate to remain at 10.2%. Youth are both tomorrow's leaders, parents, professionals and workers and today's assets. Properly and given the right opportunities, girls and boys, young men and young women can play a significant part in lifting themselves, their families and communities out of poverty. Too often, however, youth are considered only or mainly as a problem to be contained, a threat to peace and security (DFID, 2007).

According to the World Bank report (2005), administrative and regulatory burdens on youth enterprises are among key barriers for start-ups of young people in high income and developing countries. The process of business registration is cumbersome. De Sa, (2005) equally observed that in developing countries and transition countries particularly, the procedures are associated with bureaucracies, corruption and lack of transparency.

According to UNDP Report (2012); Strategy Response to Transformative Change Championed by the Youth in Arab region acknowledged the importance of youth political participation. While it proposed various measures aimed at job creation, social inclusion and youth volunteerism, there were no substantial activities targeting political participation. The omission reflected the need to pursue more knowledge and practise related to fostering youth political participation. There is evidence that the participation of young people in formal, institutional political processes is relatively low when compared to older citizens across the globe.

According to UNICEF (2011), schools can provide a place for children to come to learn as well as access health care and other vital services for the child's survival and development and for the long term stability of the country. The report showed that 1.8 million children aged between 5-17 years were not in school in Southern Sudan in 2011. The government of Southern Sudan has since not had a clear education policy for the youth. It has relied heavily on the Kenyan system of education.

In Liberia, youth were considered children and thus not allowed to be involved in adult activities such as decision-making and future planning (Wilson, 2007). The civil strife that

followed in 2004 placed arms in the hands of the youth and children. This was followed by an election in 2005 placing the youth on the forefront. The power of life and death lay in the hands of the youth and they were thus to be considered in all political appointments. The Liberian Youth Policy started receiving funding and the government made good the promises it was making to the youth. At the same time, USAID funded a training programme to work with ex-combatant youth in Monrovia.

In Kenya, many youth are not familiar with the concept of collaboration and in fact, their relationships with members of other political parties are often defined by intolerance, suspicion, scepticism and even violence. Future activities aimed at improving the participation of youth in political leadership should prioritize leadership training with an emphasis on management skills and accountability so that the elected leaders continue to play an important role in inspiring the youth (Woodrow, 2007).There is need for administration to be involved in development and planning at grassroots to have meaningful development to face the challenge of poverty and unemployment (NDP, 2002-2008).

2.3.4 Economic Factors and Youth Participation in CDPs

They refer to issues influencing economic feasibility of the project including the changes in economic conditions of the recipients. Chinguta (2002) maintained that lack of access to finance is one of the major challenges facing youth run enterprises worldwide. This is caused by competition, decreased consumption and regulatory changes requiring changes in the selling price of the products. According to CDRA (1995/96) Report, the basic problem is the allocation of scarce resources among competing and virtually limitless wants of consumers in the society. Many projects remain unfunded because of lack of registration and observation of lack of procedures which is a necessary condition for funding. Lack of funding for projects affects South Africa's struggle to eradicate poverty and the spread of HIV/AIDS (CDRA1995/96).

In Kenya, lack of collateral limits youth access to credit while their limited work experience is often a hindrance in choosing appropriate entrepreneurial activities (Ongwae, 2008). Registered youth groups have been required to have some money in their bank accounts before funding from donor agencies. This has proved to be a difficult task to most youth who are not in employment. There is unequal distribution of resources in the country. Most young people do not have resources of their own to effect development.

2.4 Government Policies and Regulation

According to UNESCO Report (2004), a national youth policy should embody strategies that empower youth to actively influence and shape the political agenda. A progressive national youth policy obliges traditional decision makers to work not only for young people but with them and let their experiences inform the development of appropriate interventions and services. Many donors do not support institutions capacity building which would include the development of structures and accountability systems (World Telecommunications Development Report ,2010).

According to CDRA (1995/96), most of the members of CDPs have very low literacy level and are not conversant with the legal implications and procedures of running an organization. This is simply because CDPs are formed by ordinary members who want to address specific problems in the community. These members find it difficult to conform to legal requirements. The African Youth Report (2011) revealed that several African countries have adopted youth entrepreneurship policies to encourage youth delineation from the economic mainstream. The World Bank Report (2007) revealed that there are continuing problems to support youth initiatives in developing countries.

Recognising the relationship between political power and the distribution of the country's resources, Kenyan youth have always viewed the political process as an effective way of addressing their needs, which is why they have continued their struggle to secure political participation. More young people are stepping in political limelight for they need to change the way things are done (Hussain ,2007).

2.5 Technical Skills

This refers to the use of technology including design, engineering, procurement, construction, equipment installation and operation of equipment and its compatibility with accomplishment of project objectives. Funding agencies bring projects to developing countries that lack adequate resources, technical and managerial skills and have low human capital productivity. Armstrong (2003) cites some advantages of training to an individual including creating confidence thus performing tasks perfectly, preparation of human resource for succession and adding employee's value to the job market.

In Japan, according to the New York Times on 13/10/2013, development of skills is given top priority and the country leads all the others in matters of skills and literacy. The

investment in technical skills is emphasised at every level of education in their education system. Therefore, project design standards, specifications and construction methods must be carefully selected so that they will be appropriate to local financial, human and material resources required up to the project completion. There is a challenge on how to enable organizations attract broad based support to sustain itself. It has to address the issue of where one can go to get technical assistance and how it can diversify its sources of support (Boyson ,2001).

The World Bank works with India's National Rural Livelihoods Mission in helping link rural families living below poverty level find sustainable livelihood opportunities (International Year of Youth ,2011). It provides rural youth with skills that will lead to suitable job placement to enable them generate some income. This is done closely with the industry who inform of the necessary skills required.

The education system in Kenya was geared towards changing the "academic" bias of the previous system with a strong emphasis on practical and technical subjects. However due to high costs in education, poverty and lack of appropriate facilities, most youth are forced to drop out and those who graduate do not possess adequate skills to facilitate employment(GOK, 2006). The country's training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for challenging job market and skills in community development projects (GOK, 2006). The government has to do a lot in ensuring correct knowledge is imparted in the youth so that they cross the sociological bridge with the right attitudes and skills.

2.6 Sources of Funding

This moderating variable show how availability of funds and mentoring affect the youth in formation of youth groups a condition necessary for funding agencies.

2.6.1 Credit Access for the Youth

Chigunta (2002) maintained that lack of access to finance is a major challenge facing the youth worldwide to carry out entrepreneurial activities. Credit programmes affecting the youth are important alternative motivation for youth run enterprises and engagement in community development undertakings. The Canada youth business foundation started in 1996 runs a specialized youth business loans programme designed to help the youth that are unemployed or underemployed. Loans are availed to the youth to run their businesses and

undertake development projects. Yuva Shakti Trust in India provides low interest loans to the youth with repayments based on projected cash flow, this empowers the youth do business and economically develop without fear of derailment in their occupation. They are economically focussed and supervised to realise their projected goals and fulfillment. A study carried out in Zambia by Chigunta (2005) observed that youth lacked capital to be involved in income generating activities.

Corruption is a major setback that affects project funding. Corruption is the abuse of public office for private gain (World Bank, 1999). Investable politics interference coupled with lack of transparency and lack of regulatory institutions, bribery and corruption are widespread in international projects resulting in ineffective use of development resources. Corruption is based on using unlawful influence to extract additional costs to receive or give a preferential consideration in connection with awarding and agreement to a project developer. During the 1980s, only about 14% of the money marked for development actually reached the end user (Rajghatta, 1999). It can be observed that the youth will be given undue consideration because they are economically disadvantaged and have no connections to the powers that be. The youth are thus disadvantaged in connections and securing of tenders concerning community development projects.

2.6.2 Business Development Services

According to Schoof (2006), access to business support services such as mentoring, support networks, business clubs and incubators by young people enhances the chances of sustaining their enterprises beyond start up stage. Countries such as UK and US have mentoring programmes that link experienced entrepreneurs and business leaders with newcomer entrepreneurs (Ahwireng, 2002). This helps the youth overcome problems of inexperience and lack of networks. The provision of development services in Kenya has been wanting. Data from the Youth Enterprise Development Fund (YEDF) since its inception has so far been able to train around 3000 youths in 24 constituencies. This figure is low bearing in mind that majority of the Kenyan population comprises of the youth.

2.6.3 Challenges of Market Accessibility

Chigunta (2002) has observed that one of the key problems facing youth run business is related to limited prospects for value addition especially for those in developing countries. This is because they are also concentrated in low value markets. The youth lack information on products and input markets, they are therefore affected by pricing for they do not know the sources of their inputs and how fast they can dispose off their products at reasonable prices. The youth should be encouraged to explore existing global activities. The Kenya government has committed to support youth run enterprises through deliberate policy of buying their goods and services (YEDF Status Report, 2011). The youth have been linked to Egypt, Tanzania, Rwanda and Burundi to market their products. This should therefore include maximum cooperation and involvement of the youth.

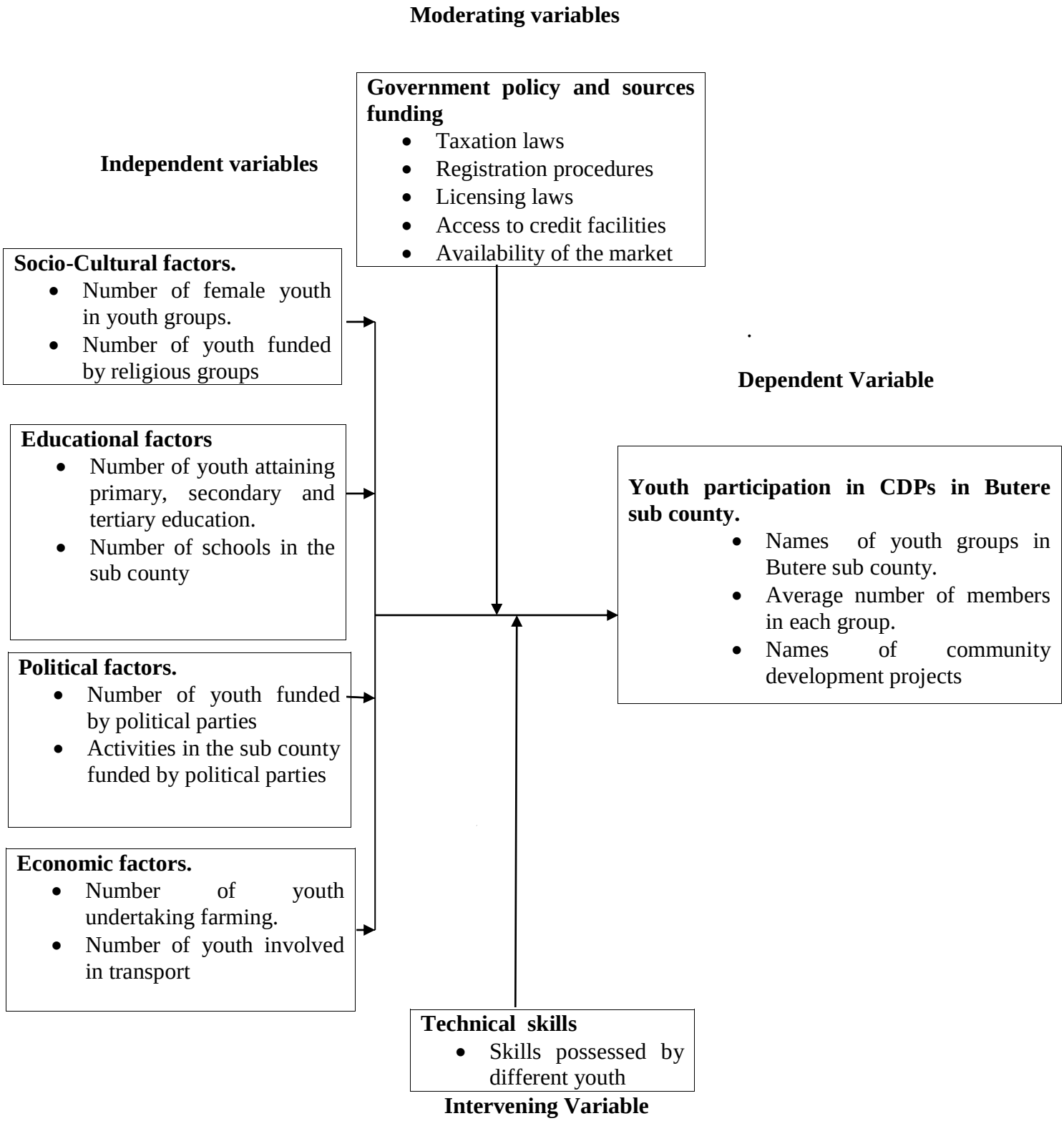
2.7 Theoretical Framework

The theoretical framework adopted for this study is derived social learning theory. The founder of social learning theory Albert Bandura (1977) asserted that "Social learning theory approaches the explanation of human behaviour in terms of a continuous reciprocal interaction between cognitive, behavioural and environmental determinants". In this theory, the youth are expected to increase their own capabilities and confidence to implement new skills, gain positive attitudes about implementing new skills and experience support from their environment in order to use their new skills because people learn by watching what others do. The theory helps understand human behaviour, emotions and thoughts. It helps us take control of ourselves. The disadvantage is that it cannot explain everything about human nature, it does not explain biological differences.

According to Barry Monica (2005), youth is just an additional bridging stage between childhood and adulthood to exemplify the protracted transition brought about by tighter labour market restrictions on school leavers, extended education and often compulsory training. It thus offers a convenient sociological bridge between the widening poles of childhood and adulthood in Western world. The sociological bridge is dynamic and sometimes too weak to support youth cross over without falling off course. This study was based on the social learning theory because as the youth develop, their needs vary as they participate in the various youth groups that meet their varying demands at each stage of development.

2.8 Conceptual Framework

The conceptual framework of the study is represented by Figure 1.



2.8.1 Summary of Conceptual Framework

The conceptual framework in figure 1 show the interrelationship between variables. The influencing variables on the left include socio-cultural, educational, political and economic factors. These affect youth participation in community development projects as observed from the literature review. These activities in Butere sub county mainly involve farming, transport and small scale businesses. The number of youth by gender participating in CDPs was determined, level of education ascertained, political factors investigated and economic factors accessed. These variables are however moderated by government policies and regulations, sources of funding and technical skills.

2.9 Summary of the Literature Review

This chapter looked in detail at the concept of youth participation in community development projects and how this participation is affected by socio-cultural, educational, political and economic factors. This participation is further affected by government policies and regulations, sources of funding and technical skills. There was no administrative ward in the sub county where all the youth totally disagreed with the factors above.

2.10 Gaps Identification

As members of societies, youth deserve full access to education, adequate healthcare, employment, financial services and participation in public life. Recognition of their unique perspectives and contributions must be taken into account in order for youth to fully realize their potential and for governments to fulfil human rights obligations and democratic principles. There is a general concern all over the world about youth participation in development projects. There is a problem a rising from the quality and relevance of education given to the youth. It can be observed that enrolment at various levels of education is increasing, but its impact on the youth participation is not felt. The donor agencies have to provide both financial and technical support which makes the whole cycle to be expensive. Correct information from the government is also not given to the youth about development projects and they therefore do not take keen interest.

Youth are not merely passive beneficiaries but effective agents of change who often lead by example and employ innovative solutions to complex problems.There is discrimination

against the youth in some areas where young women are discriminated against and not allowed to undertake formal involvement in the activities of given youth groups. Areas like transport and office bearers in the few groups that were mentioned had no female participants. The government has to find a proper mechanism to ensure that youth are properly educated and facilitated to initiate their own developmental projects and assignments. According to Wolfensohn; president of World Bank (2003), by 2015, there will be three billion people under the age of 25 years. This calls for proper planning to ensure stable and prosperous societies, the future generation should not blame the current regime for failing to put everything in place to ensure success in future. The youth want to build stable democracies, sustainable economies and societies based on equity (Inter American Development Bank 2003).

Investing in the youth will yield long standing returns for the sub county, county and national development thus preventing future problems like juvenile delinquencies and school drop outs. There is no serious economic activity that generates stable income for the sub county. Farming which was commonly mentioned in the questionnaire lacks the seriousness that it deserves, there are poor methods used which results in poor harvest of the yield. The modern techniques are hardly used and the soil has lost fertility thus requiring treatment to gain good products. The dairy farming also mentioned involves traditional breeds whose yield is poor and maintenance expensive. There is need to intensify farming embracing modern technology to realise good proceeds.

For proper success of the projects, youth participation is very key so that the survival and protection of the project is observed. There will be a feeling of belonging and owning the projects. There should be a clear youth agenda from the government that is all inclusive. The future belongs to the youth and their involvement in development projects is paramount. According to UNDP Report of 2012, there is strong evidence that the participation of young people in formal, institutional political processes is relatively low compared to the older counterparts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology that was used for the purpose of completing the study. It looks in details the research design, target population, sample size, sampling procedure and data collection instruments.

3.2 Research Design

The researcher used descriptive design. Descriptive design was preferred because a part from enabling direct generation of information, it created the opportunity for in depth responses through sharing on the past, present and future possibilities that provided a good understanding of the phenomenon under study. Both oral interview and questionnaires were used. The research was done across the sub county and visitations to various youth groups was done.

Sampling design, statistical design and observation approaches were used. These were chosen to yield maximum information that would be appropriate. This is because no design has proved to be a hundred per cent efficient and thus the limitations of one design was overcome by the other design.

3.3 Target Population

Target population is the entire group of individuals, projects or things that share common attributes and may or may not be found within the same geographical area that the researcher specifies in the research (Mugenda , 2008). According to 2009 population censures, Butere district had a total population of 139,720 people. About 30% of this population was in the age bracket of 18-30 years comprising of mainly the youth (Butere sub-county statistics office 2014). This gave an estimated population of 42000 youth in 2009. The research targeted forty two thousand youth out of whom only three hundred and fifty one youth were either interviewed, fill the questionnaire or observation done on them.

3.4 Sample Size and Selection

The study used both probability and non probability sampling techniques on a sampling frame for youth participation in community development projects. Single random sampling was be used to give each youth an equal chance of participating in the study. The study focussed on youth doing farming, transport , small business enterprises and those unemployed in Butere sub-county. Non probability sampling will be used to find the registered youth groups in the sub-county.

A sample size of 380 youth was used out of the targeted population of 42000 youth (Krejcie and Morgan, 1970) in the sub-county based on the population census of 2009 (Butere sub county Statistics office). Random sampling was used in the five divisions of the sub-county.

3.5 Research Instruments

This section looks at the methods that were used in data collection, the validity and reliability of the research instruments.

3.5.1 Piloting of the Study

Before the actual data collection, the instruments were tested using twenty youth in two sub locations of Khwisero sub county(Emutsasa and Mundeku sub locations). Results were checked to ascertain their consistency and coherence. The researcher was able to determine the difficulties in filling the questionnaire according to the responses received. The questions and statements were rephrased and framed in line with objectives to be consistent and coherent.

3.5.2 Validity of the Instruments

According to Mugenda and Mugenda (2002), validity refers to the accuracy and meaningfulness of inferences made based on results obtained. It is asking a relevant question framed in the least way. According to Wellington (2000), validity refers to the degree to which a method, a test or research tools actually measures what it is supposed to measure and any validity rests squarely on the foundation of how the characteristics being measured is defined. Content validity was adopted for this research because it ensured data being collected was reliable in representing the specific content of a particular concept. The

instruments that yield valid data were designed and subjected to similar samples so that inferences could be made and compared to existing theories.

The following research instruments were used; questionnaire, interview and focussed group observation. According to Popper (2004), questionnaire was used because it is practical, large amount of information can be gathered from a large group of people within a short time and the results can be quantified and analysed scientifically.

Interviews were used so that the story behind the participant was sought as well as used to follow-up to certain respondent's questionnaire (McNamara 1999). General interview approach was used to ensure that the same general areas of information were collected from each interviewee.

Focussed group discussion comprising of 10-12 people was used because it provided excellent tools for explaining the youth attitudes and clarifying and providing a better understanding of the subject matter. Focussed group discussion was not be taken as a substitute for quantifiable research. The instruments were presented to a randomly selected number of youths to ensure clarity. Upon completion of pilot study, data was reviewed and items that were not clear modified.

3.5.3 Reliability of the Instruments

Mugenda and Mugenda (2002) states that reliability is the measure of the degree to which research instruments yield the same results of data after repeated trials. To minimise errors, the researcher used test and retest method in order to test reliability of instruments.

In this case, two centres were used to get ten respondents for the first test and then another one two weeks later. Correlation coefficient was then calculated (Karl Pearson). That is:

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

Where x was the number of respondents in week one

Y was the number of respondents after two weeks

n was the number of centres used(2)

The following results for those who strongly agreed, agreed, undecided, disagreed and strongly disagreed on the four factors were obtained:

Table 3.5.3(a)

No of respondents in week 1(x)	10	5	2	2	1
No of respondents in week 2(Y)	9	5	2	3	1

Co-efficient of linear relationship was then calculated using the values in table 3.5.3(b) below;

x	y	X^2	Y^2	xy
10	9	100	81	90
5	5	25	25	25
2	2	4	4	4
2	3	4	9	6
1	1	1	1	1
20	20	134	120	126

Then using the formula above;

$$r=\frac{2x126-20x20}{\sqrt{(2x134)-20x20)(2x120-20x20)}}=\frac{-148}{145.33}=\text{-1.018}$$

This showed a strong linear association between the respondents of week 1 and week 2 in the two centres.

This gave an indication of the strength of the linear relationship between two variables.

These instruments provided adequate information on the research. Questionnaire was given to three hundred and fifty one youth selected randomly, interview carried out on ward

administrators and development officers in the sub county, and observation done on youth mainly undertaking transport.

3.6 Data Collection Procedure

An introductory letter from the University of Nairobi was sought and presented to the sub-county administration office for permission to collect the data. A clearance letter was given from the sub-county office to collect the data. A research permits and research authorization letter from the National Council for Science Technology and Innovation (NACOSTI) was sought before embarking on data collection. These documents were availed to the respondents so that there was no doubt about the exercise. The researcher visited the youth's offices for information and randomly sample others who were employed and unemployed aged between eighteen and thirty five years.

3.7 Data Analysis Techniques

Data analysis refers to examining what has been collected in the field so that deductions and inferences can be made. It involves uncovering the underlying structures, extracting variables, detecting anomalies and testing any underlying assumptions. Quantitative research involves coding responses into categorical variables followed by application of a method of analysis (Kombo and Tromp, 2006).

Data analysis should commence immediately after collection of data and ends after presentation and interpretation of data. This was done using descriptive statistics. Descriptive statistics was used because it is easy to interpret the findings and findings are reliable. Statistical Package for Social Sciences (SPSS) was used for data analysis and interpretation.

3.8 Ethical Considerations

A permit was sought from the administration offices, National Council for Science Technology and Innovation (NACOSTI) and introduction letter produced before the study began. The information given was treated with confidence and permission sought from the respondents before collection of data. There was no physical and psychological harm to the respondents. The respondents were also be briefed early before the date of data collection.

3.9 Operationalization of Variables

This shows how the variables were used in the final determination of the factors that are responsible for youth participation.

Table 3.1. Showing how the objectives were operationalised.

Objectives	**Variables**	**Measure**	**Measurement scale.**	**Tools of analysis .**	**Type of Analysis.**
	Youth participation in CDPs	Names of youth groups in Butere	Nominal	Document analysis	Descriptive.
To determine the extent to which socio-cultural factors affect youth participation CDPs	Socio-Cultural factors	Number of youth in projects	Ordinal	Questionaire. Interview	Descriptive
To establish how the level of education affect youth on participation in CDPs.	Level of education	Number attaining various levels of education	Rank	Interview Discussion Document analysis.	Descriptive
To examine how political factors affect youths participation in CDPs in Butere sub-county.	Political factors	Number of youth politically influenced to form youth groups	Ordinal	Discussion	Descriptive
To assess how economic factors affect youths participation in CDPs in Butere sub-county	Economic factors	Number of youths with bank accounts	Rank	Interview Questionaire	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation of the findings on the data collected about factors influencing youth participation in community development projects in Butere sub county, Kenya. The study sampled 380 youth out of the targeted population of 42000 youth in Butere sub county based on 2009 population census (Butere sub county Statistics officer). These youth were to fill questionnaire, be interviewed and focus group discussions done on the factors influencing their participation in CDPs, interview was also done on youth officers in the sub county and also development officers. Analysis was done using descriptive design. The findings were presented in form of frequency tables and percentages.

4.2 Questionaire Return Rate

Three hundred and forty youth out of the three hundred and eighty questionnaire were returned representing 89.47%. This is a good representation of the target population of forty two thousand youth based on 2009 population census.

4.3 Socio-Cultural Factors and Youth Participation in CDPs

These factors refer to interaction and organization of people within a given community sharing common opportunities and having shared beliefs. The group of people live together in a given community with shared values and traditions. These factors include discriminations, cultural interpretations and population. Youth are mainly active during benevolence where most of them are seen in organised groups, these group however cease to be after the benevolence.

There is no grouping according to ethnic lines. All the questionnaire that were returned showed no case where youth said they form groups along ethnic lines. This however may not have been the case because the sub county comprises only of one major ethnic group (Marama). The level of family backgrounds and civilization also affected youth participation

in community development projects. During the discussions, some youth agreed that they could not work with others whose background was different.

4.3.1 Composition of respondents by gender

Table 3.2 below showing how the respondents from the five administrative wards compare with gender

Ward	Male	Female	$\%\,male$	$\%female$
Marama Central	52	22	70.27	29.73
Marama North	48	20	70.59	29.41
Marama South	50	15	76.92	23.08
Marama West	45	20	69.23	29.77
Marenyo	50	18	73.52	26.48
Total	245	95		
%	72.05	27.95		

There are more male youth(72.05 %) in the sub county who participated in the study than female (27.95%) based on the return above. This may not be the case on the ground because from the information on 2009 census at the sub county headquarter, the number of male youth is slightly less than the female youth(male youth 49% and female youth 51%). There is no administrative ward where the number of female youth who filled the questionaire was more than that of the male youth. This shows that most youth who were accessible were male in the entire butere sub county.

Most female youth were not reached and even the few who participated found it easier to reach male youth to complete the questionnaire. There was no female youth who was reached for focussed group discussion especially areas where transport business was the common activity undertaken by the youth. This gave an indication of discrimination because of the few number of female youth in the study. The questionnaire however revealed that there was no discrimination against gender as most respondents strongly disagreed with discrimination against female youth.

4.3.2 Composition of respondents by Religious inclination

There are two religions within Butere sub county, Christianity and Islamic. The Catholic Mission at Mutoma under Father Songa led the rest as it was the only one that showed some level of sponsorship to the youth. The main sponsorship was through education.

Table 3.3 Showing composition of youth by religion.

	MARAMA CENTRAL	MARAMA NORTH	MARAMA SOUTH	MARAMA WEST	MARENYO	%
CHRISTIANS	65	65	65	65	67	96.18
MUSLIMS	9	3	0	0	1	3.82

There are more Christians (96.18%) in the sub county than Muslims (3.82%) but from the questionnaires, no religion was very keen with community development projects. There was no activity in the sub county that was funded by the Muslim faithful. All schools in the sub county are affiliated to Christian inclination. There was no youth activity sponsored by the said missions.

4.4 Educational Factors and Youth Participation

Education here refer to the acquisition of relevant skills, knowledge and attitudes to enable an individual fit in the community. Youth being a sociological bridge calls for proper skills to be imparted so that the development of the community is achieved. Both relevance and quality of education matter.

4.4.1 Composition of respondents by level of education

Table 4.1. showing the number of youth and their level of education

Ward	Marama Central	Marama North	Marama South	Marama West	Marenyo	Total	%
Primary	23	20	15	19	15	92	27.06
Secondary	49	45	40	45	47	226	66.47
Tertiary	5	1	8	5	3	22	6.47

Table 4.4 above shows that most youth have attained secondary education (66.47%), a few attained primary education (27.06%) and a small percentage has attained tertiary education(6.47%). Tertiary education is minimal in the sub county because there is only one county polytechnic making it inaccessible to the many youth who graduate at different levels of education. Basic education has been attained by most youth in the sub county which is a positive trend. All the questionnaire showed 100% agreeing that there are enough primary schools in the sub county and that education is compulsory at that the primary level. Most youth are literate. No youth indicated that he/she had not received formal education.

This shows an indication that educational factors do not influence youth participation in CDPs. Relevance of this education is another dimension we can look at it, most youth strongly disagreed that education offered is relevant. This is illustrated by the one county polytechnic in the sub county(Butere county polytechnic). Most youth do not proceed to tertiary levels after primary and secondary education. It is assumed that failing to qualify for direct intake at the next level is a hindrance to acquisition of technical education. Most youth who had scored Cs and Ds were not taken for the next level of education.

4.5 Composition of respondents and political affiliation in the five administrative wards

Table 4.2. showing how the youth responded to political factors and their participation in CDPs

Ward	SA	A	U	D	SD	%
Marama Central	12	30	15	10	3	21.88
Marama North	10	29	17	8	0	20.00
Marama South	15	23	12	9	4	19.69
Marama West	8	25	10	12	8	19.69
Maren yo	12	31	7	4	9	18.75
Total	57	138	61	43	24	
%	17.81	43.13	19.06	13.44	7.5	

Most youth agreed that political factors (17.81% and 43.13%) influence their participation, followed by those undecided and then those who strongly disagreed in that order. Few youth

disagreed and strongly disagreed. There is strong evidence of political association with youth participation in community development especially during electioneering period, most youth groups are organised at this time just to support a specific candidate of the group's choice.

After elections, the youth complained of having been dumped by politicians and political parties. Most youth said politicians only favour the locality from which come and not the entire population they represent. Politicians influence development and sponsorship of areas close to them and only their relatives.

4.5.1 Number of youth funded by political parties

Most youth indicated that they had never received support from political parties in county. The youth indicated the many promises given during campaign and electioneering period. The youth who were aware of political association indicated that most projects are concentrated in areas where current members of parliament and those of county assembly come from.

Table 4.3 below show how youth responded on the funding by political parties.

Ward	Funded	%	Not funded	%
Marama Central	12	16.22	62	83.78
Marama North	4	5.88	64	94.12
Marama South	7	10.80	58	89.20
Marama West	30	46.16	35	53.84
Marenyo	24	35.29	44	64.71
Total	77		263	
%	22.65		77.35	

It can clearly be observed from table 4.5.1 above that funding is low in the sub county. Only 22.65% youth agreed on political funding and 77.35% disagreed with political funding. Only two administrative wards Marenyo and Marama West agreed on political funding represented by 35.29% and 46.16% respectively. The youth talked of biasness leading to the disparities above.

4.6 Composition of respondents and economic influence

Economic factors refer to issues at national and regional levels of government affecting utilization of scarce resources. The youth mainly mentioned poultry farming, dairy farming and transport as their income generating activities.

4.6.1 Number of Youth undertaking various economic activities.

The activities mainly undertaken by the youth include; dairy farming, poultry farming, tissue banana farming, soya farming and sugarcane farming.

Table 4.4 below show the activities undertaken by the youth in Butere sub county.

	Marama central	Marama north	Marama south	Marama west	Marenyo	Total	%
Dairy farming	8	6	7	6	7	34	10
Poultry farming	6	7	4	3	6	26	7.65
Banana farming	0	3	3	2	1	9	2.65
Soya beans	3	0	1	0	0	4	1.17
Sugar cane farming	12	6	4	2	2	26	7.65
Transport	20	25	20	25	30	120	35.94

There is a high percentage of youth who indicated they are in transport sector; this is mainly motor bike riding. This transport business is the most undoing activity because the youth lack driving licenses, do not have insurance cover and have not been to any driving school. This involvement puts them at a higher risk to cause accidents which occur sometimes without the knowledge of the owner.

Farming has not been taken seriously by the youth in the sub county. There is funding for farming from WKCDD but has not been fully undertaken by the youth. The income from farming if taken seriously can offer long term solution to the sub county, county and the nation at large. Transport business mainly quoted by the youth only offers short term solutions. This is because whenever the motor bikes are withdrawn, the youth have nothing to back to and therefore remain unengaged.

Table 4.5. showing the relationship between youth participation and economic influence on community development projects

Ward	SA	A	U	D	SD
Marama Central	35	20	8	3	4
Marama North	34	18	10	4	4
Marama South	29	17	8	7	2
Marama West	33	19	5	2	5
Marenyo	30	13	11	2	4
Total	162	87	42	18	19
%	50.63	27.19	13.13	5.63	5.94

Economic factors play a major role in youth participation in community development projects. This is represented by 50.63% and 27.19% of youth who strongly agreed and agreed respectively on economic factors affecting their participation in community development projects. The main economic activities mentioned were cane farming, dairy farming, poultry farming and tissue banana farming. These economic activities are however on a very low scale and do not portray a vibrant economy in the sub county.

4.7 Composition of respondents and Government Regulations

The government as a member state of United Nations should empower the youth by promoting national youth policies and strengthening youth participation. There is need to promote youth development and address challenges facing the youth in a holistic manner and guide the development of national youth policies. This should be done by looking into participation, Girls and young Women, environment, Globalization and intergenerational issues. The government of the time always has distinct policies and regulations that may affect youth participation in community development projects. Issues to do with taxation, licensing and registration at one point affect youth participation.

4.7.1 Youth participation vis a vis government regulations and policies.

Table 4.6 showing how youth responded on government policies and regulations on their participation in CDPs

Ward	SA	A	U	D	SD
Marama Central	23	19	9	12	7
Marama North	17	23	3	15	6
Marama South	19	20	11	7	6
Marama West	11	20	10	17	5
Marenyo	17	22	9	7	5
Total	87	104	42	58	29
%	27.19	32.5	13.13	18.13	9.06

Government policies such as registration of youth groups and taxation were mentioned by youth as deterrent measures to youth participation. Youth complained of delayed time in securing certificates of registration and more taxes levied on their income generating activities. There is only one vibrant youth group that involves all youth within the sub county (Eshinamwenyuli Youth Group). This group has all the relevant records and office within Butere Central. The few youth groups mentioned lack offices and office bearers are mobile. They only come together in a member's house of residence on specific dates of the meeting.

The government should move in to remove barriers to the registration of youth groups, relax licensing regulations and offer subsidies on equipment that the youth will require in their development activities. The taxes levied on the products should be moderated and where possible waived to encourage youth participation. The youth should be enabled to facilitate their own development.

4.7.2 The rating for cumbersome process in Registration and Licensing

Table 4.7. showing how youth responded to tight registration and licensing laws.

	SA	A	U	D	SD
Marama Central	48	18	4	2	2
Marama North	40	10	10	5	3
Marama South	50	4	3	5	3
Marama West	60	3	0	2	0
Marenyo	55	8	1	3	1
TOTAL	253	43	18	17	9
%	74.41	12.65	5.29	5	2.65

It can be observed from the table above that most youth are not satisfied with government policy on licensing and registration. This is illustrated by 74.41% of the respondents who felt the process was cumbersome followed by 12.65% who agreed on the cumbersome procedure. Most youth were also not aware of the registration process but all complained that it was difficult to register a youth group. The government should be the lead agent in supporting the implementation of the youth policy by creating sufficient employment opportunities, education and health facilities for youth.

The government should do more to ease the processes of registration and licensing of youth groups. The youth should also be given proper education on requirements and procedures of business registration. Respondents felt that government should provide subsidies on business registration and also taxes on proceeds from youth development projects products. The government is obliged to carefully plan and be involved in developing youth to be responsible and available to contribute to the current and future nation building efforts.

4.8 Composition of respondents and technical skills

The skills refer to the use of technology including design, engineering, construction, equipment installation and their operations. The skills will also be necessary in farming, marketing and storing of the products.

4.8.1 Technical skills and youth participation

Table 4.8. Showing how technical skills affect youth participation in community development projects.

Ward	SA	A	U	D	SD
Marama Central	45	15	5	5	0
Marama North	43	18	1	3	0
Marama South	42	17	3	0	1
Marama West	41	11	4	4	3
Marenyo	42	17	0	1	0
Total	213	78	13	13	4
%	66.56	24.38	4.06	4.06	1.25

Table 4.8 above show that youth are greatly affected by technical skills in their participation in CDPs. 66.56% and 24.38% strongly agreed and agreed respectively on technical skills affecting their participation in CDPs. There is only one youth polytechnic in the sub county(Butere County Polytechnic) and the enrolment is low despite having fully sponsorship from the government and politicians of the time.

Youth in Butere sub county lack formidable necessary technical skills required for their participation in community development projects. Skills needed in poultry and dairy farming were evidently lacking from the questionnaires completed by the youth. Most youth indicated that they lacked technical skills in so many areas of their participation. Technical education is not given priority in the sub county. Parents and guardians need to be educated on the importance of this education so that the enrolment in technical schools is improved. Areas in Agriculture require rapid overhaul and serious investment. The number of Agricultural extension officers is low and this affect the overall production.

The training programme in the county polytechnic should be expanded and the relevance considered. Most courses offered at the county polytechnic are outdated and do not meet the

demand of the current time. Modern methods of farming should be taught, technology introduced and facilities upgraded. There is also need to increase the number of training institutions and the personnel in those institutions in the sub county. Skills in entrepreneurship, business planning and financial management must elaborately be imparted before any funds are disbursed. This will work on the long distance covered by the youth who stay far away from the only county polytechnic.

4.9 Composition of respondents and sources of funding

These refer to all the sponsorship programme for the youth in their involvement in community development projects. The funding can either be external, internal, from government and non governmental organizations. The Western Kenya Communities Driven Development which had indicated that few youth groups were in the sub county was little known by the various youth who were reached to fill questionnaires and interviewed. In most discussions, no youth correctly gave what the letters WKCDD stand for.

4.9.1 Number of youth and their response to sources of funding.

Table 4.9. Showing how sources of funding negatively affect youth participation in community development projects.

Ward	SA	A	U	D	SD
Marama Central	26	8	25	4	7
Maram North	25	11	30	5	2
Marama South	21	12	20	7	3
Marama West	24	15	23	9	2
Marenyo	25	13	17	3	2
Total	121	59	115	28	16
%	37.81	18.44	35.94	8.75	5.0

The youth agreed that funding is inadequate though a good number also were undecided on sources of external funding. The number of youth who disagreed and strongly disagreed was small representing a paltry 8.75% and 5% respectively. Most youth look to external sources

of funding without proper planning; they lack proper business plans and project proposals. All the youth who were interviewed looked forward to getting cash funding from other sources. When asked for the projects that youth wanted, very few had a clear plan for the funds. The community driven development contribution was minimal showing that involvement of the community is wanting. From 2010,funding of youth enterprise development projects has been receiving increasing attention from the government, donors and multi lateral agencies as an alternative job creating strategy.

Funding from youth enterprise development fund in Butere sub county is hard to come by, most youth have not benefitted from it and a good number of the youth were not aware of it. Data from youth empowerment centre in Butere showed no group that had received funding from YEDF. No youth group or youth clearly pointed out on funding from politicians and other well wishers. Only WKCDD showed some in roads the sub county supporting dairy farming and poultry but only on a minimal scale. This is because the groups lacked accounts and properly constituted groups. The projects from western Kenya communities driven development were not taken positively by the youth in the sub county. The funds earmarked for the development is thus going to unintended uses.

4.10. Summary of Chapter Four.

The youth in the sub county had no issue on socio-cultural factors, no youth indicated that there is discrimination in the groups so formed though from respondents; a few female participated. Educational factors do not influence youth participation in community development projects. According to the responses, there are enough primary schools in the sub county and all had acquired basic education. The relevance of education should however be checked and expanded to reach most youth. Modern methods should be incorporated in farming to give maximum products so that income is earned from the economic activities. Politicians and the government should also assist the youth by providing proper tax regimes and licensing processes, the market of the final products should also be availed.

CHAPTER FIVE

S UMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings, discussion, conclusions and recommendations following the objectives of the study. Youth participation in community development has been embraced worldwide. This study set out to examine the factors influencing youth participation in community development projects in Butere sub county, Kenya. The factors included socio-cultural, educational, political and economic factors.

5.2 Summary of findings

Relying on the responses given by respondents, the researcher came up with findings which were used to make conclusions and recommendations. The main findings are based on the results of data analysis in chapter four. The main findings are shown in table 5.1 below.

Table 5.1. showing the summary of the findings.

OBJECTIVES	FINDINGS
1. To determine the extent to which socio-cultural factors influence youth participation in community development projects.	• There were fewer female youth than male youth who participate in community development projects • Youth are mainly active during benevolence and welfare parties • Youth groups are not formed a long ethnic and religion lines
2. To establish the influence of education on youth participation in community development projects.	• Youth who dropped after primary level was 26.25% • Youth who dropped after secondary education was 68.44% • Youth who attained tertiary education was 6.88%
3. To examine how political factors influence youth participation in	• 17.81% of youth felt strongly there are political factors affecting their participation CDPs

community development projects.	• 43.13% agreed on political factors affecting their CDPs participation • 19.06% were no sure of political involvement in CDPs. • 13.44% and 7.5% disagreed and strongly disagreed on political involvement in their participation in CDPs.
4. To assess how economic factors influence youth participation in community development projects	• 50.63% and 27.19% strongly agreed and agreed respectively on economic factors influencing their participation in CDPs • 13.13%, 5.63% and 5.945 were undecided, disagreed and strongly disagreed respectively.

5.3 Summary of Discussion on findings

This section gives a summary discussion of the findings of the study.

5.3.1 Socio-cultural factors and youth participation

Many youth come together when there is benevolence, they are seen organised in functions mainly funerals. Does this mean that the youth have only been cultured to pull in one direction only when there is bereavement or welfare activities in the community? Here youth organise themselves, share responsibilities and there unity of purpose; leadership is seen and everything move in the right direction. Youth participation being a recent phenomenon does it mean it has not been embraced 100% in the community?

It was easy to reach male youth than female youth across the board, in transport business involving motor bikes, only one female youth was reached while other organised groups had a few female youth. This was contrary to the response given by most youth indicating males and females have equal chances of participation. There are some masculine tasks that have been reserved only for male, like riding of motor bikes, tilling the land and minor technical skills in machine maintenance. Very few female youth were observed to be keen in such tasks.

The diversity in family background and level of civilisation hampered youth participation in community development projects. During focussed group discussion and interview schedule, some youth openly confessed that some families and clans cannot work together because of cultural differences. One community perceives the other community as lazy and lack development focus. Youth development of social skills is affected by the nature of their family and early educational experiences.

5.3.2 Educational factors and youth participation

It is observed that most youth have attained secondary education in the sub county. However the high number registered at secondary does not transit to tertiary education, yet it is at tertiary level where relevant skills are disseminated. This is illustrated by a small percentage of the youth reaching tertiary level in education. Eshinamwenyuli educational forum under Father Songa and Dr Orembe (The Catholic Mission) sponsors bright students to further their studies up to the university level, however from their records the number of sponsored students is too low.

Basic education being evident does not mean the youth have obtained the relevant skills for their participation in community development projects. There was no proper reason for failure to transit to tertiary education. Youth who scored D's and C's are hardly taken to the next level of education. Most youth said failing to qualify for direct intake to the public university meant the end to their education. Most parents and guardians only look at the university and are not informed of the middle level colleges and their advantages. Most parents and guardians have not realised that one does not need to join a university directly after secondary education. One can start from the certificate level and end up at the highest level of education. Parents and guardians a like need to be educated on this approach.

Education is no longer for basic literacy and elementary mathematics as it was in the past, education is necessary at every level of survival and acquisition of relevant skills and knowledge (Oluoch 1982). These skills will enable the youth fit in society and actively participate in societal development. Most organisations look at the level of education before considering one for employment. There is a minimum qualification based on the level of education that is considered before placement in job market or consideration to hold a certain position in any organisation.

Most youth fail to form youth groups that will propel them to the next level of development because of the differences in level of education. It was observed that most youth could not freely mix if their level of education was evidently distinct. Those who attained low level felt inferior to those who attained a higher level of education.

5.3.3 Political factors and youth participation

Most youth agreed on political interference in their associations and organizations, this is evident during electioneering period where most youth are observed are adorned in wears having various politicians' names and parties. Most youth groups are formed during election year after which most of them die off. There is no political goodwill in that no political organisation follows the youth who they have been sponsoring during the campaigns. Political parties do a lot of talking about the youth in their manifestos but do little to follow it up when electioneering period is over.

The promises given by politicians and various political parties are never honoured and that was why there were complains from the youth who were often heard of cursing and regretting the politicians who were in office at current time. The politicians who made numerous promises during electioneering period were not available and reachable by the youth who overwhelmingly voted for them. Various youth complained on where there was development, it was around the home area of the politician in office at that time. In this modern, technology-dependent world, it is imperative to get quality education. In some cases, potential for corruption or misappropriation is always present.

5.3.4 Economic factors and youth participation

Most youth groups collapse after sometime without proper and convincing reasons. In most cases members blame the leaders for the collapse indicating lack of transparency in the leadership. Many youth allege not to have seen bank statements of their organisations yet financial input was involved. There is a lot of monitoring required.

The number that indicated farming as their income generating project was high, they talked a bout poultry, bee keeping and crop farming. This is not representative as the land in Butere is inadequate and no cash crop comes from the area, the little sugar cane farming is inadequate and does not portray a clear income generating venture. Milk is not readily available and poultry farming is not evident.

Lack of sizeable land and adequate finances should no be a reason to fail in participating in community development projects. Zero grazing has not been fully embraced and rearing of exotic breed has been ignored. Most youth who talked about dairy cows and goats were mainly rearing local breeds whose economic value is low. The number exotic breeds was small where it was practised.

Youth engage in cheap labour that cannot sustain them for a long time; they are mainly shamba boys, cooks and do local transport at a very low wage. The future of these engagements and job guarantee is not there , they live from hand to mouth with no organised saving and investment for the future. There is need for relevant quality education that will empower the youth economically.

5.3.5 Government Policy and youth participation

There are abrupt changes in government policies; most youth felt the government was not putting youth agenda forward. The most mentioned was the kazi kwa vijana initiative where most youth felt they were misused as they did most physical work and money ended into elders hands. Youth participation is a fairly recent phenomenon and has not bee widely tried and tested. There is need of collaboration between government departments to embrace the youth.

The registration procedure of youth groups is also another bottleneck affecting youth participation, the requirement of the constitution and minutes taken to form youth groups affect the youth participation. Most youth said it is cumbersome to come up with a constitution, some said they do not what a constitution is.

The licensing procedure though mentioned as a deterrent measure, it was also absurd to note that most youth were not aware of the huduma centres established in the country where the cumbersome processes can be addressed. Asked about huduma centres in the sub county very few youth were aware of it. The processes of filling tax returns and applying to register business names was not in the mind of most youth.

5.3.6 Technical skills and youth participation

Few youth have attained tertiary education and therefore lack the necessary technical skills and know how that are relevant for development projects. Skills in machine operation and maintenance are lacking, there are few youth who have trained in Agriculture and animal husbandry. Transport business lacks experts in maintenance of the machinery used, proper feeding of the dairy animals to improve on milk production is wanting and even the care of poultry.

These technical skills are obtained from post secondary institutions like the polytechnics, agricultural institutes and above all the institutions of higher learning. The government of Kenya has put mechanisms in place to ensure there is a polytechnic in every constituency to equip youth who graduate from various levels of education with necessary skills to participate in community development projects. The main objective behind the 8-4-4 system of education was to equip the youth with relevant skills to survive in the society(Kimando, 2012). Most youth when asked say it is expensive to join these tertiary institutions. This reason is not satisfactory because the constituents(youth) of Butere have been sponsored to join the Butere youth polytechnic by the CDF and most youth have not responded positively.

5.3.7 Sources of funding and youth participation

It was observed that most youth contend that funding of their youth groups is grossly inadequate. It was difficult to come across a youth who appreciated funding from donors, politicians and other organised groups. Most youth look forward to funding from external sources but the funds are not available. This is in contrast to what had been held as the truth because most funding agencies had observed that most youth lacked bank accounts and therefore they could not be funded. Community development projects in the sub county where witnessed showed funding specially from the ministry of devolution. Community based organisation that were vibrant showed the amount they had received from donors.

During the study, most youth were quick to ask if the research was meant for them to access financial resources and how much. This clearly showed that funding is a factor that affect youth participation in community development projects. A question of having been promised and not consequently funded was loud among the youth who were involved in focussed group discussion.

5.3.8 Market Accessibility and youth participation

Though most youth complained of lack ready market, there production on the ground to support this argument was not evident; on some occasion there was a complain of lack adequate eggs, enough milk and availability hens by consumers. There has been no major complain of overproduction in the sub county .

5.4 Conclusions

Based on findings of this study, the following conclusions were reached; first youth participation being key in all over the world, there is need to remove socio-cultural barriers that discriminate males and females, youth and elderly people. This is because all are required to realise development of the entire community. Discrimination leaves some members of the community behind and thus affecting total development.

Another factor that is very important is education which should impart youth with relevant skills, values and attitudes that bring forth positive change. This education should be relevant to meet the demand of the current time and satisfy individual needs. There should be no discrimination based on the level of education. All should be subjected to relevant education so that all participate equally in community development.

The government should come in to ensure youth programmes are adequately funded without discrimination a long political inclination. For the entire society to grow, no part of it should be ignored. Licensing laws and taxation levied on products from the youth should be given due consideration. There should be no discrimination a long political lines as was observed during the study. In some areas youth complained that politicians had vested interest in youth groups and therefore lacked all inclusivity.

Vibrant and viable economic projects must be identified and youth facilitated to undertake such projects. Some economic activities that youth mentioned in the research were not viable; sugar cane farming commonly mentioned is on the low scale and no youth mentioned the gain they had from sugar cane farming. There is need for proper planning having youth policy in mind. Modern methods of farming and use of technical skills should be embraced.

5.5 Recommendations

Based on the findings of this study, the researcher came up with several recommendations to promote youth participation in community development projects. Youth groups should be redesigned to overcome weaknesses that hinder maximum youth participation. Socio-cultural barriers, attainment of relevant education, political interference and goodwill and economical factors should be addressed. Youth mentoring programme should be developed. Government policies and regulations should ensure effective youth participation and enact laws that make it easy for youth group formation.

5.6 Suggestions for further research

This study proposes the following areas for further study;

1. An assessment on participation of people living with disabilities in Association of People Living with Disabilities (APLDK).
2. An investigation into the effect of technical education on development projects.
3. The impact of youth empowerment programmes in Butere sub county.
4. An assessment on factors influencing female youth in community development projects.
5. An investigation into why there are no talent centres and academies to tap the various talents exhibited by the youth in Butere sub county sub county.

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youth@un.org.

APPENDICES.

APPENDIX 1: LETTER OF TRANSMITTAL.

Joseph Ayoti Osuka,

P.O Private Bag-50101,

Butere.

Dear Respondent,

I am a student of the University of Nairobi pursuing a Master of Arts Degree in Project Planning and Management. I am conducting an academic research on the Factors Influencing Youth Participation in Community Development Projects in Butere Sub-County. This questionnaire has been prepared to obtain information on Factors Influencing Youth Participation in Community Development Projects. It is my humble request that you assist me by filling in the questionnaire as correctly and honestly as possible.

Please note that all the information provided for the study will be treated with utmost confidentiality. Your ability to answer all the questions comprehensively and to the best of your knowledge will be highly appreciated.

Thank you for your cooperation and precious time.

Signature.....

Joseph Ayoti Osuka. Email ayotijoseph@gmail.com cell phone 0703299894

APPENDIX 2 . QUESTIONNAIRE FOR THE YOUTH IN BUTERE SUB COUNTY.

The main purpose of this questionnaire is to get information on Factors Influencing Youth Participation in Community Development Projects in Butere sub county. The information you give on this questionnaire will be confidential and will be used for research purpose only. Kindly respond to all questions as honestly and accurately as possible. Your sincere cooperation will be highly appreciated.

Section A Background Information

Please indicate the correct option by ticking (√) in the box provided. For structured questions, fill in the spaces provided.

1. What is the name of your ward? .....
2. Please state your gender by ticking in the correct box.

Male	☐
Female	☐

3. Please indicate your age bracket by ticking in the correct box.

15 - 18	☐
19 - 22	☐
23 - 27	☐
28 - 31	☐
32 - 35	☐

4. How many youth groups are in your area?.....
5. On average how many members belong to each group?.....

6. What income generating activity are you involved in?.....

Section B Educational Factors

In this section please tick (√) the most appropriate response for each of the statements in the table below on the factors influencing youth participation in community development projects. Strongly Agree (SA) , Agree (A), Undecided(U), Disagree(D), Strongly Disagree (SD).

	STATEMENTS	SA	A	U	D	SD
1.	There are enough schools in the sub- county					
2.	Fees paid in schools is affordable					
3.	The level of literacy is high in the sub county					
4.	Most youth have attained secondary education					
5.	There are enough technical schools in the sub county					
6.	Most youth have attained tertiary education					
7.	Schools in the sub county offer a wide curriculum					
8.	The skills attained in schools are relevant.					
9.	There are enough trained teachers in all the schools					
10.	Education is compulsory at the primary level					

11. Please tick in the appropriate box below to indicate your level of education

Primary ☐

Secondary ☐

Tertiary ☐

None of the above ☐

Section C Socio-Cultural Factors

How would you rate the influence of socio-cultural factors on youth participation in community development projects? Use the scale shown below to determine the extent of these factors. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

	STATEMENTS	SA	A	U	D	SD
12.	Many youth groups are affiliated to the church.					
13.	Mainly boys are allowed to form youth groups					
14.	The participation of female youth is equal to that of boys					
15.	Foreign agencies are not allowed in the sub-county					
16.	Boys are given preferential consideration for education					
17.	There are many youth groups in the sub county					
18.	The youth are not allowed to form youth groups					
19.	Youth groups are formed depending on the level education					
20.	Youth groups are formed along ethnic lines					
21.	Boys are not allowed to form same groups with girls					

Section D: Economic Factors

In your opinion, how do economical factors affect youth participation in community development projects? Use the five point scale below to tick the appropriate response . Strongly Agree (SA), Agree (A) ,Undecided (U), Disagree (D), Strongly Disagree(SD).

	STATEMENTS	SA	A	U	D	SD
22.	One has to pay to join any youth group					
23.	There is annual subscription fee in the youth groups					
24.	One has to pay to register a youth group					
25.	Youth groups are not adequately funded					
26.	There is a lot of corruption in the youth groups					
27.	The registration fee required to join youth groups is too high					
28.	Activities by the youth are not income generating oriented					
29.	Funding of youth groups is not adequate					
30.	Projects undertaken by youth groups are costly					
31.	There is no economic gain in participating in youth groups					

Section E: Political Factors

Please complete the table below to assess how political factors influence youth participation in community development projects using the scale shown. Strongly Agree (SA), Agree (A), Undecided(U), Disagree (D), Strongly Disagree (SD).

	STATEMENTS	SA	A	U	D	SD
32.	Youth groups are formed along political lines					
33.	There are many requirements to register a youth group.					
34.	There is an age limit required to join a registered youth group					
35.	There is bias in allocation of resources to registered youth groups					
36.	There is political interference in formation of youth groups					
37.	There is a limit on the number to form a youth group					
38.	There is lack of transparency in the youth agenda					
39.	Youth are not allowed to participate in political processes in the sub-county					
40.	There are abrupt changes in youth policies.					
41.	There is funding from political parties for the youth					

SECTION F: Effects of Government policies and Regulations.

42. Are there government regulations you found difficult to cope with when forming youth groups?

Yes ☐ No ☐

43. How would you rate the regulatory challenges you faced when starting youth groups. Please indicate with a tick the scale of the challenges. Strongly Agree(SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (S D).

Regulation	S. A	A	U	D	S.D
Licensing Laws					
Taxation Laws					
Subsidy Fee					
Competition					
Sponsorship Laws					

44. What changes are needed in Government policies and regulations in order to make them friendly to youth groups?

.....
.....

SECTION G: Effect of Market Accessibility.

45. What kind of challenges do you experience when marketing products from youth groups? Tick in the appropriate box.

Stiff Competition ☐

Poor Location ☐

Unfair Tender allocation ☐

46. What kinds of organizations have been assisting youth to market their products.

Government ☐

Marketing Associations ☐

NGOs ☐

Others (Specify).....

47. What kind of market support would you propose in order to market the products from youth organizations?

.....
.....

SECTION H. Technical Skills and Youth Participation.

48. Is there adequate training to equip the youth with relevant skills?

Yes ☐

No ☐

49. How would you rate the skills youth have in your ward? Strongly Agree (S A), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Training	S A	A	U	D	S D
Relevant					
Adequate					
Inadequate					
Not relevant					

50. What other skill a part from basic education have you trained in?

.....

SECTION I. Credit Accessibility.

51. Where did you get the amount required to start the activities of youth groups?

Personal savings ☐

Bank loan ☐

Youth Fund ☐

52. Was it difficult to access funds for the youth groups?

Yes ☐

No ☐

53. In your own opinion what improvement can you recommend on funding to encourage youth participation in CDPs?.....

.....

54. How would you rate the challenges you experience when trying access credit as youth groups? Tick your opinion in the table below using the scale shown. Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

Problem	SA	A	U	D	S D
Interest Rates					
Lack of collateral					
Lack of Business plans					
Cumbersome procedures					

55. What measure would you propose to improve credit access and availability from YEDF?

.....
.....

Section G; Summary of the Factors Influencing Youth Participation in Community Development Projects.

56.In your own opinion give the rating of the factors influencing youth participation in community development projects. Tick (√) in the appropriate box for each factor with Strongly Agree(SA), Agree(A), Undecided(U), Disagree(D) and Strongly Disagree(SD).

Factors	SA	A	U	D	S D
Educational					
Socio- Cultural					
Economic					
Political					
Government Policy and Regulation					
Technical Skills					
Sources of Funding					
Market Accessibility					

APPENDIX 3. INTERVIEW GUIDE FOR THE YOUTH, YOUTH GROUP OFFICERS AND DEVELOPMENT OFFICERS IN THE SUB COUNTY.

i. Interview Guide for the Youth in Butere sub county.

1. What is average age of the youth not doing any income generating project

2. How is the distribution of the youth in Butere sub county?

3. What is the average level of education of the youth in Butere sub county

4. What do youth mainly engage in after completion of secondary education?

5. Do we have youth groups in this area?

6. What reason(s) make(s) it difficult to form youth groups?

7. Please name some of the youth groups in your ward.

8. What activities are mainly undertaken by the youth groups in your area?

9. What is the attitude towards joining youth groups in your area?

10. What are the benefits of forming youth groups?

ii. Interview guide for youth group officers and development officers in Butere sub county.

1. Why are many youths not forming youth groups?

2. What is the requirement for formation of youth groups?

3. Is there gender consideration in formation of youth groups?

4. Do you have information about youth given in any gathering?

5. What is the main activity undertaken by the youth in your area?

6. What is the average level of education of the youths in your area?

7. Do we have government sponsorship or any other sponsorship programme in your area?

8. What are the benefits of forming youth groups?

9. Are there enough youth officers in the sub county?

10. What activities can be undertaken by the youth to promote development?