# FACTORS AFFECTING YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT PROJECTS IN KOIBATEK SUB COUNTY, BARINGO COUNTY-KENYA

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**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF DEVELOPMENT STUDIES IN THE FACULTY OF SOCIAL SCIENCES IN PARTIAL FULFILMENT OF AWARD OF MASTER OF DEVELOPMENT STUDIES OF ST. PAUL'S UNIVERSITY.**

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**BY**

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**A Dissertation Submitted to the Department of Development Studies in the Faculty of Social Sciences in Partial Fulfilment of Award of Master of Development Studies of St. Paul's University.**

**Supervisor: Dr. James Kuria**

**AUGUST 2017**

## DECLARATION

This dissertation is my original work and has not been presented for the award of a degree in any other university. I concur that this dissertation may be accessible for reference and photocopying at the discretion of the university.

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**MDS/NKR/4194/15** **Signature** **Date**

**Word Count- 19,173**

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## DEDICATION

This dissertation is dedicated to my Father Nelson Mwita, my Husband Paul and son Jude.

## ACKNOWLEDGEMENT

I wish to thank the Almighty God for His Grace that has been sufficient through this study period. I also thank my supervisors Dr. James Kuria and Dr. Paul Gesimba for their patience and help throughout this work. Your commitment to my success has been truly great.

I also thank My Father Mr. Nelson Mwita for His financial and moral support. Thank you for believing in me. I also thank my classmates for their unwavering support and encouragement.

## ABSTRACT

Youth participation in programs that concern them and in the general community and national development programs is a weighty matter for many governments and change agencies. This is because, if any development program is to be sustainable, all groups in the society should be included. Youth participation can be seen to be varied. It is sometimes quite effective but mostly tokenistic and often there is no youth participation at all. The general objective of this study was to explore the factors affecting youth participation in community development projects in Koibatek Sub-County. The specific objectives were to determine the effect of community culture on youth participation in community development projects in Koibatek Sub County, to analyse the effects of economic factors on youth participation in community development projects in Koibatek Sub-County, and to evaluate the effects of youth's level of education on youth participation in community development projects in Koibatek Sub-County. The study was conducted in three wards in the Sub-County namely Lembus ward, Ravine ward and Mumberes Maji Mazuri ward. It was anchored on the citizen's ladder of Participation by Sherry Arnstein. The theory ranks participation in form of rungs on a ladder from low levels that are often tokenistic to higher levels where the citizens are empowered and are able to participate in decision making in programs that affect them. The study adopted a descriptive research design and multi stage sampling technique. To obtain the sample size required in each ward, the researcher used the normal approximation to binomial approximation formula by Kothari (2007). This is because this approximation is very precise when the population is large and the sample size is small. The target population was 36,846 youth and a sample size of 138 youth was obtained from sampling from the Nyumba-Kumi clusters in the Sub-County. In order to obtain the 138 youth respondents, the researcher used simple random sampling where a household was randomly selected to represent one youth. The data collection tool used was a questionnaire administered to youth respondents. In order to check for validity of the tool, a pilot test was conducted in Marigat Sub-County, Baringo. Data was analysed using descriptive statistics (Statistical Package for Social Sciences version 16) and results presented using bar charts, pie charts and frequency tables. The open ended questions were analysed qualitatively. The key findings of this study were that culture, economic factors and youth's level of education do affect youth participation in community development projects in Koibatek sub-County. The study is significant to policy makers and development agencies both at the national and county levels and will complement the existing information in this matter of youth participation in community development.

## TABLE OF CONTENTS

**DECLARATION** ..... **ii**
**DEDICATION** ..... **iii**
**ACKNOWLEDGEMENT** ..... **iv**
**ABSTRACT** ..... **v**
**TABLE OF CONTENTS** ..... **vi**
**LIST OF TABLES** ..... **ix**
**LIST OF FIGURES** ..... **x**
**DEFINITION OF KEY OPERATIONAL TERMS** ..... **xi**
**CHAPTER ONE** ..... **1**
**INTRODUCTION** ..... **1**
1.1 Background of the Study ..... 1
1.2 Statement of the Problem ..... 6
1.3 Purpose of the study ..... 7
1.4 Objectives of the Study ..... 7
1.4.1 General Objective ..... 7
1.4.2 Specific objectives ..... 7
1.5 Research questions ..... 7
1.6 Scope of the Study ..... 8
1.7 Justification of the study. ..... 8
1.8 Limitations and Delimitations of the Study ..... 9
**CHAPTER TWO** ..... **10**
**LITERATURE REVIEW** ..... **10**
2.1 Introduction ..... 10
2.2 Citizen's Ladder of Participation ..... 10
2.2.1 Treseder's Model of Participation (1997) ..... 12
2.2.2 Human Capital Theory ..... 13
2.2.3 Basic Needs Model ..... 14
2.2.4: Theory of Structural Functionalism by Emile Durkheim ..... 14
2.2.5: Community Participation Theory ..... 15
2.3 Empirical literature Review ..... 16
2.3.1 Effects of Community Culture on Youth Participation in CommunityDevelopment Projects. ..... 16

2.3.2 Effects of Economic Factors on Youth Participation in Community Development Projects. ..... 20
2.3.3: Effects of Youth's Level of Education on Youth Participation in Community Development Projects. ..... 23
2.3.4 Participatory Development ..... 26
2.3.5 Youth Participation ..... 27
2.3.6 Youth policy ..... 30
2.4 Conceptual framework ..... 31
2.5 Summary of Reviewed Literature and Research Gap ..... 33
**CHAPTER THREE ..... 35**
**RESEARCH METHODOLOGY ..... 35**
3.1 Introduction ..... 35
3.2 Research Design ..... 35
3.3 Target Population ..... 35
3.4 Sample Size and Sampling Procedure ..... 36
3.5 Research tools ..... 39
3.5.1 Validity ..... 39
3.5.2 Reliability ..... 39
3.6 Data Analysis Technique ..... 39
3.7 Research Ethics ..... 40
**CHAPTER FOUR ..... 41**
**DATA ANALYSIS, PRESENTATION, AND DISCUSSION ..... 41**
4.1 Introduction ..... 41
4.1.1 Response Rate ..... 41
4.2 Background Characteristics of Respondents ..... 41
4.2.1 Socio-demographic Characteristics of the Respondents ..... 41
4.2.2 Respondents' Age ..... 41
4.2.3 Respondents' Gender ..... 42
4.2.4 Marital Status of the Respondent ..... 43
4.2.5 Respondents Membership in Youth Groups ..... 43
4.3 Effects of community culture on youth participation in community development ..... 44
4.4 Effects of economic factors on youth participation in community Development Projects ..... 48

4.5 Effect of level of education of youth, on Youth Participation in Community Development Projects ..... 51
4.6 Participation in Community Development projects ..... 54
**CHAPTER FIVE ..... 56**
**CONCLUSIONS AND RECOMMMENDATIONS ..... 56**
5.1 Introduction ..... 56
5.2 Summary of the Major Findings ..... 56
5.2.1 Effect of Community Culture on Youth Participation in Community DevelopmentProjects ..... 56
5.2.2 Effect of Economic Factors on Youth Participation in Community Development Projects ..... 57
5.2.3 Effects of Youth's Level of Education on Youth Participation in Community Development Projects ..... 57
5.3 Conclusion of the Study ..... 58
5.3.2 Effects of Economic Factors ..... 58
5.3.3 Effects of Youth's Level of Education ..... 58
5.4 Recommendations of the Study ..... 58
Suggestions for Further Research ..... 60
**REFERENCES ..... 62**
**APPENDICES ..... 71**
APPENDIX 1: QUESTIONNAIRE ..... 71

## LIST OF TABLES

Table 1: Youth population ..... 36
Table 2: Sample Size obtained using normal approximation to binomial distribution 38
Table 3: Age of the Respondents ..... 42
Table 4: Marital status ..... 43
Table 5: Respondents Membership to Youth Groups ..... 43
Table 6: Effects of culture on youth participation in community development projects ..... 44
Table 7: Respondents' view on married female youth ..... 46
Table 8: Community view on female married Youth ..... 46
Table 9: Effects of Generation gap on youth participation in community development projects ..... 47
Table 10: Economic factors and youth participation in community development projects ..... 48
Table 11: Funds Applied for ..... 50
Table 12: Effect of youth's level of education on youth participation in development projects ..... 52

## LIST OF FIGURES

Figure 1: Eight rungs on the ladder of citizen participation .....12
Figure 2: Factors affecting youth participation in community development projects .32
Figure 3: Respondents' sources of livelihood/Income. Source .....49
Figure 4: Respondents' highest level of education. .....51
Figure 5: Proportion of respondents participating in various development fora. .....54

## DEFINITION OF KEY OPERATIONAL TERMS

**Community Development Projects: -** Activities in the community geared towards a positive change

**Cultural factors:** Attributes accorded to a particular activity by a given societal setting based on their beliefs and values.

**Educational Factors:** Level of education attained by an individual.

**Factors:** Several things that are responsible for youth participation or non-participation

**Participation:** This refers to the involvement of people in their communities with regard to decision making in a manner that is active, in a voluntary fashion and with information

**Participatory development:** An approach that seeks to engage local population development projects.

**Youth groups:** Organizations whose membership age is between 18 and35 years old.

**Youth:** Out of school youth between 18-35 years of age.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

The United Kingdom Department for International Development (DFID, 2008), opines that young people have an important role in the growth of the economy and in increasing the productivity of a nation. This has led to more focus directed to the youth by most governments, international organizations and non-governmental organizations. Some of the main challenges adversely affecting the youth in the world include but are not limited to poverty, drug abuse, unemployment, crime, and HIV/AIDS. Despite this, the issue of youth participation in development processes has received minimal attention, with many studies on participation in community development mainly focusing on investigating participation with regard to the whole community. The studies have however not focused on specific groups' participation in community development projects (DFID, 2010). There is more interest in the area of youth participation, occasioned to a certain degree by way of the discussion on the rights of children. Despite the increase in the interest on youth participation, the discourse has been decorative in the sense that the youth are included in a tokenistic manner and their contribution does not lead to any empowerment in the aspect of decision making by the youth on matters that concern them (DFID, 2010).

The Constitution of Kenya 2010 defines 'youth' as individuals who are between the age of 18 and 35. The United Nations defines 'youth' as those persons between the ages of 15 and 24 years (UN Population Division, 2005). This is a great variation because in Kenya, individuals between 15 and 17 years of age fall under the category 'children'. For this project, the definition that will apply is that under the Kenyan constitution. The World Bank (2009), states that the world population of young people who are between the ages fifteen and twenty four, make up more than a quarter of the global population. Only 15% of youth between 15-24 years of age live in the developed countries. In most countries, youth constitute 30 per cent of the population and it is projected to keep increasing. The report further states that approximately half of the Population in the developing countries is made of children and youth (World Bank, 2009). The world had 1.2 billion youth whose ages range between twelve and twenty-four and one billion of these whose domicile is countries that are developing

(UN Population Division, 2005). This is usually termed as 'the youth bulge'. This refers to a situation where youth populations are rising in relation to the country's population. This phenomenon presents the potential for problems while at the same time gives an unprecedented chance for the growth of countries (DFID, 2010).

The population of youth in Africa is rapidly increasing. In 2015, estimates stated that 226 million youth aged 15-24 lived in Africa. This accounted for nineteen per cent of the entire world youth population. The projection is that by 2030, the number of youth in Africa will increase by 42%. The youth population in Africa will continue to increase in the remainder of the 21st century. This will mean that by 2055, the youth population will be more than double the current level (Farmanest, 2005). In relationship to the other parts of the world, countries in Sub Saharan Africa had the largest population of young people with over 70% of the entire region's population falling under the age of 30 (Euro Monitor International, 2012).The Kenya National Bureau of Statistics 2015 (KNBS, 2015), notes that the youth between age 15 and 35 constitute 37% of the national population and those between age 20 and 35 constitute 26% of the national population. The Kenya National Youth Policy (KNYP) acknowledges that the youth make up a significant population of the country and yet they continue being viewed as marginalized and disadvantaged (KNYP, 2010). The constitution of Kenya 2010 makes specific provisions for the youth, together with other categories of people such as women and people living with disability, that strives to endow them with ability to take part in development processes. These provisions include providing special positions for youth and women in all spheres of development (Government of Kenya, 2010).

Most of the attention the youth have received by governments has mostly been due to references to trouble caused by the youth as well as challenges mostly economical and socio political in nature (Hardgrove et al., 2014). The limitations and opportunities and the means through which youth fight to transit into bigger roles and into adulthood tells us a lot about the status of the world and local communities in which they reside. The contribution of young people is often not taken into account because of the inequalities inherent in the societal structures. Institutions are also organized in a fashion that benefits some and marginalizes others. Involving the youth in policy discussions and the determination of the social, environmental, economic and cultural

direction of the community has to be given an important place in the development discourse (ibid). It will be difficult to attain sustainable human development with the marginalization of young people in all spheres of life. Sadly, the youth have remained on the periphery of important decision-making (Farmanest, 2005).

According to (DFID,2010), community development is an ever changing process that must grow on the principle of inclusivity where all segments that would otherwise be left out must play a central role in community development. Youth make up a huge but often under represented and underutilized resource for short term and protracted civic development efforts. When youth are incorporated into community development programs, they add invaluable and innovative ideas that would benefit the program. Excluding them therefore will mean that projects miss this important input (ibid). Nitzburg, (2005) as cited in (Brennan, 2007) noted that when youth engage positively with the adults and development experts, they will realize that they are a valuable resource in their communities. Partnering and collaborating with the youth in programs helps the youth to build their confidence and will build their capacity to participate meaningfully in serving the communities to which they belong. Nitzburg, (2005) opines that in order for the youth to function in an effective manner as members of any society, they ought to be fully participating in development processes of the community. Checkoway (2009) states that youth involvement denotes their dynamic contribution and tangible say in the decisions that touch on their lives. Participation becomes more effective when it leads to the empowerment of those that participate. It should not be measured based on the number of activities that the young people engage in, but rather on the outcome, which should be that the people are more empowered than when they were not participating. The quality of their contributions should be enhanced as they participate in community activities that concern them (ibid).

Brennan (2005) states some of the benefits of youth participation in the community as; the building of stronger community networks, identity attachment and capacity. Community participation will also enhance participatory decision-making and democratic governance in community institutions (ibid). Effective participation is about presenting a real chance for youth to be involved in shaping, designing and influencing policy as well as the development of programs.

Hardgrove et al. (2014) asserts that youth have different experiences subject to wherever they come from. The young people that live in the developing countries face challenges in the area of access to resources, quality of education, employment as well as limited opportunities to engage politically. Youth in these parts of the world are often excluded from spaces of decision-making and they therefore resort to unorthodox and sometimes confrontational channels of involvement. In some parts of the world, young people are dynamically involved in decision-making and their voice is heard as they contribute towards sustainable development efforts of their countries. This situation shows how diverse the youth situation is with regard to their involvement in different countries. This therefore points to a youth population that gives us hope but also is a source of concern for other countries.

Muthee (2010) states that there has recently been an important change in the discussions on youth affairs. The youth have previously been considered as a problematic group but now the discourse has shifted towards how to engage the youth meaningfully in the development of countries and also in other affairs that concern the public. The new discourse has changed its outlook on the youth. The youth are now beginning to be seen as an important resource to be utilized in pushing the country's development agenda.

The youth can no longer continue to be viewed as a destructive lot that are marginalized and to be left at the periphery of development processes (Muthee, 2010). A study conducted by Brennan (2005) on youth involvement in community development revealed that most youth spend a lot of time in out of school activities such as activities in sports and community-based activities. He noted that all these activities, and how they interact with others in the communities, plays a significant role in determining how the youth will engage with other community members.

According to the Ministry Of Youth Affairs and Sports (MOYAS, 2007), the youth in Kenya constitute 30% of the entire population in the country. The youth are mostly regarded as a problem that the government needs to deal with. There are various programs that have been initiated by the government in an endeavour to empower the youth. The government of Kenya started the Youth Enterprise Development Fund in order to help the youth to access affordable and soft loans, further empowering the

youth (MOYAS, 2007). However, this has not led to significant increases in youth participation in development and decision-making.

The KNYP (2010) states that "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". The policy obliges the government to deliver the needed structure that will allow the youth to realize their duties. These include; that the youth shall display patriotism and loyalty to the country, and advance its wellbeing; the youth will further contribute towards the social and economic progress in all spheres; this will include the youth volunteering, building, and advancing a humane and peaceful coexistence. They shall promote nationhood and safeguard Kenya's Environment, aid in caring for and defending individuals who are underprivileged as well as at risk. The youth shall uphold equality and regard for the law; generate productive work; make use of already existing chances to be educated and receive training. The youth are to cultivate a constructive approach to work, stay clear of reckless sexual behaviour and finally be in control of their destiny. All these point to a youth who participate in self-development and national development (KNYP, 2010).

It is imperative to acknowledge young people's capability to participate in a meaningful manner in development as well as their ability to manage their own lives as youth. It is also important for countries to involve the youth in making decisions on issues that presently affect development (DFID, 2010). According to the Institute of Economic Affairs Kenya (IEA-K, 2012), the government is investing in youth empowerment and there is a greater recognition of the importance of the youth for now and the future. This is evident from the establishment of the affirmative funds that have been set up such as the Youth Enterprise Development Fund and the Uwezo fund, which the Kenyan youth can access to assist in their economic empowerment. However, there is large ground to cover in ensuring that young people are exercising their agency and affecting development in the communities in which they live. An investigation would be useful to examine for example the extent to which the youth participate in design, implementation, and monitoring of such well-meaning programs (ibid).

## 1.2 Statement of the Problem

Participatory development is a chief aspect of development if sustainable development is to be achieved (DFID, 2010).The youth in Kenya are defined as people between the age of 18 and 34 and they make up 30% of the population (MOYAS, 2007). Youth is a stage in life that individuals have the most energy should be the most productive time of one's life. The Government of Kenya has created a Ministry in charge of youth and further overseen the formation of a National Youth Council. This notwithstanding, the youth in Koibatek Sub County do not seem to participate fully, and in a meaningful manner in community development projects and even in projects that concern them. Youth are commonly found in the village centres playing pool and watching football and movies while others now engage in sports betting in the small village centres. Very few youth can be found attending community meetings/Barazas, or engaging in community work. The youth are also not meaningfully involved in project design and implementation at the community level. Given the population of youth, very few of them belong to youth groups that can help them access cheap government loans.

For the country to reap the potential benefits that can accrue from marshalling all the ideas and knowledge of all segments of the society, we have to be keen to understand what role the youth are playing so far and the reason why they are not engaging in at the community level. The country has ensured that all young people are able to gain a minimum of primary level education. This investment should translate into a more empowered youth that is able to add value at the community level and a youth that is more conscious of the development agenda at the grassroots. It is imperative that the development stakeholders seek to ensure that this special group of people is engaged in a meaningful way so that the country not only benefits, but also the youth who seem to be still prone to destructive activities and constantly complain of being marginalized in the development processes. With this understanding, it is still apparent that the youth continue to be absent from the development processes at the community level.

This study thus sought to probe the factors that influence youth participation in community development projects in Koibatek Sub-County. The findings will enable

stakeholders to develop strategies to ensure increased youth participation in community development projects.

### 1.3 Purpose of the study

The general objective of this study was to determine factors that affect youth participation in community development projects. There is a lot of emphasis in the constitution of Kenya on participation by citizens in the development processes, both at the national and county levels.

### 1.4 Objectives of the Study

#### 1.4.1 General Objective

The objective of this research was to determine the factors that affect youth participation in community development projects in Koibatek Sub-County.

#### 1.4.2 Specific objectives

i. To determine the effects of community culture, on youth participation in community development projects in Koibatek Sub -County.

ii. To analyse the effects of economic factors, on youth participation in community development projects in Koibatek Sub- County.

iii. To evaluate the effects of youth's level of education on youth participation in community development projects in Koibatek Sub- County.

### 1.5 Research questions

i. What are the effects of community culture on youth participation in community development projects in Koibatek Sub- County?

ii. What are the effects of economic factors on youth participation in community development projects in Koibatek Sub- County?

iii. What are the effects of youth's level of education on youth participation in community development projects in Koibatek Sub- County?

### 1.6 Scope of the Study

This study aimed at understanding the factors that affect youth participation in development projects at the community level in Koibatek Sub-County. Based on the Kenya National Bureau of Statistics (2015), Koibatek Sub-County is approximately 2317.1 square kilometres in size with a population of about 166,232 people according to the 2009 population census. According to the KNBS Statistical Abstract2013, there were 11,089,518 youth between age 18 and 35 in 2009(KNBS, 2013) in Kenya. According to the Baringo County Integrated Development Plan 2013-2017, there are 69,000 youth between ages 20-34. This represents around 40% of the Koibatek population. They therefore make a significant population whose input and participation in development has the potential to yield a lot. This study targeted youth between age 18 and 34 in Koibatek Sub-County. It mostly focused on youth participation in local development projects/ programs, county and national projects and was conducted in six months.

### 1.7 Justification of the study.

This study sought to examine youth participation with regard to the elements that affect young people's participation in the development processes. Participation of the youth in the development agenda of any country should not be ignored. The statistics and projections on the expected growth of the youth population is that there will be a continued youth bulge. It is therefore imperative for any country to take cognizance of these facts and take advantage of this enormous resource that is the youth. Neglecting this population of people would be detrimental for any country. While the discourse on youth issues has increased as is evident from the reviewed literature, the question however is why the youth are not actively participating in these activities as envisioned in the Kenya National Youth Policy. The challenges of post-election violence in 2007 and 2008, where the youth were used in undemocratic and destructive activity points to a youth that is not positively participating, Muthee, (2010). This study aimed to identify the challenges to youth participation in community development projects and suggest possible solutions to the problem of youth not participating in meaningful ways. In view of their present situation of high unemployment and other challenges facing the youth, it is imperative that they are meaningfully involved in decisions affecting them. Considerable research has been dedicated to youth empowerment programs and their impact on the youth but less

attention has been given to the issue of youth participation in community development projects. This study sought to identify the factors that may influence youth participation in community development projects and possibly come up with recommendation that can assist in addressing this issue. The findings of the study were expected to be beneficial to policy makers and stakeholders in designing strategies that will help in improving youth participation levels in community development. It was expected that the findings would improve on the current understanding in the field of participatory development with the youth as a special group of interest.

### 1.8 Limitations and Delimitations of the Study

This study fundamentally sought to investigate the factors affecting youth participation in community development projects in Koibatek Sub-county. In carrying out the study, the researcher encountered challenges. There was a challenge in covering the terrain of the area of study but this was addressed by engaging the help of chief's who served as research assistants to the youth because they had an interest in the findings of the study. There was also a challenge in having some questionnaires returned. This was addressed by convincing the respondents to give their numbers and calling them to request that they return the questionnaires.

The study has only focused on three factors that could affect youth participation in community development projects. There could be other factors such as environmental and political factors that affect youth participation in community development projects. In addition, Koibatek Sub County has six wards but the study focused only on three wards due to limited funds. Expanding the coverage would have been useful in establishing the robustness of the results.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This section captures certain works that have been done on the issue of youth participation in development. The issues addressed herein include but are not limited to youth participation as an emerging concept culture; economic factors, and level of education and how they affect youth participation in development.

## 2.2 Citizen's Ladder of Participation

The study is centred on Arnstein's (1969) theory of citizen's participation. Sherry Arnstein advanced this theory and the author was writing on citizen's participation in the planning processes in the United States of America. In this theory, Arnstein uses a ladder to describe levels of citizen's participation. The ladder ranks participation from high to low levels. The steps that stand at the lowest of the ladder are, referred to as manipulation and therapy. These two levels describe a state of non-participation. They are, designed to give a semblance of participation but in the real sense, there is no participation at all. The real intention at these levels is that the community will receive information without having the opportunity to participate in planning or the implementation of programs.

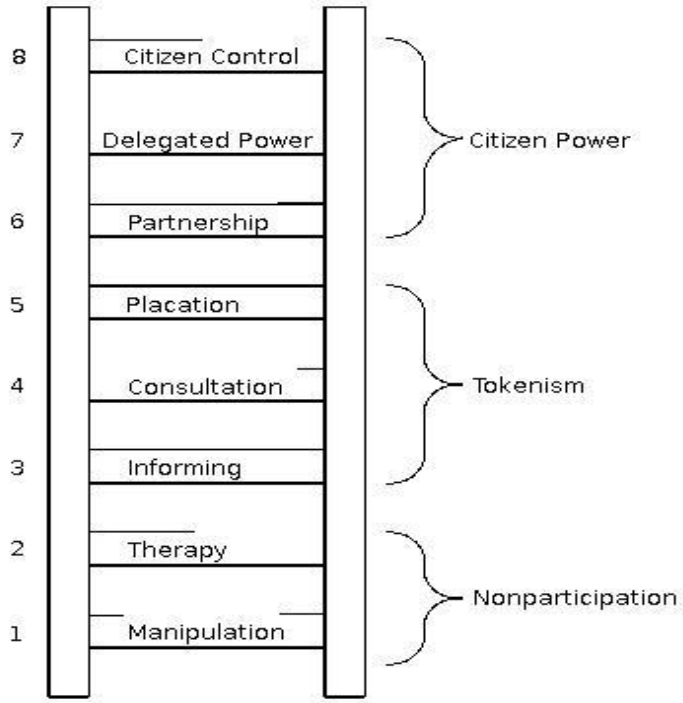
Rungs 3 and 4 describe a situation where participation is tokenistic in the sense that those with power and resources allow those with fewer resources to be heard, but they may not have the power to ensure that their views and ideas are implemented. At this level of tokenism, the citizens have no real control over the situation. Step (five), 'Pacification' is a higher form of tokenism. Here, citizens have room to offer their views but the power to decide is still with the powerful. As we go up the ladder, there is an increase in the decision making power as their space to make decisions increases. At rung (6), the citizens have room to collaborate with those with power and bargain or negotiate. Here a give and take can take place. At the top of the ladder, we have rungs seven and eight, which are delegated power and citizen control respectively. Here, those that did not have a say are now able to obtain decision-making power.

According to Arnstein, citizen participation is associated with citizen power and control. The author contends that when power is redistributed, those that were formerly powerless in decision-making processes will be included in the future (Nelson &Wright, 2015). Christopher Alexander elucidates that involvement is "inherently good" and further states that involvement causes individuals to get organized while also empowering them to make decisions about issues that concern them. Since societies are keenly involved in the development, Alexander claims that involvement aids in encouraging a feeling of entitlement and power amongst the societies. Nevertheless, further to recognizing the value of public input, it is similarly imperative to know various difficulties involved in participatory development methodologies. When participation is used as an end in the development process, it becomes time consuming and eventually very expensive. Further to this, governments sometimes have fears that if people have unbridled power, they may not make sensible decisions. This fear causes governments to continue with the paternalistic approach to decision-making power, leaving the people with little say on matters of fundamental importance. One major way of addressing this reservation is to adopt a more comprehensive view as this will allow one to evaluate its merits against demerits (ibid).

The author noted that participation in community activities could be under the influence of a number of factors, which include centre of power, Issues of process and capacity, group leadership and attitude that the participants have towards the project. Arnstein states that there has particularly been a shift in the way participation is viewed, in that now, participation is measured in terms of the empowerment that accrues from the participatory process for the communities. The communities are given real choices among alternatives and this becomes a means of accessing power. Under this model, people are expected to be responsible for their own lives and should, therefore, be active in decision-making.

According to Arnstein, participation is synonymous with power. It would also appear that she views participation as a power struggle between the citizens and institutions or organizations which may intentionally or without intent limit the attainment of this power by the citizenry. This view assumes that the organizations or government structures are set in a manner that will hinder youth Participation in development

projects. Arnstein fails to acknowledge that some people may actually deliberately choose not to participate. While Arnstein's model may capture the levels of participation, the model fails to adequately explain the cause of non-participation and squarely faults it on a perceived war by the organizations to ensure that citizens do not




ascend to 'power.

**Figure 1: Eight rungs on the ladder of citizen participation**
**Source: Arnstein (1969)**

### 2.2.1 Treseder's Model of Participation (1997)

Phil Treseder developed this model of youth and children participation in 1997. This model states that there are five main types of youth participation. These are as follows:

Assigned but Informed; here, the adults make decisions on the project to be undertaken and then the youth volunteer to take part in it. The youth have an understanding of the project in the sense that they are familiar with the one that decided to engage with them and for what reason they are being involved. The adults respect the opinions and views of the youth. Initiated by adults and decisions shared with the youth; here, the adults are the ones that come up with the initial idea for a

project. However, the youth are engaged in all stages of the preparation and operation of the project. The views of the youth are well taken and the youth are further included in the processes of taking decisions.

Child Initiated and Directed; in this type of participation, the youth are the initiators of the idea or the project. The youth choose exactly how the development venture is to be conducted. They take full charge of all the processes in the development of the project. The adults are available but they do not take control of the processes in the project.

Youth Initiated, Shared Decisions with Adults: in this type of participation, the youth develop the ideas. They further set up the projects. The youth only come to the adults for advice or consultation purposes.
Consulted and Informed; here, the adults are responsible for designing the project and the overall running of the project. The adults consult with the youth and the youth have full knowledge of the process. The views and thoughts of the youth are truly considered. There is neither progressive hierarchy nor sequence in which participation should always be developed. Treseder contends that there must never be a limit to the engagement of youth and children in community development but rather that the youth or children should first be empowered sufficiently in order to facilitate their full and meaningful participation.

Treseder's model varies from Arnstein's ladder in that this model simply explains how the youth can participate in projects but does not acknowledge that there are degrees of participation. This is a fundamental weakness in the model because there indeed exists levels at which the citizens participate and lower levels are tokenistic and do not lead to empowerment of the people. By avoiding the ranking of participation, Treseder in essence fails to acknowledge participation as a tool for empowerment.

### 2.2.2 Human Capital Theory

This theory was advanced by Schultz (1961) and popularized by Becker (1964). Otherwise known as Investment in Man Model of Development, this theory asserts that no economic development can take place in a society until the people embrace

values that are favourable to modernization and progress and until they get training in the basic skills needed in a society in transition. Investment in education is therefore seen to be important. This theory assumes that educated people are a valuable resource capable of making great economic contribution to our society. The theory suggests that investing in the education of the people would result to greater economic returns for a country. This theory is useful in understanding the impact that education could have on the youth and the growth of the communities in which they live. Following this theory, one would therefore argue that educated youth would be more likely to participate than the uneducated youth.

This theory is supportive of Arnstein's ladder which suggests that there are factors that do determine level of participation among which is capacity to participate. This theory is narrow in the sense that it acknowledges only education as an investment that leads to empowerment to participate.

### 2.2.3 Basic Needs Model

This model was presented by the International Labour Organization in 1976 chiefly in response to prevailing modernization and structuralism. It was developed to respond to the approaches to development that had failed to address the issue of extreme poverty as well as dealing with the issue of narrowing the inequalities that persisted in the less developed countries. It attempted to state an absolute low amount of income required for long-term wellbeing. What emerged from this is the concept of a poverty line which puts a cap on the amount of income one would need to have their basic needs met. This theory contends that the focus for development is to ensure that all people have an income that allows them to have a decent livelihood instead of a country focusing on the growth of the Gross Domestic Product. Basic needs proponents argue that elimination of absolute poverty is a good way to make people active in society so that they can provide labour more easily and act as consumers and savers (Stewart, 1989).The basic needs model helps us to understand that in order for the youth to meaningfully participate, then we must consider their livelihood.

### 2.2.4 Theory of Structural Functionalism by Emile Durkheim

This theory is of the opinion that society is a multifaceted organism that has interconnected parts that work in an organized manner to preserve its stable state of existence (Parsons, 1951; Turner, 1979). According to this theory, a society has parts

that are interdependent. Durkheim sees a society as a picture of a healthy normal body that functions at its optimum when it is in a state of equilibrium. When the parts are not functioning properly, then the society dysfunctions and the society will look for ways to reorganize and return to its normal state. Durkheim makes the suggestion that the society affects the actions that human beings take but further states that community subsists further than personalities. That society influences our human actions but that society is something that exists beyond individuals. Durkheim thought that the community should be viewed and seen in relationship to what he termed 'social facts'. These include the rules of society, religion, morals, traditions, and general regulations that guide a society. According to Durkheim, it is these social facts that constitute the organization of society. This helps us understand that while society has customs and traditions, when these lead to a state of malfunction, then the parts of the society will find a way to reorganize the system and maintain a state of normal and healthy functioning.

### 2.2.5 Community Participation Theory

According to Khwaya (2004), the theory of community participation is established on the assumption that community participation actually has the ability to cause the community to have greater say in the decision making processes of a development project and reduces the impact of the external agencies in the processes of development. This theory asserts that the participation of the community is important at each level or stage of the project. This theory shifts the focus from the agents of development to the actual targets or beneficiaries of the project. One of the characteristics of community participation is that there exists partnership between the target of the project and those that 'bring the development'. The focus of this model is more on the process that leads to the development rather than the product itself. In essence, community participation should lead to an empowerment of the community. It should lead to increased capacity of the community to identify its real needs, and finally the actual project that will address their needs. The community should also be able to identify the difficulties facing the project and come up with the right solutions to these challenges.

This theory suggests that in the case of the youth, they should be involved in every stage of project development. They should be consulted in identification of their

needs so that the community does not exclude the needs of certain segments of society.

### 2.3 Empirical literature Review

This section covers the independent variables such as economic factors, community culture and level of education of youth. It further explains how these affect youth participations in community development. It also describes other concepts and issues concerning the youth.

#### 2.3.1 Effects of Community Culture on Youth Participation in Community Development Projects.

According to Kottak, (2002), cultural 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. 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 opined that the affirmative action funds in the developing countries should take into account the cultural constraints that can limit the participation of youth and more specifically the female youth who may want to venture into income generating activities.

Muchira, (2002) as cited by Mutuku (2011) asserts that in traditional Africa, there existed social structures that catered for the needs of the youth. These structures also prepared them for adult life and responsibilities. During that period, families would spend their evenings to discuss the happenings of the day and other activities such as storytelling, dancing, singing and general conversations served to bond the family and the community. It was also during this time that the youth would bond with their parents and valuable life lessons passed on to the next generation. These moments resulted in strengthening the cohesiveness of the community and helped to bring about a responsible youth that would take over when the older generation would not be there. Participating in such activity helped the young people strengthen their relationship with the older people and the older people would get sight of the thoughts and feelings of the youth thus aiding them to mentor them in the right way (Muchira, 2002). Although these practices still occur, for the most part, colonization of African

countries considerably weakened the cultural ties that had sustained this system (Mutuku, 2011).

According to Council for the Development of Social Science Research in Africa(CODESRIA, 2012), traditional social worldview was informed by the idea that the older people were the owners of power and control, due mostly because of many years of experience hence a lot of knowledge gathered by them. Modernization and western influences have contributed in eroding traditional structures that ensured everybody had a distinct role. The family as a unit has rapidly lost ground as the native structures of learning vanished. In traditional Africa, youth depended on a member of the extended family for direction in actions and African values and private associations. In the present day, the family unit has abandoned much of the duties leaving the media and teachers in formal school systems to guide the youth (ibid).

Sunwabe (2002) asserts that traditional political systems were full of democratic values. He argues that the African political systems were customarily patriarchal and awareness was collective. Everything was everybody's concern thus leading to a strong insistence on involvement of all, standards of answerability were even higher than in the western societies and leaders were held accountable for occurrences in society even those beyond their control such as drought and floods (ibid).

According to Mulwa (2010), practice shows that often, folks are forced to stick to their way of doing things in spite of these being detrimental to development. Cultural limitation to accepted involvement sometimes includes beliefs and will include unpopular beliefs and forbidden practices that have a propensity to lessen the individual's involvement. An example is that in majority of communities in Africa, it is taboo for female members of the community to sit in public with the male folk. Exchange of roles between the sexes is also taboo in most of the African societies.
In majority of the African Cultures, there exists an age hierarchy that limits the space for youth to have a voice in decision making processes both politically and socially. There exist many impediments to young people's engagement. Some of these are accepted ways of life and practices that inherently support a relationship where, the youth are subordinate to the older people. There is also the issue of economic disadvantage of the youth that could prevent the youth from participating in income

generating activities as well as a limited access to information, which limits youth participation (Brempong & Kimenyi, 2013).

In India, caste system is a cultural impediment to development. The system is such that those in the lower castes experience marginalization in that there are levels of participation they cannot attain. Their voice is limited to their caste and they do not get a chance to meaningfully participate and prosper. The system does not recognize people's abilities. It rather focuses on the social and economic power of a particular class. This system is therefore discriminating, advances inequality, and propagates injustice (Gurnam, 2012).

The promotion of youth entrepreneurship is essential if we are to attain the aspirations in the millennium development goals 8 and 16, which concentrate on producing respectable and useful work for the young people. This will result in mainstreaming the youth into all aspects of the economy while dealing with issues of lack of employment, unacceptable behaviour of young people as well as other social and cultural challenges that face the young people (White &Wyn, 2009). In most African Societies, the female youth face social and cultural constraints that hinder them from engaging meaningfully in self-employment. In Kenya, there exists a common statement referring to the youth as tomorrow's leaders. This statement has seen many youth denied opportunities in many spheres and denied a chance 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 is not fully exploited for community development (ibid).

A study by Kandusi and Waiganjo (2015) on Socio Cultural Factors Affecting Maasai Women Participation in Decision Making in Longida Tanzania revealed that culture determined the social identity of women. They view the man as the head and therefore this identity causes them to shy away from taking on leadership roles and from any decision making. The women therefore believe that they should only lead fellow women. Decisions on who to vote for, in any election rest with the husband. Male supremacy in the Maasai culture therefore causes women not to meaningfully participate in development processes (ibid).

The intergenerational relationship between the youth and the older generation is complex (Forti & Maina, 2010). Various problems can cause this difference and it is implied that modernization could be one of the most critical factors leading to this complexity. Forti and Maina (2010), assert that modernization has watered down the relationship between the youth and older generations and they suggest that a large number of young folk are not very familiar with the traditions and the societal structure but that instead the youth are well acquainted with and are loyal to contemporary ways of life.

In another study by Akinboye, Ayanwuyu and Kuponiyi (2007) on the factors that influence young people's involvement in development projects at the community level, it was revealed that male youth participate more in community development projects than their female counterparts. This is mostly due to the family and home responsibilities that confine women to the household level. The same study revealed that a culture that relegates the youth to the back seat in terms of decision making leads to youth not being adequately recognized, and leads to poor participation of youth in community development projects. Another study by Anania and Kimaro (2010) on factors affecting effective youth participation in agricultural marketing cooperatives in Moshi, Tanzania revealed that older men participated more in cooperative activities because of hierarchical nature of community leadership. In addition, there were more young men than young women involved in the affairs of the cooperatives. This was due to the duties of women at the family level and how these cause them to be tied down at the family level with little opportunity to participate. According to Anania and Kimaro (2010), women's reproductive roles are a barrier to active involvement of female youth in cooperatives.

A report by (IEA-K, 2010) asserts that there exist certain assumptions and contradictions as far as religion and culture among the Kenyan youth is concerned. For example, while there is an assumption that religious and cultural norms are still strong among the youth, the reality is that the youth are strongly influenced by westernization especially in the urban areas. It is further noted that cultural ties and practices, even negative ones still play an integral part of the lives of youth and especially the rural youth.

### 2.3.2 Effects of Economic Factors on Youth Participation in Community Development Projects.

For purposes of the research project, economic factors are viewed as those issues that affect the livelihood of the youth. These include the level of employment, the income and poverty levels among the youth. This also includes access to resources and finance by the youth and how all these affect their participation in community development.

According to the OECD, (2009), more than a third of the world's young people are unemployed. Most of these have given up on looking for a job, or are doing menial jobs that do not earn them much, and are still living below the $ 2 a day poverty line. These youth are the working poor. There are an estimated 125 million youth working but poor at the $ 1 threshold. While working poverty affects all the age groups, the youth are more vulnerable. The youth are more probable to be working and poor in comparison to the adults. Approximately 238 million youth in the world live on less than a dollar a day. Four hundred and sixty two million young people were living on less than two dollars a day. One hundred and ten (110) million young people live in hunger while the youth comprise 41% of the entire unemployed population (ibid).

The World Bank (2009), states that 72% of Africa's youth population lives on less than $2.00 a day. These youth earn low wages and are prone to premature deaths. The poor youth also tend to get married early, they have large families and they suffer ill health and poor nutrition (Kimalu et al., 2002). Mudavadi (2002) adds that the poor lack safe drinking water, secure shelter, and adequate health-care. The World Bank (2009) characterizes poverty as "powerlessness, a lack of representation and freedom, a situation people want to escape". Virtually 45 out of a hundred youth worldwide, aged 15-24, are living on less than 2 dollars a day. This equates to more or less 515 million young people. The condition is even worse for those young people in the less developed countries and more specifically the youth living in the rural areas. Other groups are even more vulnerable to poverty. These include youth that are living with disability, the women youth, refugee youth and those in areas with conflict (Ibid). Poverty as a concept is not limited to financial aspects. It is an idea that takes many dimensions. Some other aspects of poverty are deficiency in accessing means of livelihood such as land. Poverty also could mean a lack of basic social services, living

in an insecure environment as well lack of opportunities to engage in making decisions especially on matters touching on a person's own life (UN Youth Flash, 2011). As the youth transition from childhood to adulthood, they are mostly vulnerable to these dimensions of poverty. If the youth do not gain access to resources and more so, without guidance and help in navigating this transition, they will face difficulties in accessing the opportunities in the market and employment opportunities that would facilitate the smooth transition into responsible adulthood. In a study conducted to review poverty reduction strategy papers by the World Bank, Marcus and Wilkinson (2002) discovered that there was very little attention targeted at social protection matters and yet these are the most important issues for the poor and the vulnerable groups such as the youth.

Reporting on the problems and opportunity for implementation of Millennium Development Goals, Farnamest et al. (2004) noted that a growing number of poverty reduction strategies identify youth as a target group but the suggested strategies do not integrate the youth and are often done in a piecemeal fashion. According to a report by the Education, Audio-visual and Culture Executive Agency (EACEA, 2012), exclusionary processes are triggered by low incomes and this affects the ability of the young people to participate both socially and politically. The report further notes that for the youth to participate in meaningful ways, certain basic needs have to be available. These include housing, clothing, food and employment (ibid).

In another study by Kakumba and Nsigo, (2008) on socio economic factors affecting community participation in development projects, they found that in order that societies take an active part in development actions in their society, it is imperative that the community members have access to resources. A weak economic situation of local people reduces the ability of these people to participate and affects the entire course of rural development (ibid). Having insufficient resources has negative impact on the community's ability to effectively influence and develop policy compared to other players in the policy making process(ibid).

Another study conducted by Jakariya, (2007) in India on factors affecting community participation in forest projects, results showed that people's participation in environmental conservation projects was mostly influenced by financial profit that

would accrue to them. In another study conducted in Nigeria by Deji, (2007) on the participation of women groups in projects at the community level, it was noted that giving incentives to the women groups greatly increased their involvement. The more financial incentive was given, the more they participated. It was further suggested that projects to improve women empowerment should be built on a platform of rewards to encourage participation (ibid). These studies link with the current study in that they investigate the relationship between the economic situations of individuals and how this can impact on their participation in community development projects.

According to the NACC (2008) report, participation by poor people in the Constituency Development Fund committees has not increased and that instead, some intermediaries have enjoyed more access to those project committees. Management of the constituency development fund was mostly done by people with means and that nepotism was also rife in the management of the fund projects. Studies on the best practices in the community development fund management found that community involvement in designing and in planning and execution of community programs has been very inadequate. They noted that the poor people are rarely included in project implementation committees. They assert that committees are mostly controlled by those with superior economic background or political connection.

A study by Maraga, Kibwage and Oindo (2010) on factors that affect the level of participation of communities in tree planting efforts in the Nyando Basin in Kenya found that most of the people participated in the forestation mostly because of expected economic profit that would accrue from the tree-planting project. The study showed that there exists a strong connection between the project and economic benefits. Chigunta, (2002), asserts that lack of access to money is a key challenge confronting the youth in the world as they endeavour to participate in enterprise development. It is noted that programs created to advance credit facilities to the youth are an important aspect in aiding youth run enterprises and further enhancing their participation in community development projects (ibid).

Poor people will experience exclusion from social processes more as their access to participatory channels is limited and they therefore have more barriers to overcome in order to exercise their rights. It is therefore important for governments to provide

resources that will enable this category of citizens to be involved in decision-making. This is because such people, even when organized into groups or organizations, usually have little resources or capacity to engage in a meaningful way in the civic processes and they could therefore remain marginalized (ibid). Most youth in Kenya are unemployed and poor. They continue to be excluded from processes despite structures being in place to facilitate their participation.

### 2.3.3: Effects of Youth's Level of Education on Youth Participation in Community Development Projects.

According to Oluoch (1984), education is the process of acquiring and developing desired knowledge, skills and attitudes. The dimensions of education could be formal, non-formal or informal. It is important to demonstrate to the youth that knowledge acquisition is useful in problem solving (Abadzi, 2004). In the USA, children from low-income families mostly attend public schools while the wealthy parents send their children to private schools. Industrialized countries are much a head in secondary enrolment than developing countries (Heyneman & Stern, 2013).

The United Nations Economic Commission for Africa (2010) noted that lack of formal education makes it difficult for youth and women to increase their income either through small business enterprises or through other informal income generating activities. According to DFID (2010), most education systems lack the capacity to prepare the students to meaningfully participate in decision-making. These systems may not be able to help the students to develop the necessary skills or analytical ability to solve problems through participatory means. There are cases when youth get opportunities to participate but they fail to participate in a meaningful way due to lack of information and capacity to make informed decisions (DFID, 2010).

The UN Human settlement Report released in 2010 stresses that education is an important area if a country wants to engage the youth in national development as well as in the area of youth development. When youth get access to proper and adequate training, this will lead to better human capital, raise their productivity and aid them in becoming better agents of change. Moreover, a reduction in youth inequality is determined, to a significant extent by the quality of education and training that youth receive (UN Human Settlement Report, 2010). The association between the level of

education and training on the one hand and opportunity and inclusion on the other is statistically significant and that corroborates the fact that better educated and trained people enjoy better access to opportunities than others (Hope, 2012). Providing the relevant education and training is a critical factor to youth engagement and development (ibid). In his work, Hope advocates for engaging the youth in Kenya through among other things empowerment and education.

An analysis of social attitudes of the British people found that those with degrees had higher levels of belief in the workings of the welfare state, that the graduates are more inclined to believe that their involvement in civic matters is meaningful than those with lesser level of education (Ogg, 2006). In a study on the role of youth groups in local community development in Nigeria, Hussain (2007) found that there exists a connection between education and involvement in community development. The study shows that lack of basic knowledge and education as well as poverty, lack of awareness, lack of amenities and culture of the people, lack of material benefit are major constraints towards meaningful involvement of the youth in the development process.

Education plays an important role as an intervention for developing human resource (UNDP, 2010). Cost of education, quality, relevance, and under enrolment in key areas for skill development is a challenge to the governments and individuals. According to economic survey of 2008 in Kenya, high proportions of the poor all over the country had 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 key to achieving sustainable development. A person who is well trained and educated is a valuable resource in ensuring efficient use and organization of resources, which eventually results in increased output for development. The youth pick practical solutions from capacity building to participate in an effective manner in development. The “transfer of technology model” by experts has changed to “participatory approach model” that involves funding agencies working closely with the youth.

Lack of education, creates a fear of participation in community development activities among individuals. This fear makes them feel that their contribution does not matter. They would also feel that their ideas are of no value. The uneducated people often believe that solutions to challenges in the community should originate with the educated and wealthy in the society. The uneducated also feel inadequate in creating institutions by themselves because they believe they will need an educated person to do the book keeping and records for them. This hindrance destroys the courage of such people and thus they are unable to take any action on their own (Swanepoel, 1993 cited by Mulwa 2010).

Studies have found that individuals' education level had an effect on their involvement in the project. Those with higher levels of education contributed more than those with lower or no education at all. A study by Jakariya (2000) likewise reported that the involvement of people is connected to their level of education. Another study conducted by Akinboye et al. (2007) on Factors that Influence Youth Involvement in Community Development in Nigeria established that there was a major connection between the youth's livelihood, educational attainment and their involvement in the community projects in their locality. According to that study, majority of the youth that participate in community development had tertiary level education and had access to information and a high level of awareness of community development projects.

In a study by Angba et al. (2009) on the effects of socio economic characteristics of rural youth, on their attitude towards participation in community projects, they found out that education level correlates considerably and positively with age. The implication of the findings was the longer a person has been to school ,it is more probable that the individual would be involved in the community projects mostly because they tend to have a favourable view of community development projects.

In a study by Maraga et al. (2010) on the factors that affect community participation in forestation projects in Nyando Kenya, the researcher found that there was a weak connection between the participants' education attainment and participation in the project. In another study by Juma (2012) on factors affecting community participation in constituency development Fund projects, he established that educational attainment

and occupation were weakly associated with the likelihood of an individual's participation in community projects. He argues that community participation may not depend largely on one's level of income or level of education.

### 2.3.4 Participatory Development

According to JICA Research Institute, the focus in development should go beyond increasing the production of materials and focus on improving the social capabilities of people involved in development (JICA, 2012). Participatory development is a process through which stakeholders can influence and share control over development initiatives and over the decisions and resources that affect themselves (DFID, 2010).

The concept of participation as used in development is a methodology of development that initially began to react to the initial traditional thinking on development (Richards, 1995). It is not a new concept as it started featuring in development discourse in the nineteen fifties (Christopher & Hartworth, 2008). Some of the benefits of participatory development include increasing the efficiency of development projects and contributes to outcomes that are more equitable. According to the World Bank (2012), involving the local people in decisions that affect them will lead to more effective development and also to change the role of the poor people in development. It would lead to increased voice and agency among the otherwise marginalized people (ibid).

Participatory development looks at power in the context of development in two ways. This is with regard to the power the target or subject of development has and how this relates to the power that the external agent of development holds. On one hand, there exists the "power to'' which refers to the process where both these parties look at where they started from and they both change their way of seeing things. What comes out of this interrogation is an increased space for decision-making and control (Nelson &Wright, 1995). Here, they also realize increased confidence, their outlook changes and their way of doing things changes. This also leads to a change in the manner in which the two parties relate to one another as far as power is concerned. This change in relationship usually happens in three ways. First, change happens when individuals develop confidence in them and this result in increased voice at a personal level. This also leads to an increase in the associated capabilities. Secondly,

the individual's capability to talk on their own behalf and for others in their group increases. This causes them to be able to bargain with the external agents or government departments. This leads to a further change in the way that the two parties interact. Finally, the individuals use their newly attained knowledge and power. They now know that working together rather than as individuals will yield more dividends (Christopher & Hartworth, 2008). Eventually, all this leads to a state in which otherwise disenfranchised or marginalized people gain access to resources and into organizations that would otherwise remain beyond their reach. However, there remains the challenge of these young people maintaining their voice as equal members and associates or rather the sustainability of this relationship (Nelson & Wright, 1995).

### 2.3.5 Youth Participation

The National Commission on Resources for Youth (2010) states that Youth participation is the taking part of youth in responsible, demanding action that answers real needs, with opportunity for planning and decision making in an action whose effect or result extends beyond the youth. According to McGachie& Smith (2003), youth participation has numerous benefits. These include, enhancing organizational relationships between youth and adults, increasing organizational relevance to youth, improve organizational ability to achieve outcomes and enhance organizational credibility and reputation.

Youth participation also presents a broader view and creates better organizational structures. Youth participation builds capacity and sustainability within an organization. According to DFID (2010**),** young people around the world are exposed to an increasing number of vulnerabilities and threats. Their decision-making is unavoidably limited by societal and economic barriers. Other issues that act as barriers to youth participation include a lack of useful employment, low education, and poor civic involvement. This is more crucial in countries where there is high population growth and where the younger people have caused a strain on the economy (OECD, 2012).

Excluding the youth from crucial sectors of the society represents great loses both socially and economically, as much as it denotes important failures to promote and

protect the rights of the youth. Investing in youth is essential for inclusive and sustainable development, since young people play a great role in determining the present of a country and they have great potential to influence the direction a country's future will take. In addition, youth is a period in life characterized by an incredible propensity to learn and gain skills, as well as good health habits and positive attitudes towards participation in society. Therefore, it is a cost-effective strategy to target the multiple dimensions of youth inclusion. Investing in young people has the additional value of being an investment with inter-generational effects, which can contribute to creating powerful agents for change. The current situation of youth inclusion represents both challenges and unequalled opportunities for national governments and the international community. The way in which youth participation in national development is addressed will shape the future of any country while youth marginalization may lead to social and political unrest. The barriers to youth inclusion are multidimensional, ranging from economic, social, political, cultural, or geographical nature (OECD, 2012).

Young people are vital partners in bringing and effecting change. Any society should ensure that the youth are fully involved in the democratic systems. Today's youth, living in a quickly changing and advancing time, have rising prospects for their present and later quality of life. States must never look down on the capacity of the young people to mobilize and fight for a certain standard of service provision. The Arab Spring is testimony of a powerful demand from youth, not just for room to participate and voice, but it also demonstrates their desire for a society that includes all, and caters to the wishes of the young people. However, young people are often left behind and marginalized from the civic processes. The participation of the young people is often weak and their level of knowledge of their civil rights is poor. This becomes an obstruction to their capability in meeting personal goals and aspirations. It also threatens inclusivity and equity in society. This causes the governments to weaken their legitimacy and lose credibility on matters of accountability. This further causes civil society to be weak. Most young people feel powerless to influence events, a sentiment that can provoke anger and feeling of frustration and exclusion – more so in places where there are low prospects for employment of young people. However, allowing space to youth voices is essential to create a feeling of belonging to society, thus strengthening their sense of citizenship. Living in a democracy would mean that

the youth have space to make decisions especially on matters that concern them and the communities in which they live. A democratic state will be achieved when the majority population, which is the youth, is able to see genuine efforts by government to empower them. Only this can lead to a youth that is responsible and ready to take part in the development processes of the country. They will also be sufficiently equipped to take full advantage of the opportunities available in and around them (ibid).

In a study on youth civic engagement, Checkoway (2009) assessed the capacity of youth participation to strengthen personal and social development, building organizational capacity, and creating changes in the environment and also promotes a more democratic society. In his study, he noted that there have been few studies on youth participation outcomes in developmental research. According to the UNICEF (2003), described youth participation as the actual influence of young people in situations and not their mere presence as subjects or project beneficiaries. The UNICEF report on the participation of young people in decision making in 2003, questioned the thought of measuring youth participation using percentages and frequencies without paying specific attention to the effect and real impact of the youth participation. According to Mwanzia (2010), in a study assessing the extent to which participation can lead to the reduction of poverty among disadvantaged groups in the rural and urban slums, Mwanzia asserts that participatory development fails in its mandate of promoting participatory democracy, project sustainability, social transformation and empowerment of disadvantaged and marginalized people. It fails because, it was conceived with technocrats' and donors' top down mind-sets and the use of representatives, aid assistants and technical experts to seal perceived knowledge and information gaps on the part of the disadvantaged people. It is further noted that the ultimate goal of participation ought to be to promote the current capability of local poor people and to facilitate their ability to be self-reliant in a manner that goes beyond project periods (ibid).

The opinions and contributions of the opinion leaders in society could also affect the youth decision to participate. It is reported that the youth whose parents appreciate their contribution tend to get involved more than the others. The appreciation by teachers and other people of influence helps the youth to participate more (Camino et

al., 2005). The receptiveness of influential personalities has the potential to improve youth efficacy, their engagement and their continued involvement in the community (Ibid). According to Akinboye et al. (2007), factors militating against youth participation in community development include; lack of cooperation from other members of the community, insufficient acknowledgment of young people as a great source of Labour in community development and parental influence against youth participation in community development projects.

### 2.3.6 Youth policy

According to UNESCO (2004), an effective Youth Policy should have principles, which will enable the young people to have an active role in shaping and influencing the political agenda of a country. For a Youth Policy to be seen as progressive, it ought to create an environment where the owners of power will be obligated to include the youth in decision-making processes and allow their voices and ideas to be heard and implemented (ibid). A Youth Policy should include all aspects that affect the youth. This will strengthen the ability of a government to react to youth issues with effectiveness (UN-Habitat, 2004). In order to develop a sound youth Policy, there is need for wide consultations between various actors in society (UNESCO, 2004). In addition, the youth must be at the core of these consultations and not be confined to the periphery on an issue that is crucial for them and their livelihoods. The Policy should also take cognizance of gender and pay special attention to certain categories of youth such as those living with disability, and other more vulnerable youth. Youth policies provide various benefits but often suffer limitations in their capacity to empower the youth to significantly take part in decision making. Wyn and White (2004) stated that policies on the youth share a familiar theme of considering the youth in light of what they can turn out to be in the future. This makes the youth to miss the opportunity to have a say today. The language used supposes that young people are mostly important for what they can do in future and not for their value in the present (ibid). Such a policy therefore provides the premise for the thinking that youth ought to be monitored and their decisions controlled so that we safeguard the future of the society (Kelly, 2001, cited in Wyn and White, 2008).

The KNYP (2010), for instance, asserts that “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" Accordingly, the state is obliged to "be the lead agent in supporting the implementation of the Youth Policy, by creating sufficient employment opportunities and education and health facilities for youth." The policy further demands that the state shall avail an environment conducive for the youth to meet their responsibilities. Underlying the development of a youth policy is often the assumption that young people are not to be taken seriously because they are not yet adults (Wyn & White, 2009). This line of thought contradicts the notion that young people must participate and have their input considered at all levels of the development agenda and especially on matters that concern them. This thought also leads to the debate on whether the youth are really citizens or if they are being prepared and trained to become citizens (ibid).

The language of youth policies often reflect the principle of inclusivity but still sometimes conflict with other legislative material which in the end weaken the hope that young people put in these policies. An example is legislation that forbids youth from idling or loitering may end up targeting the youth who end up losing their rights to pleasure, free movement and other fundamental rights. This conflict between the policy and the practice causes the youth to lose trust in institutions and affects their confidence in programs designed for them. The KNYP (2010) suggests that all sectors should mainstream the youth in their programs and ensure that the interest of the youth is taken care of at all levels.

The way the world economy is structured, coupled with the fact that Africa has weak economies has led to even more alienation of the young people. Muthee (2010) asserts that because the youth are the most energetic and with the most potential, as well as their demographic superiority, it is only right that all programs be designed with the youth at the core. However, Africa continues to face challenges on how to tap into the youth energy, innovation, and intellect and translate this into outcomes that are beneficial to the country (ibid).

### 2.4 Conceptual framework

The independent variables that are examined in this study include community culture whereby the researcher investigates the bearing of marriage, the generation gap and certain community practices on youth participation in community development projects. Economic factors is also investigated with regard to level of income, source

of income of the youth and how economic incentives can affect youth participation in community development projects. The final independent variable is the youth's level of education and how this affects youth participation in community development projects.

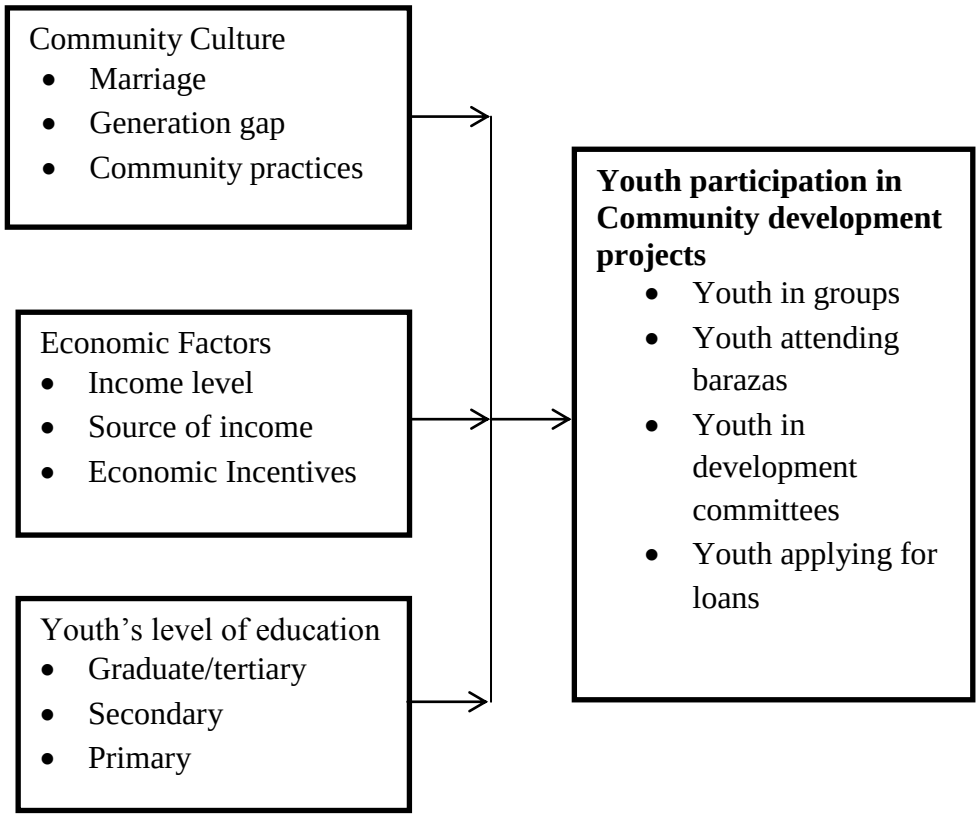



**Figure 2: Factors affecting youth participation in community development projects**
**Source: Field Data (2017)**

The independent variables that are examined in this study include community culture whereby the researcher investigates the bearing of marriage, the generation gap and certain community practices on youth participation in community development projects. Economic factors is also investigated with regard to level of income, source of income of the youth and how economic incentives can affect youth participation in community development projects. The final independent variable is the youth's level of education and how this affects youth participation in community development projects.

## 2.5 Summary of Reviewed Literature and Research Gap

This study was anchored on the theory of citizen's ladder of participation by Sherry Arnstein. In the theory she contends that in order for real development to be achieved, the citizens have to participate from the planning level of activities geared towards development (Arnstein, 1969). Other theories in this study include the human capital theory that states that education is an important aspect that adds to the capacity of people to meaningfully participate in the development of economies. In the constitution of Kenya 2010, one of the principles that is clearly pronounced is the principle of inclusivity and participation of all the citizens in all the processes in the development of the country. The county governments are to ensure that the citizens are fully and meaningfully involved from the budgeting level to the implementation and monitoring.

In a study by Mwanzia (2010) where he assessed the extent to which participation can lead to reduction of poverty among disadvantaged people, he asserts that participatory development fails in promoting participatory democracy due to its top down approach where it is the technocrats that do all the planning and bring it to the people. According to Akinboye et al. (2007), in a study on factors affecting youth participation in community development projects in Ogun State Nigeria, he asserts that among the factors that militate against youth participation is the insufficient acknowledgement of the youth in matters of development. A study by Ogg (2006) revealed that in the UK, the more educated people (graduates) participated more in civic activities compared to people with lower level of education.

The KNYP (2010) clearly states the rights of the youth as well as their obligations. The government has recently made efforts to ensure youth are mainstreamed into all aspects of governance. While the theory by Arnstein contends that there is potential for development if all segments of society participate, it is apparent that the youth of Koibatek are not participating in community development projects. All the statutory requirements for facilitating their participation are in place and yet they still do not participate. The researcher has observed while working with youth in Koibatek Sub County, that despite there being frameworks and structures that facilitate youth participation, the youth do not participate even in programs specially targeting the youth. She has further observed that the graduates or more educated youth are not

very actively engaged in community development projects. This study therefore sought to determine factors that affect youth participation in community development projects in Koibatek Sub-county despite everything indicating that participation should have been enhanced.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter addresses the research design, methods of data collection and processes that were utilized in undertaking the research. It presents a description of the area of study, the size of the sample and the sampling procedures. It further captures data collection procedures and instruments that were used in data collection as well as the techniques that were employed in the analysis of the data collected.

## 3.2 Research Design

This study took the form of a descriptive survey. This method involves collection of information through the administration of questionnaires to a sample of respondents (Orodho,2003).This method can be adapted when the research entails gathering information concerning the attitudes of a people, the sentiments of people on an issue or subject and on diverse educational and social concerns (Orodho & Kombo, 2002). The researcher chose to use this design as it has the greatest potential to describe human behaviour and attitude.

A research design is the organization or framework of the research. It is the adhesive that consolidates all of the features in a research project. A design is utilized to assemble the research, to demonstrate how all of the key components of the research project work together to answer fundamental research problems (Kombo & Tromp, 2006). It is the road map that shows how the data will be collected, measured and finally analysed (Kothari, 2004).

## 3.3 Target Population

The respondents consisted of youth between the age of 18 and 35. The target population was 36,846 youth, which is the total youth population in Koibatek Sub County (KNBS, 2009). The researcher chose to conduct the study in Koibatek because it is her workstation and it would be easier to get information due to the already existing rapport with the youth of the Sub County. According to the Kenya National Bureau of Statistics, Koibatek Sub County had a population of 105,273

people in the 2009 census. According to Mugenda & Mugenda (2009), target population is the group of subjects, events or objects which a researcher wants to generalize the results of the study.

**Table 1: Youth population**

| **Wards** | **Population (2009 Census)** | **Estimated youth population** | **Percentage** |
|---|---|---|---|
| | | | |
| Lembus Ward | 21,140 | 7,399 | 20.08 |
| Lembus Kwen Ward | 20,207 | 7,073 | 19.20 |
| Ravine Ward | 17,026 | 5,959 | 16.17 |
| Mumberes/ MajiMazuri Ward | 18,881 | 6,609 | 17.94 |
| Lembus/ Perkerra Ward | 15,871 | 5,555 | 15.08 |
| Koibatek Ward | 12,148 | 4,252 | 11.54 |
| **Total** | **105,273** | **36,846** | **100** |

**Source: Koibatek KNBS Statistics**

### 3.4 Sample Size and Sampling Procedure

The researcher used multi stage sampling technique. Cluster random sampling was used to identify the three out of six wards that were visited for the survey. To find the sample size required in each ward as depicted in Table 2,the researcher used the normal approximation to binomial approximation formula (Kothari, 2004) shown below.

This approximation is very precise when the population is large and the sample size is small. The sample size formula for large (binomial) population is shown as follows:

$$n = \frac{Z^2pq}{E^2}$$

Where n = required sample size

Population proportions set at;

P = 0.1

Q = 0.9

Z = Level of confidence

Typical level of confidence for surveys is 95% in which

Case Z is set to 1.96.

E = Sets the margin of error of the sample proportion.

This will be at 5% or 0.05.

The study had a population of over 10,000.

Therefore the sample size formula for large (binomial) population applied.

$$n = \frac{Z^2pq}{e^2} = \frac{(1.96)^2 (0.1) (0.9)}{(0.05)^2} = 138$$

The following formula was used to calculate the sample for each cluster;

$$Y1 = \frac{138 \times X1}{19{,}967}$$

Where Y1 = number for each cluster selected in the sample.

X1 = Total number of youth in each ward in Koibatek Sub County.

**Table 2: Sample Size obtained using normal approximation to binomial distribution**

| | Population (2009 Census) | Estimated youth Population | Sample Size |
|---|---|---|---|
| **Wards** | | | |
| | | | |
| Lembus Ward | 21,140 | 7,399 | 51 |
| Ravine Ward | 17,026 | 5,959 | 41 |
| Mumberes /MajiMazuri Ward | 18,881 | 6,609 | 46 |
| **Total** | **57,047** | **19,967** | **138** |

**Source: Field Data (2017)**

Finally, to identify the youth respondents at the ward level, simple random sampling was used where a household represented one respondent. According to information obtained from the Ministry of Interior and Coordination of National Government (Deputy County Commissioner of Koibatek Sub County) 1503 households in the Sub County are in the "Nyumba-Kumi" clusters in the jurisdiction of the sub chiefs. Houses from the cluster were randomly selected in the wards and the questionnaires administered where youth were found.

According to Kothari (2004), a sample design is an explicit plan for getting a sample from a given population. It refers to the method or the process the researcher would use in choosing items for the sample. Sample design may as well lay down the number of items to be incorporated in the sample i.e., the size of the sample.

Wiersma (2006) defines a sample as a certain population's portion to which research intends to generalize the results. When the population involved in the study is great, the size of the sample can be found by employing the normal approximation to the binomial distribution (Kothari, 2004).

In administering the questionnaires, the researcher used simple random sampling to pick the 138 households. In the event a youth was not found in a particular household, another house was sampled to replace it. The youth would then be issued with a questionnaire to fill out. While some questionnaires were collected on the same day,

some respondents said they would be more comfortable filling them and dropping them at the given address on an agreed date

### 3.5 Research tools

The research instrument that was used was the questionnaire issued to the youth. According to Popper (2004), questionnaire is used because it is practical, large amount of information can be gathered from a big group of persons within a limited duration and the results can be quantified and analysed scientifically.

#### 3.5.1 Validity

To ensure validity, the questionnaire was checked by my colleagues as well as my supervisors to see if it captured the variables. Suggestions were made and incorporated after review to enhance validity of the tool. The instrument was then piloted in Marigat Sub-County where 30 respondents participated and corrections were made to remove mistakes.

#### 3.5.2 Reliability

To test reliability of the questionnaire, the researcher employed the test-retest method. The researcher issued the questionnaires to some respondents a week apart and checked for consistency between the scores on the instrument on the two occasions. After testing, the researcher examined how strong the relationship was between the scores on the instrument at two time points. To do this, the researcher used correlation coefficient of 0.7 which is considered useful to offer reasonable reliability.

### 3.6 Data Analysis Technique

The study used quantitative and qualitative techniques to analyse data. The data was organized and analysed, using descriptive statistics with Statistical Package for Social Sciences as the tool. The results have been presented using frequency tables, pie charts, bar graphs to make meaningful conclusions. This was deemed best for interpretation and convenient in giving general overview of the problem under study. This assisted in determining the pattern of responses to each of the independent variables being investigated. Qualitative data was analysed thematically. The researcher identified key concepts and themes emerging from the discussions and coded the themes. The researcher then checked the codes for consistency and intensity. The information was consolidated and interpreted.

### 3.7 Research Ethics

The researcher first notified the County Youth Development Director and the Deputy County Commissioner of the research before the study was undertaken. The researcher also sought the respondent's permission to participate in the study while assuring them that their participation is voluntary. A letter of introduction issued by the University was also used by the researcher to assure the respondents that the study was for academic purposes. For confidentiality and anonymity purposes, the respondents' names were not required. The youth that were the target of this study were between the age 18 and 34 and according to the constitution of Kenya, these are adults. The assistants were therefore not required to sign any child protection documents. The researcher however briefed the assistants on the need to protect the youth and ensure that no harm is done to them and that no advantage is taken of them due to their vulnerability. The researcher also respected the privacy of each of the respondents.

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION, AND DISCUSSION

## 4.1 Introduction

The main purpose of this study was to determine the factors that affect youth participation in community development projects in Koibatek Sub-County. This chapter presents the findings, results and discussions related to the objectives of the research. The following were the objectives of the study; to determine the effects of community culture, on youth participation in community development projects, analyse the effects of economic factors, on youth participation in community development projects and to evaluate the effects of youth's level of education, on youth participation in community development projects in Koibatek Sub- County.

### 4.1.1 Response Rate

The data was to be collected from 138 youth between the age of 18 and 34. However, it was one hundred and three (103) youths only, who returned the questionnaire. This implies a return rate of 96.4%.

The 96, 4% return rate was found to be adequate enough for the study. Not only according to Babbie (2005), van Horn and Green (2009), but also according to the findings of Asch et al. (2007). According to Kothari (2004), 55% return rate is adequate for a study hence the total return rate of 96.4% respondents are representative enough.

## 4.2 Background Characteristics of Respondents

### 4.2.1 Socio-demographic Characteristics of the Respondents

The socio-demographic characteristics include; respondent's age, gender, marital status, education level and membership to youth groups.

### 4.2.2 Respondents' Age

Age of the respondents was clustered into 4 categories ranging from 18-20, 21-25, 26-30 and 31 to 34 years. The distribution is as presented in Table 3 below.

**Table 3: Age of the Respondents**

| Age brackets | Frequency | Per cent |
|---|---|---|
| **18-20yrs.** | 6 | 5.8 |
| **21-25yrs.** | 12 | 11.7 |
| **26-30yrs.** | 36 | 35.0 |
| **31-34yrs.** | 49 | 47.6 |
| **Total** | **103** | **100.0** |

**Source: Field Data, 2017**

The study results show a great variation in the age of the youth respondents engaged in the study. Majority of the respondents were of the age bracket between 31-34yrs., which is seen as the most productive age group both reproductively and economically. This age bracket is more engaged in economic activities and family management. They are more likely to own some property and could be more aware of the projects that exist in the community (Brennan, 2007).There were a sizeable proportion of young people in the age bracket of 26-30 years as represented by 35.0%. Those of the age bracket between 18 - 20 years and 21 – 25 years were very few as represented by 5.8% and 11.7%, respectively.

### 4.2.3 Respondents' Gender

Gender was conceptualized as male and female. A majority (78.8%) of the respondents were males compared females (21.2%). This would imply that more men are involved in community development than women. A myriad of factors would explain this disparity, these includes African culture and traditions which still support a male dominated society. This is also the case where men are more vocal in the community than the female as well as family and home responsibilities that confine women to the household level.

As was observed in Akinboye et al., (2007) male youth participate more in community development than their female counterparts do. Communities have a mandate to ensure that more women participate in development activities if sustainable community development is to be achieved. Failure to in-cooperate more females in development activities may contribute to failure of the community based projects. Many projects that do not allow for the participation of all segments of the community will most likely fail since they may not necessarily address the real problems that exist in that community and will therefore not be sustainable. Finally,

as was observed in World Bank (2010), the best managed community projects are those in which women play a leading role in management.

### 4.2.4 Marital Status of the Respondent

The research sought to establish the marital status of the respondents. Marital status was made operational as Widowed, Married or single. Marital status would influence participation of an individual in community development projects due to obligations that come with marriage and family responsibilities. The distributions are presented in Table 4 below.

**Table 4: Marital status**

| Family Background | Frequency | Per cent (%) |
|---|---|---|
| Widowed | 5 | 4.8 |
| Married | 14 | 13.6 |
| Single | 84 | 81.6 |
| **Total** | **103** | **100.0** |

**Source: Field Data (2017)**

Majority (81.3%) of the youth respondents were single followed by 13.7% married and a 4.8% minority who were widowed.

### 4.2.5 Respondents Membership in Youth Groups

The study further sought to establish whether the respondents were members of registered youth groups or not. Belonging to a group is an important bridge to a young person's capacity building with respect to engagement in community development activities (Torres, 2015). The findings are as presented on Table 5 below.

**Table 5: Respondents Membership to Youth Groups**

| Respondents Membership | Frequency | Per cent |
|---|---|---|
| Yes | 46 | 34.6 |
| No | 87 | 65.4 |
| **Total** | **133** | **100.0** |

**Source: Field Data (2017)**

A majority (65.4%) of the respondents reported that they did not belong to a youth group in the community. However, about 34.6% of the respondents indicated that they are members of a registered group. Results indicate that most of the respondents do not belong to youth groups and this would mean that they would be less likely to participate in other community projects.

### 4.3 Effects of community culture on youth participation in community development

The first objective of the study sought to determine the effects of culture on youth participation in community development in Koibatek Sub County. Respondents were required to state their level of agreement by rating on a two-point scale of either 1= Yes or 2=No, The findings are indicated in Table 6 below.

**Table 6: Effects of culture on youth participation in community development projects**

| Item | Yes % | No % |
|---|---|---|
| Does the community's view on married females between the ages of 18-35 affect their level of participation in community development projects? | 62 | 38 |
| Do the roles played by female youth at the family level affect their participation in community development projects? | 88 | 12 |
| Are there community values and practices that affect youth | 85 | 15 |
| Participation in community development projects? | | |

**Source: Field Data (2017)**

A significant number of respondents (62%) agreed with the suggestion that "the community's view on married females between the ages of 18-35 affect their level of participation in community development projects". Another 88% agreed with the suggestion that "the roles played by female youth at the family level affect their participation in community development projects". Additionally, 68% disagreed with the idea that "there are community values and practices that affect youth participation in community development projects"

Some of the practices that the respondents mentioned that would affect their participation in community development projects included the view that the youth are like children and therefore do not have much to say on matters of importance. Other practices mentioned by the youth in response to that question included women not being able to speak where their husbands are. This could affect female youth participation in community development. Another issue captured as a response to this question is that youth and women do not own family property such as land. This could point to a youth and women folk that feel disenfranchised and therefore not motivated to participate in community activities.

When asked to cite practices that would affect youth participation in community development one or the respondents responded:

> *"If you were to visit a Kalenjin home and ask the man of the home who else is in the home, he will say it is only the children even when the wife is at home. This means that the female is also considered a child and just like the children and the youth, they too do not have much say in the community". (RS 107/4/2017)*

Yet another respondent shared as follows; "*Sisi mavijana ni squatters na hatuna say* 'Kiswahili mixed with English for *Youth do not own land and therefore have no voice in society"* This would resonate with the youth who feel disenfranchised and also those youth that believe property ownership is an empowering factor with regard to their participation and their voice in the community.

These findings are consistent with another study by Akinboye et al. (2007) that found out that there exists culture that relegates youth to the back seat in terms of decision making and this therefore causes the youth not to actively participate in community development.

This study was also interested in understanding the view of respondents with regard to the social identity of the married female youth. To this effect, respondents were requested to indicate how they viewed married women who are between the age of 18 and 35. The result is shown in Table 7 below.

**Table 7: Respondents' view on married female youth**

| Respondents' view of women (18-35 yrs.) | Frequency | Percentage |
|---|---|---|
| Viewed as mother and wives | 18 | 17.5 |
| Viewed as mother and wives, but also as youth | 30 | 29.1 |
| Viewed as female youth | 55 | 53.4 |
| **Total** | **103** | **100.0** |

**Source: Field Data (2017)**

The results in Table 7 above show that most youth viewed women who were at the age of 18-35 years as female youth as represented by 53.4% of the total responses. About 29.1% of the respondents viewed women at the age of 18-35 years as mothers and wives, but also as youth. About17.5percentage of the respondents viewed women at the age of 18-35 years as mothers and wives. This implies that there were few respondents whose first view of this category of female youth, is that of mothers and wives first. This could also point to a youth that have positive cultural inclination.

**Table 8: Community view on female married Youth**

| Community view on female married youth | Frequency | Percentage |
|---|---|---|
| **Ages 18-35 years old** | | |
| Viewed as mother and wives | 49 | 47.6 |
| Viewed as mother and wives, but also as youth | 42 | 40.8 |
| Viewed as female youth | 12 | 11.6 |
| **Total** | **103** | **100.0** |

**Source: Field Data (2017)**

Table 8 above shows the responses from the youth respondents on the question of how the community views female youth aged 18-35 years. From the responses, a majority felt that the common view of these female youth is that they are mothers and wives (47.6%), followed by the view that they are mothers and wives but also youth (40.8%), and finally that they are viewed as youth first (11.6%). This is indicative of a community that defines the female youth first based on their socially defined roles such as that of being mothers and wives. The notion of this category of women being youth appears to be a distant one in this community. This could therefore imply or

suggest that perhaps, married female youth do not actively participate in youth affairs but would be more likely to participate in affairs deemed to be women issues.

**Table 9: Effects of Generation gap on youth participation in community development projects**

| Effect of Generation Gap | Frequency | Percentage |
|---|---|---|
| Enhances youth participation | 9 | 8.7 |
| Negative effect on youth participation | 62 | 60.2 |
| No effect on youth participation | 32 | 31.1 |
| **Total** | **103** | **100.0** |

**Source: Field Data (2017)**

According to Table 9 above, majority (60.2%) of the respondents felt that differences in thinking between the older and younger generation has a negative effect on the participation of youth in community development projects. 31.1% indicated that these differences have no effect on the youth participation while 8.7% indicated that the differences between the generations would enhance youth participation in community development. The common theme for the 60.2% in response to how the differences negatively affect youth participation was that, the youth view is mostly ignored because they are junior in age and experience as well as due to lack of resources. The respondents explain that when youth view is ignored, they choose not to participate. In response to question 14 in the questionnaire one respondent noted as follows;

> *"The older generation tell us to shut up because we are children of yesterday and we know nothing. This makes us to stay away from places where our fathers are". (RS32/4/2017)*

This is indicative of a dismissive attitude towards the youth by the elders in the society and would explain the reluctance by the youth to participate in development projects at the community level". This was supported by another respondent who explained that *"The youth also say wazee's (old men's) time is gone and it is the youth's time to lead". (RS 59/4/2017)*

This view is indicative of there being existence of a relationship between the younger and older generations that is devoid of respect and trust. When the older generation dismisses the younger people as lacking experience and the youth dismiss the elders

as old fashioned, this has potential to hinder youth participation in community development projects.

These findings are consistent with findings in a study by Anania and Kimaro (2010) in Moshi, Tanzania that revealed that older men participate more in cooperative society activities because of the hierarchical nature of the community leadership. The younger men chose to stay away from the cooperative leadership because of the view that they are junior and they have to wait their turn. The same study revealed that there were still more young men than young women in the cooperatives and this was ascribed to the duties that the female youth have at the family level and how these tie them down and hinder their meaningful participation in matters of community development.

### 4.4 Effects of economic factors on youth participation in community Development Projects

On the second objective the study sought to determine the effect of economic factors on youth participation in development projects. Respondents were required to state their level of agreement by rating on a two point scale of either 1= Yes or 2=No, The findings are indicated in Table 10 below.

**Table 10: Economic factors and youth participation in community development projects**

| Item | Yes % | No % |
|---|---|---|
| Does the level of income of youth affect their level of participation in community development projects? | 82 | 18 |
| Are you aware of any Government funds that are available to youth to help them in their economic growth? | 32 | 68 |
| Would you participate more if there were monetary incentive to participate? | 92 | 8 |

**Source: Field Data (2017)**

Table 10above indicates that a majority 92% agreed with the supposition that "They would participate more if there were monetary incentive to participate". A majority (82%) also agreed with the item that "the level of income of youth affect their level of participation in community development". Additionally, 68% disagreed with the item

that “they aware of any Government funds that are available to youth to help them in their economic Growth”.

This observation agrees with Marcus and Wilkinson (2002) who in their study on poverty reduction strategies found that economic disadvantage greatly hamper the likelihood of the youths in their participation in community development.
These findings are also consistent with the findings by Kakumba and Nsingo (2008), who in their study on socio economic factors affecting community participation in development projects found that, in order for societies to take an active part in development activities in their communities, it is important that that these people have economic empowerment.

The study objective then examined the source of income of the respondents. The findings are as shown in Figure 3 below.

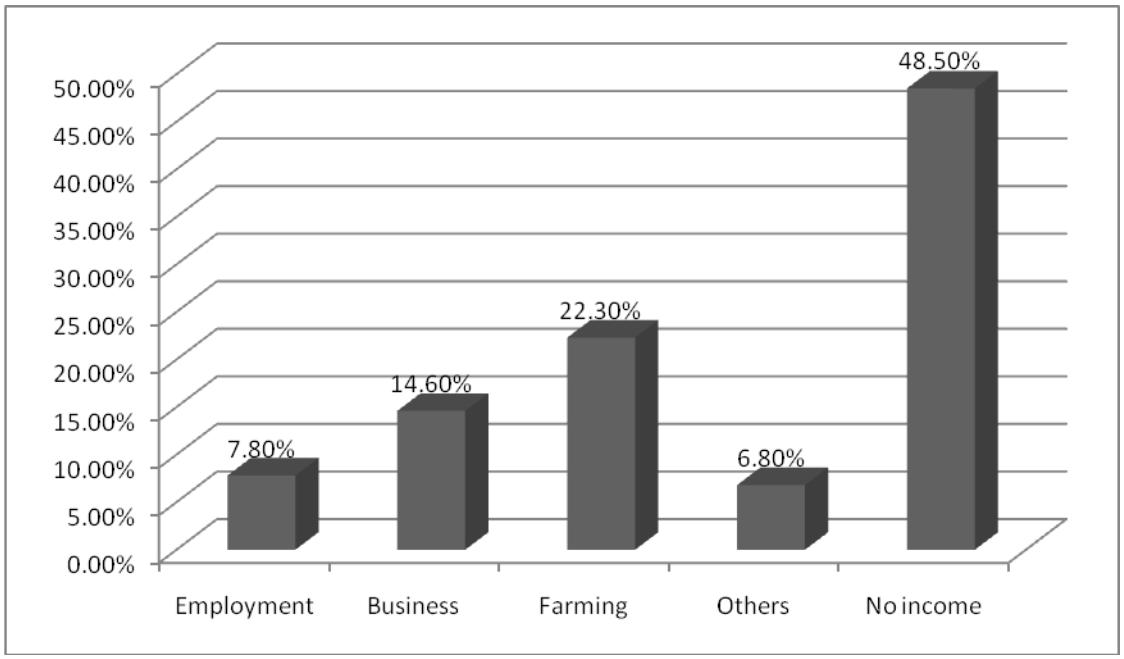



**Figure 3: Respondents’ sources of livelihood/Income. Source**

**Field Data (2017)**

From Figure 3 above, a significant proportion (48.5%) of the total sampled respondents did not have any source of income; this was followed by 22.3% who drew their incomes from farming while 14.6% generated their incomes from business. A few respondents derived their incomes from formal employment (7.8%) and other sources (6.8%) such as remittances, gifts, etc.

The study further inquired whether the respondents had ever applied for certain available developments funds. The findings are as shown in Table 11 below.

**Table 11: Funds Applied for**

| Fund | Frequency | Percentage |
|---|---|---|
| Youth Fund | 26 | 25.2 |
| Uwezo Fund | 12 | 11.7 |
| Women Fund | 5 | 4.9 |
| Poverty eradication Fund | 2 | 1.9 |
| NGO/CBO funding | 4 | 3.8 |
| None of the above | 54 | 52.5 |
| **Total** | **103** | **100.0** |

**Source: Field Data (2017)**

Table 11 above indicates that majority 52.5% of the respondents have not applied for any of the above funds. This was followed by 25.2% who had applied for youth funds followed by 11.7% who had applied for Uwezo fund, 4.9% women fund and 3.8% funds from NGOs and CBOs. Only 2% had applied for poverty eradication fund. This trend is indicative of youth who are not actively involved in matters of development. While majority of the youth do not have a source of income, they still do not seek for the funds that would empower them.

In response to why the youth did not apply for these funds, some respondents indicated that they did not know of the existence of the funds while others believed that they needed to have some patronage in order to access the funds. Other respondents answered that that they thought the funds had been depleted by the politically connected youth. For example, one of the respondents responding to the question on the questionnaire as to whether they were aware of any government funds that are available to youth to help them in their economic growth shared in Kiswahili:

*"Hizo pesa huwezi kupata kama hujuani na wakubwa"* (the youth cannot access the loans unless they are connected to the bosses). This notion was common among many of the respondents who believe that access to government funds is predicated on one's connection to the government officials. This was peculiar since most of the respondents had not applied for the fund and failed to get it, yet they hold a very

strong opinion on why one would not get it. This appears to be an attitude held by the youth that corruption is the only way to access government loans. This perception is hindering many youth from applying for these funds. Equally, this would explain the low uptake of these facilities by youth in Koibatek Sub County.

### 4.5 Effect of level of education of youth, on Youth Participation in Community Development Projects

Effort was first made to understand the independent variable (level of education). Figure 4 shows the distribution of the respondents' highest level of education.

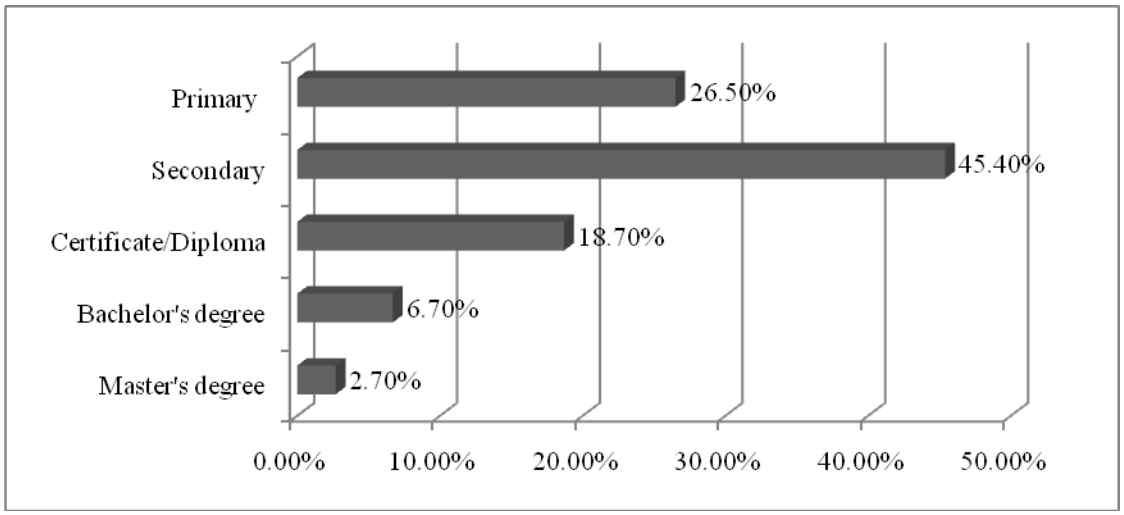



**Figure 4: Respondents' highest level of education.**

**Source: Field Data (2017)**

Figure 4 above shows the respondents' levels of education. (45.4%) of the respondents had secondary level of education, 26.5% had primary level of education while 18.7% had certificate/diploma level of education. It was only 6.7% and 2.7% of the respondents that had Bachelor's and Master's degrees, respectively. This implies that majority of the respondents may lack adequate capacity to participate in community development.

Table 12 below shows the responses regarding youth's level of education and participation in development.

**Table 12: Effect of youth's level of education on youth participation in development projects**

| Item | Yes % | No % |
|---|---|---|
| Does the level of education of youth affect their participation in community development projects? | 75 | 25 |
| Does the level of education influence which youth gets selected to participate in development projects committees? | 67 | 33 |
| Do you think the level of education should be a basis of selecting youth into development committees | 42 | 58 |

**Source: Field Data (2017)**

Table 12 above indicates that a majority (75%) felt that "the level of education of youth affect their participation in community development". A fairly big percentage of respondents (67%) also agreed with the idea that "level of education influence which youth gets selected to participate in development projects committees". However, 58% disagreed with the idea that "the level of education should be a basis of selecting youth into development committees". The respondents agreed that education is critical in enhancing the quality of contribution that the youth can make towards development. The respondents however indicated that the level of education should not be a measure of who gets selected into a committee because this will mean many youth will be marginalized on the basis of education. This further captures the response of one of the respondents responding to one of the questions in the questionnaire on whether the level of education should be a basis of selecting youth into development committees:

> *"It is not my fault that I did not go to University. My education was stopped by lack of fees". (RS 15/4/2017)*

This particular youth was of the view that if level of education would determine who gets to be involved in the development committees, then youth like him would be left out". Differing with this view, one of the respondents stated:

> *"Education is important. We spend many years in school and it should count". This youth supports the idea that education is critical in determining the composition of development committees". (RS 103/4/2017*

The level of education of the respondents can influence the kind of decision that is made on behalf of their entire households and community at large with regard to development prospects. Individuals that are more educated are likely to make decisions that are informed by economic considerations as compared to their less educated counterparts. It can be deduced that education plays an important role in empowering the youth with the necessary skills, knowledge and self-confidence to unlock their potential in participation in community development forums as well as participation in decision-making.

The study findings contradict the findings by Juma (2012), who in his study on factors affecting community participation in community development fund projects found that their education attainment were weakly related with the likelihood that an individual will participate in community development projects. Education is fundamental to development of human resource capacities for sustainable economic growth and improvement of resource management. By imparting new skills and knowledge in people, education expands human capabilities, increases labour productivity and enhances essential participation and partnerships in nation building. Education is a vital tool in achieving greater autonomy, youth empowerment (Aikman &Unterhalter, 2013).

### 4.6 Participation in Community Development projects

To determine the respondents' participation in community development, Respondents were required to state their level of agreement by rating on a five point Likert scale ranging from 0= poor, 1= fair, 2= average, 3= good, 4= excellent and used as the dependent variable. The findings are as shown in Figure 5 below.

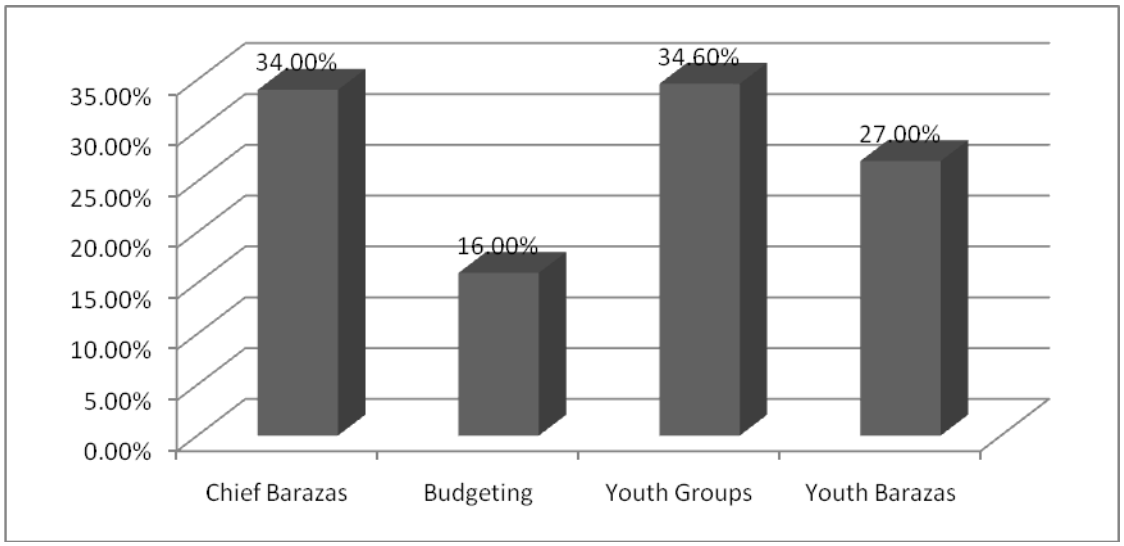



**Figure 5: Proportion of respondents participating in various development fora.**

**Source: Field Data (2017)**

The results in Figure 5 above shows the majority (34.6%) of the respondents participated in youth groups. About 34% of the respondents had participated in the Chief's *barazas* (meetings). 27% and 16% of the respondents had participated in the youth's barazas and government budgeting process, respectively. The study further examined whether the respondents belonged to any development committee in their sub-county. The extent of youth participation in development projects is summarized in the following analysed data.37.9% and 30.1% of the respondents indicated that youth participation in development projects was poor and fair respectively. About 21.4% of the respondents indicated that youth participation was average. 7.8% and 2.9% of the respondents indicated that youth participation in development projects was good and excellent, respectively. While all the respondents indicated that they had a role to play as youth in matters of community development, a majority indicated that their participation in community development was dismal. The respondents noted that the youth do have a role to play in the community development projects because they are young and energetic. The youth respondents indicated that they have a lot of

time to give to the society. In addition, they pointed out that they have fresh ideas that would be helpful in the development of the community.

In response to the question on whether the youth have a role to play in the community development projects most of the respondents answered in the affirmative. The view that the youth are the leaders of tomorrow articulated by one of the respondents in a mix of languages (Kiswahili and English) - *"sisi ndio leaders wa kesho"* resonated with a majority number of them. This however, contradicts the other view that most hold that they are being denied opportunity to participate in the development of their country. In fact, in other narratives during this study, the same respondents expressed their anger and frustration in the fact that the older generation ought to leave the leadership scene and stop telling them that they are leaders of tomorrow. These contradicting views could also point to a youth that have a struggle within themselves.

The 10.7 % of the respondents who belonged to the development committees were all selected to be in the committee and did not personally lobby to be selected. This is indicative of tokenism as far as youth participation is concerned. All the respondents that were in the development committees did not have any leadership role but responded that they were members. This further supports the view that the youth are selected to be in these committees just to meet statutory obligations and that their participation does not lead to real empowerment of the youth in so far as their voice is concerned. According to Arstein (1969), for participation to be seen to be real and meaningful, the people must have a real voice in matters concerning them. They must move from a position of consuming information to a position of real leadership and power in the community. From the findings in this research, one would therefore argue that in Koibatek Sub-County, Youth participation is tokenistic.

# CHAPTER FIVE

# CONCLUSIONS AND RECOMMMENDATIONS

## 5.1 Introduction

This chapter presents a summary of the research findings, conclusions and recommendations based on the study. Suggestions for further research are also given at the end of the chapter.

## 5.2 Summary of the Major Findings

Data analysis gave the following findings, which are summarized below as per the objectives:

### 5.2.1 Effect of Community Culture on Youth Participation in Community Development Projects

The study found that majority of the youth (53.4%) viewed women who were at the age of 18-35 years as female youth. This revealed that the youth had a general positive view of the female married youth and that their perception of female youth was not affected by the marital status of the women youth. The view of the community concerning female married youth however was negative as a majority of the community view this category of youth first as mothers and wives. This implies that the women social identity in the community is changed once they get married despite their age. This could imply that this category of youth would be more likely to participate in activities deemed female activities more than activities that are geared towards youth development.

The roles played by female youth at the family level were found to majorly affect their participation in community development projects. The study also found out that the generation gap has negative effect on youth participation. Majority of the respondents asserted that the generation gap led to the youth feeling that they were not respected and that their views would not matter. This therefore has a negative effect on youth participation in community development projects. As was asserted by 68% of the respondents in the study, there are indeed community values and practices that affect youth participation in community development. Some of the practices mentioned were that due to the community view of youth and women as children, the youth would rarely allowed to attend meetings where the older men were. Equally, to

date youth shy away in such meetings as they are of the perception that their contribution will not matter or they will not be heard or respected.

### 5.2.2 Effect of Economic Factors on Youth Participation in Community Development Projects

The study also found out that 48.5% of the youth respondents did not have any source of income. Despite this proportion of the youth not having a source of income, few of them had applied for the affirmative action funds. Of the respondents, 92% felt that they would participate more if there were monetary incentive to participate asserting that the level of income of youth does indeed affect their level of participation in community development. This also may reveal that the youth lack a culture of patriotism because despite some of them having an income, they still were of the opinion that monetary incentive would be appropriate in order to induce their participation in community development projects. Therefore, the position of this study is that economic factors do influence youth participation in community development.

### 5.2.3 Effects of Youth's Level of Education on Youth Participation in Community Development Projects

The study further found out that 45.4%of the respondents had secondary level of education, 26.5% had primary level of education while 18.7% had certificate/diploma level of education. Seventy five per cent (75%) of the respondents agreed that the level of education of youth affect their participation in community development. However this same number of respondents was of the opinion that education should not be a basis for selecting youth into development committees. This could be indicative of there being a significant proportion of youth who may lack adequate capacity to participate in community development. Based on these results, this study concludes that the level of education does have an influence on the youths' level of participation in development projects.

### 5.3 Conclusion of the Study

The study was successful in addressing its objectives. Given the foregoing, the study arrived at the following conclusions;

#### 5.3 1 Effects of community Culture

The study concludes that the extent of participation by youth in community development projects in the study area remains low. In addition, the culture of most youth as observed through their view towards married women of 18-34 years was mainly positive. There is a significant effect of cultural inclination on youth participation in community development. The community view of married female youth however, pointed towards a negative cultural inclination. This could contribute to poor levels of participation by the female married youth in community development.

#### 5.3.2 Effects of Economic Factors

It is also concluded that a substantial proportion of the youth respondents lack a stable source of income. Despite there being various affirmative action funds, the uptake of this facility is poor in Koibatek Sub County among the youth. The level of awareness concerning these funds is low among the respondents. Having a source of income greatly increases the level of youths' participation in community development projects. The youth would also do well in participating if given financial incentives to do so.

#### 5.3.3 Effects of Youth's Level of Education

The study further concludes that the majority of the respondents lack adequate capacity to participate in community development due to their inadequate level of education. Most of the youth had secondary level education. This level of education is basic and this category of youth may lack requisite capacity to participate meaningfully in community development projects. The study concluded that there is a significant effect/influence of level of education on the youths' level of participation in development projects.

### 5.4 Recommendations of the Study

The following factors provide recommendations emanating from the results from the data analysis and findings of the study. It is recommended that the government, local

leadership (administration and church) should steer the reshaping of negative culture in the community. Efforts to bring a clear demarcation between the negative and positive aspects of culture should be heightened. More efforts should be made to ensure that the youth and women know that they have a role to play in the community and the department in charge of youth and gender affairs should make concerted efforts to mobilize these categories of people in participating in programs more so the ones that directly concern them. Capacity building through seminars and workshops specifically targeting the youth and more so female youth should be done. Such seminars and workshop could be on self-esteem, income generating projects and life skills among others. This will assist in ensuring these groups identify what their roles could be and will further build the confidence of this people to participate.

There should also be efforts to bridge the gap between the older population and the youth. This can be done through ensuring that the youth and the older people have intergenerational forums where the youth are encouraged to give their views. This will not only ensure that the youth participate but it will also expose the older generation to the views and creativity of the younger people. This will further lead to an enrichment of the projects at the community level and enhance the sustainability of the programs.

Gender mainstreaming in the youth programs should also be enhanced. This will ensure that the female youth, especially those that are already married get involved in the programs that are targeted at the youth. Efforts must be made by all stakeholders to ensure that no program is carried out without involving people of both genders from the planning stages to the monitoring exercise. The funding agencies must ensure that no program is funded if it does not meet the gender requirement in its committee composition.

Community development stakeholders (Government, Non-Government Organizations and public/communities) should expose the youth to in-depth capacity building to enable them improve their economic status for them to better participate in development projects and hence have an impact in the community. Entrepreneurship training targeted at the youth will be a good beginning to ensure that the youth have skills to engage in business. Sensitization and dissemination of information on the

existing affirmative action funds such as the Youth Enterprise Development Fund, the UWEZO Fund and The affirmative Fund should be heightened.

The department in charge of youth and gender affairs should also work towards mobilizing the youth and women to form and join youth groups. Mobilising the women will be a way of ensuring that female youth also access the funds targeted at the youth. Most of the female stay away from the youth groups and miss out on these funds. This will increase their negotiating power even when it comes to membership in development committees and with regard to increasing their ability to access the affirmative funds that are only given to those in organized groups. Further to this, it is also recommended that more emphasis is placed in developing youth programs that will enhance patriotism among the youth. This will aid in curbing the notion that they should get financial incentive in order to participate in community development. Greater effort should be made to ensure that the level of awareness of the youth with regard to the affirmative action funds is heightened. This can be done through the local media and also the local administrators and churches can be engaged to ensure that the youth access these affirmative funds that will lead to their improved economic status.

It is also of essence that mechanisms be put in place to uplift the youths' level of education/skills through in-service programmes designed to enhance the three categories of skills; conceptual, human and technical. This may improve their ability to participate in development projects. The youth that have not had access to the secondary school education should be encouraged to join the village polytechnics. This will not only improve their skills but will also enhance their capacity to have better livelihoods. This improved capacity will also have the effect of increasing their level of participation in community development projects.

**Suggestions for Further Research**

When research reaches a stage of its completion, it provides sufficient insights to the researcher to visualize further research areas related to the problem. Some suggestions are given below that may help to explore related areas.

More comprehensive studies should be undertaken to include a larger population in order to ascertain or not whether the effects of the selected factors (culture, economic status and education) influence youth participation in community development in other counties and sub-counties in Kenya.

Another suggestion for further research is to investigate youth's level of preparedness (knowledge and skills) for increased participation in community development; as a requirement for realisation of Kenya Vision 2030 and achievement of the Sustainable Development Goals (SDGs).

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## APPENDICES

## APPENDIX 1: QUESTIONNAIRE

| S/NO |
|---|

Dear Respondent,

This questionnaire is for the purpose of the research only and the information you give will be treated with utmost confidence. Please answer all the questions provided as honestly as possible.

**Section A: Background Information** (Tick (√) the appropriate option (bracket)

1. Name of the ward ……..
2. How old are you? .....
3. Please tick against your gender

   a) Male [ ] b) Female [ ]
4. Marital Status……
5. What is your highest academic qualification?

   a) Primary [ ] b) Secondary [ ] c) Certificate [ ] d) Diploma [ ]

   e) Bachelor's degree [ ] f) Master's degree [ ]
6. Are you a member of a youth group?

   Yes [ ] No [ ]

**SECTION B: Effect of Culture on youth participation in community development projects**

7. What is your view on female married youth between 18-34 years of age? I view them as..

   a) Mothers and wives [ ] b) Mothers, wives but also as youth [ ]

   c) Female youth []
8. What is your community view on female married youth between 18-34 years of age?

   a) Mothers and wives [ ] b) Mothers, wives but also as youth [ ]

   c) Female youth [ ]
9. Does the community's view on married females between 18-35 affect their level of participation in community development projects?

   Yes [ ] No [ ]

10. If Yes, How does it affect their level of participation?

    a) To a small extent  b) To a large extent

11. Do the roles played by female youth at the family level affect their participation in community development projects?

    Yes [ ]  No [ ]

12. Are there community values and practices that affect youth participation in community development projects?

    Yes [ ]  No [ ]

13. If yes, kindly give examples of such practices that would affect youth participation in community development projects.....

14. How do differences in thinking and views of the older and younger generation affect youth participation in community development projects?

    a) The differences enhance youth participation [ ]

    (b) The differences negatively affect youth participation [ ]

    c) No effect [ ]

15. If answer to 13 is (a) or b, kindly explain….....

**SECTION C: Effects of Economic factors on youth Participation In Community Development projects**

16. What is the source of your livelihood/income?

    A) Employment [ ]  B) Business [ ]

    C) Farming [ ]  D) No income [ ]

    E) Gifts

17. Does the level of income of youth affect their level of participation in community development projects?

    Yes [ ]  No [ ]

18. If Yes, Which youth would participate more in the community development projects?

    a) Economically disadvantaged youth  b) Economically empowered youth

19. Are you aware of any Government funds that are available to youth to help them in their economic Growth?

    Yes [ ]  No [ ]

20. Have you personally applied for any of the following?

a) Youth Fund [ ] b) Uwezo Fund [ ] c) Women Fund [ ]

d) Poverty eradication Fund [ ] e) NGO/CBO funding [ ]

(f) None of the above [ ]

If you haven't applied could you please say why?

21. What resources do youth need in order to participate in Community development projects?

a) Money [ ] b) Ideas [ ] c) Skills [ ]

22. Would you participate more if there were monetary incentive to participate?

a) Yes [ ] No [ ]

**SECTION D: Effect of Level of Education on Youth Participation in Community Development Projects.**

23. Does the level of education of youth affect their participation in community development projects?

Yes [ ] No [ ]

24. Who among these categories of youth participates more in Barazas, youth groups and development projects in the community?

Graduates [ ]

Secondary level youth [ ]

Primary Level Youth [ ]

25. Does level of education influence which youth gets selected to participate in development projects committees?

Yes [ ] No [ ]

26. Do you think level of education should be a basis of selecting youth into development committees?

Yes [ ] No [ ]

27. If No, Please explain…**.....**

28. If Yes, Please explain……

**SECTION E: Youth Participation in Community Development Projects**

29. Do you participate in any of the following? (Tick against any that you participate in)

Chiefs Baraza's [ ]

Budgeting [ ]

Youth Group [ ]

Youth Baraza [ ]

30. Do you belong to any development committee in your sub county?

Yes [ ] No [ ]

31. If yes, how did you get involved in the committee?

a) Selection by project management [ ] b) Own Initiative [ ]

c) Selection by the DCC [ ] d) Selection by peers [ ]

32. What is your role in the committee?

a) Youth representative

b) Chairman

c) Secretary

d) Member

33. Do the youth have a role to play in the community development projects ?

Yes [ ] No [ ]

If yes please explain……

34. How would you rank youth participation in community development projects inyour area?

a) Youth participation is very good

b) Youth Participation is average

c) Youth Participation is poor

**Thank you for your time and cooperation.**

**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

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Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/81077/16246**

Date: **17th March, 2017**

Jane Mandiga Mahanga
St. Pauls University
P.O. Private Bag - 00217
**LIMURU.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***"Factors affecting youth participation in community development the case of Koibatek Sub-County,"*** I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for the period ending **17th March, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Baringo County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**BONIFACE WANYAMA**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Baringo County.

The County Director of Education
Baringo County.

**THIS IS TO CERTIFY THAT:**
***MS. JANE MANDIGA MAHANGA***
**of ST. PAULS UNIVERSITY, 52799-200 NAIROBI,has been permitted to conduct research in *Baringo County***

**on the topic: *FACTORS AFFECTING YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT THE CASE OF KOIBATEK SUB-COUNTY***

**for the period ending:**
***17th March,2018***

**Permit No : NACOSTI/P/17/81077/16246**
**Date Of Issue : 17th March,2017**
**Fee Recieved :Ksh 1000**



.....
***Applicant's Signature***

.....
***Director General***
***National Commission for Science, Technology & Innovation***

## CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

**REPUBLIC OF KENYA**

**National Commission for Science, Technology and Innovation**

**RESEACH CLEARANCE PERMIT**

**Serial No.A 13336**

**CONDITIONS:** see back page

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY STATE DEPARTMENT OF EDUCATION**

**Email:** deokoibatek@yahoo.com

SUB-COUNTY EDUCATION OFFICE
P.O BOX 162
ELDAMA RAVINE

**REF**: KBK/ED/UM/19/VOL.I/239 **DATE**: **2/5/2017**

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT RESEARCH - JANE MANDIGA MAHANGA**

**ST PAULS UNIVERSITY**

This office is in receipt of a letter ref. **NACOSTI/P/17/81077/16246** dated 17th March, 2017 requesting the above stated student to be allowed to carry out research in Koibatek Sub-County of Baringo County.

She has been granted permission to undertake research on "**Factors affecting youth participation in Community Development the Case of Koibatek Sub-County**." Baringo County for the period ending 17th March, 2018.

The students is expected to maintain professional and Research Standards as she conducts her research.

Accord her the necessary assistance.

JOSHUA K. KULEI
FOR: SUB-COUNTY DIRECTOR OF EDUCATION
**KOIBATEK SUB-COUNTY**

SUB-COUNTY DIRECTOR OF EDUCATION-KOIBATEK P. O. Box 162, ELDAMA RAVINE

C.C

1. THE COUNTY DIRECTOR OF EDUCATION - BARINGO COUNTY
2. JANE MANDIGA MAHANGA

**THE PRESIDENCY**

**MINISTRY OF INTERIOR AND CORDINATION OF NATIONAL GOVERNMENT**

Telegrams "DISTRICTER" Eldama Ravine
Email Address:dckoibatek@yahoo.com

When replying please quote our ref and date.

**DEPUTY COUNTY COMMISSIONER'S OFFICE,**
**KOIBATEK SUB COUNTY,**
**P.O. BOX 6- 20103**
**ELDAMA RAVINE**

Ref: ADM. 15/12 VOL. I/170

2nd May, 2017

**St. Pauls University**
**P.O. Private Bag – 00217**
**LIMURU**

The Sub County Education Officer
Koibatek

RE: RESEARCH AUTHORIZATION – JANE MANDIGA MAHANGA

This is to confirm that the above mentioned student has reported to the Deputy County Commissioner Koibatek. The student is hereby allowed to embark on her research project for the period ending 17th March, 2018

**J. B. KICHWEN**
**FOR: DEPUTY COUNTY COMMISSIONER**
**KOIBATEK**

Copy:
Jane M. Mahanga