EFFECTIVENESS OF YOUTH EMPOWERMENT PROGRAMS IN MITIGATING YOUTH UNEMPLOYMENT IN KAYOLE, NAIROBI COUNTY

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DECLARATION

This dissertation is a product of my own work and it has not been previously presented to any other institution for the award of any degree. Where the work of others has been used, proper acknowledgement has been done.

……..……..

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We confirm that the work submitted in this dissertation was carried out by the candidate under our supervision as University supervisors.

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DEDICATION

This work is dedicated to the Mulinge family for their support and encouragement throughout the dissertation writing period.

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This dissertation would not have been successful without the help of various people. I wish to express my gratitude to all of them. First, I want to thank God for perfect health during the dissertation writing period. Second, I want to appreciate my supervisors for their guidance and advice. Third, I want to thank Dr. Nason Vundi, Dr. Duncan Ochieng, library staff and students from St. Paul's University for their support. Last but not least, my family for their encouragement throughout the writing of this dissertation.

ABSTRACT

The global youth unemployment rate is estimated at 12.6%, with about 73 million young people being unemployed (ILO, 2013). In Kenya, it is established that youth unemployment rate has always been higher than total unemployment rate. The purpose of this study is to examine the effectiveness of youth empowerment in mitigating youth unemployment in Kayole, Nairobi County. The specific objectives of this study are: To examine the factors that led to the establishment of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County; To determine challenges faced by youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County and; To investigate the measures that need to be taken to ensure effectiveness of youth empowerment programs in mitigating against youth unemployment in Kayole, Nairobi County. The study adopted a descriptive research design. The sample size comprised of 120 respondents. The target population was the youth aged between 18 and 35 years living within Kayole, Nairobi County. Probability sampling procedure namely stratified random sampling was used to sample the participants. The data for the study was collected by use of a questionnaire. The collected data was analysed with the help of a Statistical Package for Social Science (SPSS) version 21.0. Descriptive statistics was used to analyse the quantitative data. The study is beneficial to youth policy analysts, the government, non-governmental actors, curriculum developers in higher education, parents and academicians who are interested in the livelihoods of the youth and those with a passion of ensuring that the youth are active contributors to the political and economic growth of their countries through gainful employment. The study found that corruption was the most important cause of youth unemployment in Kayole, Nairobi County followed by rural-urban migration, youth exclusion from development agenda, poor economy, high influx of graduates, high population growth rate and poor education system. The study also established that improving young leadership, need for poverty eradication, breaking youth inequality in accessing opportunities, breaking bad social habits, improving education standards and the need for soft skills were important factor leading to the establishment of the Youth Empowerment Programs. Also, the study found that for youth empowerment programs to be effective in mitigating against youth unemployment they need to include expansion of post-secondary alternatives, building entrepreneurial linkages, ensuring adequate youth empowerment infrastructure, promotion of quality education systems and creating a shared youth agenda. The study recommends that the government of Kenya should development more policies to curb corruption and improve transparency and accountability in youth empowerment programs. In addition, the government should ensure the enforcement of policies regarding corruption by use of prosecution and asset recovery. In addition, the government of Kenya including the Youth Enterprise Development Fund should revise procedures involved in accessing credit from the organization. The study also recommends the incorporation of post-secondary alternatives' expansion into youth empowerment programs. This will play a major role in relinking procedural knowledge to occupational relations and identities and give the youth support to advance through or change educational tracks at their own pace.

Key Words: *Youth empowerment, unemployment and effectiveness*

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LIST OF ABBREVIATIONS AND ACRONYMS

AWCIT - African Center for Women, Information and Communications Technology

DV - Dependent Variable

GOK - Government of Kenya

ICT - Information and Communications Technology

ILO - International Labor Organization

IV - Independent Variable

KEPSA - Kenya Private Sector Alliance

KYEP - Kenya Youth Empowerment Project

TIVET - Technical Industrial and Vocational Education Training

YEDF - Youth Enterprise Development Fund

UN - United Nations

SPSS - Statistical Package for Social Sciences

NACOSTI - National Commission for Science, Technology and Innovation

CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter contains the background information related to the effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County. It includes: the statement of research problem, the purpose of the research, the research objectives, and research questions, significance of the study and scope of the study. It also presents assumptions of the study, limitations of the study, as well as operational definitions of key terms.

1.1 Background to the Study

Youth empowerment programs have been widely used by governments all over the world to address the issue of youth unemployment. This is in recognition that unemployment continues to be a problem globally, regionally and locally making it important to increase the employability of the youth who comprise the majority of the unemployed in society. Pandey & Pandey (2015) note that the economic and sustainable development of a country is judged by its human capital through continuous intellectual and skillful investment of the youth in order to reduce the chances of unemployment. However, youth empowerment programs have been unable to live up to their expectations especially in mitigating the unemployment situation among young people. This therefore, offers a major development challenge to countries as the youth fail to take up from the older generation and be the backbone to the political, social and economic growths of their respective countries.

Globally, the youth continue to face the harsh reality of unemployment. The International Labour Office (2013) asserts that the youth continue to be almost three times more likely than adults to be unemployed, and the upward trend in global unemployment continues to hit them strongly. The youth offer little or no contribution to the growth of the global economy despite their bulging population. Youth empowerment programs come in as urgent interventions by countries of the world to mitigate the youth unemployment situation. The hurdle comes in when programs geared for youth

empowerment are mismatched and are unable to meet the demand of labor markets on the ground. The rush to solve the unemployment crisis with irrelevant programs continue to curtail the release of the energy, entrepreneurial spirit and technological genius of the youth (Kosinska, 2013).

In Europe, the European Union (EU) member states were alarmed with the rising rate of youth unemployment as it was twice (20%) as high as the adult unemployment rate (10%) in January 2015 (Patache, 2015). In light of that matter, the member states in a bid to cushion the shock of the youth unemployment crisis developed youth empowerment frameworks such as the Libson Process of 2000, Youth Guarantee Recommendation of 2013 and Europe 2020 strategy. These mitigating measures were all aimed to correct the mismatch in the European labor market by ensuring the youth were guaranteed of good quality education, apprenticeship and traineeship that enabled them to be absorbed in the job markets or ended up creating jobs themselves.

Youth empowerment programs unfortunately have not achieved many reasonable results due to hurdles that countries in Europe faced when it came to the implementation process. For instance, in house fighting between government, trade unions and business people. This led to unwillingness among stakeholders to support a comprehensive youth employment policy, that ensured the youth had an opportunity to transition into an inclusive labor market and are equipped with the right skills (Lahusen, Schulz, & Graziano, 2013).

In the African continent, the youth continue to face the unemployment challenge despite their potential to be productive within their societies. Aliero & Ibrahim (2013) assert that the youth constitute 60% of the unemployed in Africa, and many young people are lacking in relevant skills while those that have some form of education often exhibit skills that are at odds with current demand of the labor market. Youth empowerment programs are critical in Africa, as the continent has been scarred with conflicts seen in countries such as Democratic Republic of Congo, Central African Republic, South Sudan, Somalia, Nigeria, Chad, Mali and Burundi among others. There is also the declining economic deficits that has made many African countries dependent on foreign aid in order to spur economic activities. There is a rising youthful population in Africa

and lack of effective job absorption capacity and proper investment in youth empowerment programs only serves to escalate the unemployment situation (International Labour Office, 2012).

The African Union (AU) has led the African countries in the formulation of youth empowerment programs that are intended to mitigate the youth unemployment crisis such as the African Youth Charter of 2006 in Gambia and Plan of Action for the Decade of the Youth. These charters were to guide African governments in understanding the challenges youth face especially in education and employment. They were seen as legal and political frameworks that spearhead the youth agenda but have had insignificant impact on the ground. International Labour Office (2012) notes that progress reports on the status of youth employment in Africa show, that there is still need for more interventions to work on various thematic areas, including employment creation, skills development, and employment services.

The unemployment situation is a matter that most Kenyan youth face daily. Youth empowerment programs were formulated to challenge the existing narrow and market-led system of qualifications that has locked the economic potential of the Kenyan youth (Babson, 2014). Youth empowerment programs have been rolled out in Kenya such as Kenya National Youth Policy of 2007, Kenya Youth Empowerment Project of 2010, *Kazi kwa Vijana* and Youth Enterprise Development Fund of 2006 among others. Despite the launch of such programs that are meant to increase the employability of the Kenyan youth, not all are able to transition into work and end up demotivated, desperate and ultimately become an economic burden.

The country continues to record high figures of youth employment rates of 60.5%, thus indicating there is lack of effectiveness of youth empowerment programs in bringing the desired change to the targeted beneficiaries (International Institute of Labour Studies & ILO, 2013). It is therefore, imperative to establish how youth empowerment increases the employability of the youth in order to sustain the social, political and economic wellbeing of the country.

1.2 Statement of the Problem

Youth empowerment programs became a key focus for the Government of Kenya, whose goal was to provide the growing youthful population a stepping stone towards long-term employment and self-reliance. This led to the establishment of youth empowerment programs such as the *Kazi kwa vijana*, Kenya Youth Empowerment Project (KYEP), Youth Enterprise Development Fund (YEDF) and Technical Industrial and Vocational Education Training among others. While the youth empowerment programs are a viable development strategy, comprehensive research lacks on how they have achieved in mitigating youth from unemployment and becoming transformative social, economic and political pillars especially for urban areas with a large youthful population such as Kayole in Nairobi County.

Despite the rise of youth empowerment programs as a response to mitigate unemployment, the number of unemployed youths in Kenya is on the rise. Sunday (2017) points out that data from the World Bank indicates that youth unemployment in Kenya has averaged 20% in the last ten years, rising from 17.1% in 2011 to 17.4% in 2014. The unemployment situation is also worsened by the numerous challenges youth empowerment programs are facing such as the lack of adequate funds to run the programs, corruption and lack of accountability mechanisms (Muthee, 2010). Hence, the ineffectiveness of youth empowerment programs, leaves the young people exposed to unemployment rendering them waste away their capabilities, resilience, energy, motivation and ideas. In addition, the unemployment situation leads to various challenges among the youth namely hopelessness, stress, dependency syndrome for economic help from parents or the government, delayed entry into the labor force and engaging in vices such as crime in order to sustain their livelihoods (Muyuka, 2016).

This makes it critical for all stakeholders, be it in the government sector or the non-governmental sector to take a serious look at the existing youth empowerment strategies and assess the pathway they provide the youth is stable enough to shield them from the burden of unemployment. Thus, this study intended to examine the effectiveness of youth empowerment programs in mitigating unemployment in Kayole, Nairobi County.

1.3 Purpose of the Study

The purpose of the study was to examine the effectiveness of youth empowerment programs in mitigating unemployment in Kayole, Nairobi County.

1.4 Research Objectives

The specific objectives of the study were, to:-

i. Examine the factors that led to establishment of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County.
ii. Determine challenges faced by youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County.
iii. Investigate the measures that need to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole Nairobi County.

1.5 Research Questions

The study was guided by the following research questions:

i. What factors led to the establishment of youth empowerment programs as a response to mitigating youth unemployment in Kayole, Nairobi County?
ii. What are the challenges faced by youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County?
iii. What measures need to be taken to ensure effectiveness of youth empowerment programs effective in mitigating youth unemployment in Kayole, Nairobi County?

1.6 Justification of the Study

Findings from this study may help policy makers to prioritize interventions aimed at reducing youth unemployment. Specifically this study sheds light on the extent to which youth empowerment programs are effective in mitigating youth unemployment. The study is expected to fill the policy gaps related to lack of proper coordination of youth empowerment programs. Thus, it sought to advise policy actors from the government and non-government sectors to collaborate and work towards a mutual comprehensive youth empowerment strategy in order to see tangible results from such efforts. It is also

vital for the stakeholders in the education from curriculum developers, ministry officials; teachers and parents in helping them to understand what framework can be adopted or enhanced to ensure that the young generation transition from school to work with hopeful prospects of employment absorption and creation.

The study is expected to help academicians interested in the livelihoods of the youth with facts to ensure that the youth are active contributors to the political, social and economic growth of their countries through gainful employment. Further, the study is expected to contribute to global, regional and local knowledge on effectiveness of youth empowerment programs in mitigating youth unemployment from the perspective of Kayole, Nairobi County.

1.7 Scope of the Study

The scope of the study is the geographical and methodological limits within which the study is operating (Marylin & Goes, 2013). The scope defines clearly the extent of content that was covered by the means of the research in order to come to more logical conclusions and give conclusive and satisfactory answers to the research (Admin, 2014). The study was carried out in Kayole, a sub-location situated in Embakasi Central constituency of Nairobi County. Geographically, Kayole is made up of four county assembly wards namely Kayole North, Kayole South, Matopeni and Kayole Central.

This location was chosen because it has a high rate of unemployment among the youths. The unemployment situation causes the youth to engage in criminal activities such as robberies with violence, prostitution and drug abuse among others. Therefore, making it a suitable geographical area to examine the effectiveness of youth empowerment in mitigating unemployment in Kayole, Nairobi County, Kenya. Policy issues, youth empowerment programs and challenges faced by unemployed youth were covered. The target population comprised of the youths in Kayole, Nairobi County.

1.8 Assumptions

The general assumptions of the data was that the respondents will respond to the questions freely and truthfully so that findings reflect the views and experiences of them; and the conditions on the ground.

1.9 Limitations

The study was covered in a limited number of youth groups that engaged in youth empowerment programs within Kayole area. In this view, the study may not be representative of the total youth engaged in empowerment programs. However, youth engaged in empowerment programs were sampled so that the views that gathered were representative to all.

The time within which this study was carried out was not favorable for the simple reason that during the time of the study there is exit of youth graduates that had gone through empowerment programs. To mitigate this, some of the respondents were allowed to fill the questionnaire which was collected after a period of one to two weeks. This allowed more participation of respondents in the study.

1.10 Delimitations

This study was delimited to Kayole, which is a sub-location in Embakasi Central constituency of Nairobi County. Further, the study focused on 50 diverse youth empowerment programs in the four Kayole wards: Kayole South, Kayole Central, Kayole North and Matopeni wards. The target population of the study was 1200 youth engaged in empowerment programs in the four Kayole wards. The study was delimited to six factors associated establishment of youth empowerment programs in mitigating youth unemployment, which include the need for soft skills, breaking youth inequality in accessing opportunities, poverty eradication, improving education standards, breaking bad social habits and improving young leadership.

Also, the study was delimited to four challenges faced by youth empowerment programs in mitigating youth unemployment: access to credit, corruption, lack of effective accountability mechanisms and futuristic planning for the youth. The study was also delimited to five measures that need to be taken to ensure effectiveness of youth

empowerment programs in mitigating youth unemployment: adequate youth empowerment infrastructure, creating a shared youth agenda, building entrepreneurial linkages, expansion of post-secondary alternatives and promotion of quality education systems.

1.11 Operationalization of Terms

Youth	United Nations (2001) state that youth are persons aged between 15 and 24 years. For purposes of this study, the researcher included in the study youth aged between 18 and 35 years.
Youth Empowerment	The outcome by which youth, as change agents, gain the skills to impact their lives and lives of other individuals, organizations and communities (Youth Empowered Solutions, 2014). Therefore, it is building the capacity of an individual through provision of socially and technically relevant skills that improve personal development and the society as a whole.
Unemployment	The state of lacking an economic livelihood that enables one to meet his own needs such as shelter, food and other basic necessities in order to lead a more fulfilling life (Bureau of Labour Statistics, 2015).
Effectiveness	This refers to the degree to which something is successful in producing a desired result; success.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This presents a review of literature on the effectiveness of youth empowerment in mitigating unemployment in Kenya and other countries of the world. The chapter is divided into theoretical framework as well as empirical review based on the objectives. Literature was reviewed from scholarly journals, theses, policy documents and e-books.

2.1 Theoretical Framework

Effectiveness of youth empowerment in mitigating unemployment was studied using empowerment theory and critical social theory. These theories provide a framework within which youth empowerment programs can be understood.

2.1.1 Empowerment Theory

The theory emerged from American community psychology and was associated with the social scientist Julian Rappaport (1981). However, the roots of empowerment theory extend further into history and are linked to Marxist sociological theory. The empowerment theory emphasizes that the youth should not only develop specific employability skills and positive assets, but also become motivated to actively apply these skills and knowledge to become positive agents of change for themselves and for their community (Youth Empowered Solutions, 2018).

Empowerment theory puts into focus, the need for functional social and political systems within a country that are aware of the potential within the youth to bring about economic growth within the country through tapping into their skills be it through talent or education. By understating this, governments are able to put in place empowerment strategies such as quality education systems, traineeship programs that enable the youth to gain self-efficacy, control and competence in using their skills to get out of the unemployment situation and bring about positive transformation in the society (Zimmerman, Israel, Schulz, & Checkoway, 1992). The empowerment theory stresses the need for the political, social, cultural and economic contribution of the youth to be

identified and developed in order to complement the needs of the country ensuring the unemployment situation is gradually resolved.

The empowerment theory puts youth at the center of empowerment programs and measure empowerment programs by the virtue of transformation it has created among the young people (World Vision, 2014). The youth ultimately should be the present drivers of development within their countries and this theory puts into emphasis that youth empowerment is a critical ingredient in mitigating unemployment. This ensures the prosperity of the active young generation who are going to be drivers of change within their communities.

In the context of this study, it is indeed the investment in the youths' social, economic and political potential that embodies the backbone of the establishment of the youth empowerment programs. Therefore, making the focus on ensuring that effectiveness of youth empowerment programs as seen through value addition of the youth through sustainable job creation, job absorption and sharpening of employability skills as a means of mitigating youth unemployment.

2.1.2 Critical Social Theory

Crossman (2019) points out that critical social theory is a theory that aimed toward critiquing and changing the society as a whole, and go beyond only understanding or explaining as done with traditional theories. It emerged from both German philosophers and sociologists in the 1930s; and has been associated with the Frankfurt School and Western Marxist philosophers. As a multidisciplinary school of thought, critical social theory emphasized that for youth empowerment programs to succeed in eliminating the youth unemployment situation they need to take into account several things. These are the reasons behind youth empowerment programs, study of the youth needs of the current time keeping in mind the programs that were developed for the previous youth and seek to initiate only those that create a meaningful change to the youth in terms of job absorption, job creation and employability skills (Leornado, 2004).

Critical social theory emphasizes the importance of not only creating an enabling environment of the youth to thrive but also taking time to research on what is causing

the youth unemployment situation and assessing the capability of first and foremost the government in creating a sustainable solution. Therefore, a critical social theory approach to youth empowerment highlights the relationship between the government and non-governmental actors and assessing key indicators of youth transition into meaningful employment, why this co-dependency is essential and how if the youth unemployment situation is mitigated by the above key actors leads to the overall empowerment of the youth (Crossman, 2019).

In the context of this study, it is critical for one to understand the reasons for the establishment of youth empowerment programs, their challenges in mitigating youth unemployment and measures that can make them effective in mitigating youth unemployment. This is in light that the youth make up the largest group of the social fabric of the society; and for them to thrive in the society the empowerment programs set must seek to be effective in understanding their needs and contribution to the society and work towards mitigating the unemployment situation facing the Kenyan youth.

2.2 Youth Empowerment Programs in Kenya

The advancement of youth empowerment programs have been developed as a means of ensuring that the growing young population aged between eighteen to thirty five years are able to receive holistic skills development that increase their employability chances. It is no doubt that the unemployment situation make the youth live with uncertainty as they fear falling into the trap of a lifetime of weak attachment to the labor markets that increases the risk of open unemployment and low paid unsecure work (Omolo, 2012).

Youth empowerment programs in Kenya have taken a multi-stakeholder approach currently involving the Government ministry of public service, youth and gender affairs, and collaboration of non-governmental and faith-based organizations. Franz (2014) asserts that the increased concern about youth unemployment and the related risks for social peace and political stability has led to the formulation of policies and plans specifically targeting the youth. The youth empowerment programs are underpinned by the country's development agenda of Kenya Vision 2030 that sets out to transform Kenya into a newly industrializing, middle-income country providing high quality life to all its citizens by 2030. This cannot be attainable if the majority of the youth are

unemployed and therefore these youth empowerment programs are to spur a competitive and skill-driven young generation to ensure the social, economic and political prosperity of the nation is guaranteed.

Muthee (2010) underscores that the formulation of specific youth empowerment programs and policies that view youth as an important resource for Kenya's development created a favorable environment for the youth to access basic goods and services in order to realize their potential and contribute to public affairs of the country in a more effective way. Youth empowerment programs come in to increase the employability prospects of the youth by targeting critical areas namely promotion of entrepreneurial activities, skills training programs, labor market regulations and reforms, subsidized employment and employment services. It is through youth empowerment programs that the youth become beneficiaries of education and training opportunities that help them build their skills which are relevant to the job market, hence making it possible for them to create jobs, get jobs and enjoy a good economic standing in the society (Sigu, 2017). The following are some of the youth empowerment programs that have been developed in Kenya.

2.2.1 *Kazi Kwa Vijana*

Kazi Kwa Vijana come into effect in 2009 as part of an Economic Stimulus Package under the Office of the Prime Minister. The Economic Stimulus Package was known as the Marshal Plan for Youth and Development that was rolled out in 2008. The marshal plan was grounded in rapid creation of employment of the youth through labor intensive works. Its aim was to provide the vulnerable youth entry into labor intensive projects such as agriculture that would ultimately raise their living standards through gainful employment, increase their food security through food production and equip them with resource management skills (Franz, 2014).

The project was inter-ministerial and involved the Ministry of Roads, Ministry of Youth and Sports, Ministry of Water and Irrigation and Ministry of Local Government. The project however did not continue due to withdrawal of financial support from the World Bank because of mismanagement of funds meant to improve youth livelihoods by government officials. Other loopholes that limited the effectiveness of the project were

the lack of inclusivity of the training and skills programs that locked out qualified graduates, lack of involvement of target beneficiaries in the program cycle and lack of incorporation of life skills such as HIV/AIDS awareness.

2.2.2 Kenya Youth Empowerment Project

Kenya Youth Empowerment Project (KYEP) come into force on 18th August 2010 as a response to upgrade the 2009 *Kazi kwa Vijana* program that had resulted in little fruits in helping the youth find opportunities through labor-intensive projects and this increased their vulnerability to poverty. World Bank (2016) noted that the incidence of poverty for households with at least one unemployed youth was 45% as compared to 46% among all households.

KYEP received major funding from the World Bank. Aside from improving the *Kazi kwa Vijana* program it also aimed to do the following: offer youth trainings and internships through Kenya Private Sector Alliance (KEPSA), capacity building and policy development initiatives for the youth spearheaded by the Ministry of Sports. KYEP was an initiative aimed at ensuring that the Kenyan youth were included in the labor market through provision of right skills that ultimately make them be income secure and raise their standard of living and contribute to the growth of the Kenyan economy (World Bank, 2016).

It is no doubt that youth empowerment programs bring about skills proficiency among the youth thus increasing their employability. KYEP noted remarkable success especially with the training offered by KEPSA that introduced unemployed youth into the job market and enabled them to interact with different professional fields. However, KYEP was initially rolled out as pilot initiatives and this piloting proved costly to implement as partners such as KEPSA who had trained personnel; were not experienced in offering large training programs to the youth. Another challenge was the lack of proper documentation of the youth that did not complete the program and hence leaving a policy gap in identifying if there was a mismatch in the employer-employee expectations. The capacity building program under the Ministry of Sports, has not been assessed yet and there is no formal and agreed documentation indicating its progress in

addressing issues related to the unemployment situation among the youth (World Bank, 2016).

2.2.3 Youth Enterprise Development Fund

The Youth Enterprise Development Fund (YEDF) was formed in 2006 but was formally recognized as an independent state firm in May 2007. The core functions of the fund were: facilitation and provision of lending, business development and funding services by financial institutions to youth-owned businesses; linking the youth to large corporations that offer labor export opportunities to youth in foreign countries and offer support of youth enterprises in the market (Franz, 2014). The fund was rolled out through constituency youth enterprise schemes and financial intermediaries such as micro-finance institutions. The shortcomings of the fund included; no adequate collection of quantitative data on youth that successfully benefited from the fund, youth that paid the loan, the youth that failed to pay the loan and focus was based on individual case studies. Thus, deviation of measuring its effectiveness on the true picture of the number of youth transformed by the roll out of this particular youth empowerment program.

2.2.4 Technical Industrial and Vocational Education and Training

The Technical Industrial and Vocational Education and Training (TIVET) offered a platform for the youth to acquire skills through technical and specialized institutions such as youth polytechnics, post-secondary and post primary technical institutions, and National Youth Service. A successful ongoing TIVET program is the African Center for Women, Information and Communications Technology (AWCIT). Its primary goal is ensuring that women are able to advance socially, politically and economically through provision of Information and Communications Technology opportunities. The AWCIT has enabled women acquire vital life skills and entrepreneurial skills by the year 2011 (Franz, 2014). AWCIT's major success was the Samsung Real Dreams Program that enabled women increase their employability with information communication technology skills enabling them to be more confident performing office operations with the computer and advance their studies in different ICT programs.

Another brainchild of the TIVET program was the National Youth Service (NYS). The NYS was formed in 1964 as a paramilitary outfit under the Ministry of Youth Affairs

and Sport, and is currently run under the Ministry of Public Service, Youth and Gender Affairs. Elima (2015) notes that the National Youth Service was charged with training Kenyan young citizens to be disciplined and for professional skills growth; helping the country in errands of public significance; monitoring and providing recruits for the Kenyan Defence Forces. It targets youth of aged between eighteen years to twenty-two years and gives recruitment allocation to the disabled, orphans and the girl child. Franz (2014) notes that the newly recruited youth have to undergo a six month training program and follow up with a one and half year national building service that includes road construction, farming, rehabilitation of dams, security provision and other public roles and responsibilities. Its low intake qualification of a D+, ensures that those locked out from universities and polytechnics are able to acquire skills in areas of hospitality, textile, business management, engineering and construction and secretarial studies. Through skills acquisition in areas such as construction, graduates of this program are able to acquire contracts that increase their employability as they transition into the labor market.

2.3 Link between Education and Youth Empowerment Programs in Mitigating Youth Unemployment

Education is one of the most important pillars of development as through it people are able to be skilled and contribute to different sectors vital for the political, social and economic growth of the nation. Olela (2015) notes that education being a service industry offers to prepare individuals in various capacities of operations for execution of tasks; it is the process by which specialized knowledge, skills and attributes are, either acquired or instilled in the learners to enable them face the threatening changes in life.

Therefore, for youth empowerment programs to be effective in mitigating unemployment education needs to be its foundation particularly vocational training. Vocational training involves the imparting of skills such as technological skills, tailoring, dressmaking, financial literacy, catering, communication skills, and leadership and entrepreneurship courses among others. Vocational training ensures that the trainees can not only join the job market but also be entrepreneurs and be mitigated against unemployment. Wambui (2010) points out that vocational training offers an opportunity

to enhance entrepreneurship by developing people with higher-level skills and analytical ability, who can create high value small and medium sized businesses. Vocational training within youth empowerment programs ensures the trainees are self-reliant in the future, using their skills to contribute to the growth of the nation.

Technical training is also anchored on the need of monetary investment by the public and private sector within the country. With the availability of funds, youth empowerment programs are able to run their operations in terms of curriculum development, employing a workforce and ensuring the trainees are able to work with tools that are at per with modern technology such as those undertaking engineering and tailoring courses (Gathura, 2017). Good funding in technical training centers also encompass the structures under which the training takes place. This is in mind that education is not only the training of an individual but also the setting of where the training takes place. Without proper funding, most technical institutions continue to deteriorate making the graduates of such institutions to be excluded as they have limited productive skills due to the mismatch between institution of learning and work situation (Mwangi, 2015).

Another important pillar for the effectiveness of educational infrastructure of youth empowerment programs is the deployment of skilled workforce who are going to impart the right skills and knowledge that are required in job market. It is therefore critical, for empowerment programs undertaking educational training to have skilled personnel who are able to tackle emerging issues of the job industry and ensure successful implementation of the programs (Olela, 2015).Youth empowerment programs through appointment of a skilled technical workforce ensures that the trainees are able to avoid the challenge of being deemed not fit with the right skills by prospective employers.

The presence of a skilled workforce also ensures the trainees are able to interact with instructors who are well versed in different knowledge areas in turn who are eager to join the job market or become entrepreneurs and serve the nation. Olela (2015) notes that knowledge and methodology in education packaging and training can be in several forms depending on who are being trained, such that with a competent instructor, learning becomes stimulating with inclusion of induction training, technical training and

management training. The youth empowerment programs offered in different training institutions are able to bring out skilled workforce as they are under the guidance of instructors who not only have mastery of the curriculum content but also aware of the trends in the industry.

Vocational training also ensures that trainees are able to receive mentorship. Kwena (2017) asserts that mentorship activities translate into high self-esteem and self-confidence that are necessary traits for youth to engage in teamwork and community work, and to be successful in life. Education within youth empowerment centers can also be boosted when industry players are able to be part and parcel of the growth and development of the youth undertaking different trainings in the technical institutions. This enables the youth to get real life examples of challenges and successes awaiting them in the job market be it either in public and private sector employment or self-employment. Ultimately, the youth are able to grow academically, professionally and personally.

In conclusion, quality education remains a strong foundation for youth empowerment programs as it enables the young generation to acquire lasting training and learning opportunities that are compatible with the labor and technological demands of the markets thus helping in mitigating of unemployment among the youth. Sigu (2017) notes that skills forecasting and career guidance are critical areas of consideration in promoting the development of vocational education and institutions in enhancing smooth transition of youth into employment. Investing in the young people through quality education enables them to impart skills to their generation especially at the grassroots level ensuring the growth of the nation.

2.4 Unemployment in Kenya

Muthee (2010) asserts that the youth in Kenya are confronted with multiple challenges, with unemployment featuring prominently as it affects 60% of the youth population in Kenya. This is a warring trend that if not tackled limits the chances of future young generations in contributing to the social, political and economic growth of their country. Elima (2015) notes that the youth aged between 18 and 24 years seem to face the most difficult unemployment problem, and unemployment faced by females is worse than

unemployment faced by males. Therefore, prolonged unemployment hinders the potential of the youth from raising their nation's economy and this drives the need of youth empowerment programs to help mitigate the unemployment situation.

2.5 Causes of Youth Unemployment in Kenya

The following are some of the drivers of youth unemployment in Kenya:

2.5.1 Rural-urban Migration

Sunday (2017) notes that Kenya's unemployment crisis is piling up pressure on urban centers seen as refuges by the tide of jobless people moving away from the rural areas. The urban areas are always viewed a centers of success especially by youth who come from the rural areas. Yet the true reality is that there are limited employment opportunities in the urban areas and if found one works at a profession he or she is not qualified in order to survive in the urban areas.

2.5.2 High Population Growth Rate

Elima (2015) notes that the youth unemployment challenge is significant in both the rural and urban areas due to the high rates of young people. Kenya is one of the countries in Africa that are experiencing a youth bulge that is not only causing a stress within the economy but also leading to hopelessness among the youth who are inactive members of the society. There are not enough industries especially in the processing sector that can expand the job sector and cushion against the growing number of unemployed young people in the country (Obonyo, 2015). This leaves many young people idle and unproductive members contributing very little to the social, economic and political growth of the country.

2.5.3 Poor Economy

Sunday (2017) points out that Kenya's unemployment crisis indicates that the economy does not expand enough, and the growth is equally inconsistent to consolidate any gains made in job creation. This means that stagnation of the economy leads to little flow of money and in term limiting the creation more investment opportunities and sustainable youth empowerment programs for the youth.

2.5.4 Poor Education System

Bhebhe, Bhebhe, & Bhebhe, (2016) note that unemployed youths are graduates of an education system which is irrelevant to the needs of the industry. This makes it difficult for graduates to seek employment as they are deemed unfit by prospective employers. Wambui (2010) points out that interestingly that 1.5% of the unemployed youth have formal education beyond secondary school level and the remaining over 92% have no vocational or professional skills and the majority are found in rural Kenya. The education system in Kenya has been seen more of a read and do exam system that has failed to give practical work experiences to the youth. This renders them hopeless as they search for jobs and it begins the painful cycle of unemployment in their lives.

It is also important to note that there has been a long-term emphasis on formal schooling and overlooking by curriculum developers of critical job training skills such as woodwork. Wambui (2010) underscores that unemployment is not just a lack of jobs, but also a lack of job skills due to inadequacy of the training infrastructure as well as the means to acquire these skills due to poverty. This leaves the education system in a continuous cycle of churning out graduates who are incompetent and are unable to contribute to vital economic sectors such as manufacturing.

2.5.5 Youth Exclusion from the Development Agenda

Most policies in Kenya fail to bring the youth to the round table discussion when planning for their wellbeing and possible contribution to the growth of the nation. Bhebhe et al. (2016) assert that the youth have been left out from participation at all levels of economic and general policy formulation, planning, implementation and evaluation and this may give rise to the sense of lack of belonging when youth empowerment programs are rolled out. Without effective participation of the primary beneficiaries who are the youth, there becomes a challenge on complementary development projects that meet the needs of the current young generation which is critical in ensuring the political, economic and social growth of the nation.

2.5.6 High Influx of Graduates

With the rapid growth of colleges and universities offering higher education in Kenya, there has been an increase in the supply of graduates above the number of job

opportunities, rendering them unemployed (Uddin & Osemengbe, 2013). The graduates end up in a tiring cycle of looking for jobs that are limited and end up hopeless as there are not enough for everyone. It is also unfortunate that even though there is an existence of skilled workers they lack the capital to be job creators in order to create a sustained livelihood not only for them but also for other young professionals.

2.5.7 Corruption

Uddin & Osemengbe (2013) point out that funds meant for youth empowerment programs have been misappropriated, diverted or embezzled by incompetent and corrupt bureaucrats thereby leading to the loss of revenue that would have been vital in creating jobs for the youth in various sectors of the economy. Corruption is a plague for the youth as it only increases their unemployment situation as the economy cannot sustain them leading to a sense of hopelessness and despair.

2.6 Effects of Unemployment among the Youth in Kenya

2.6.1 Economic Effects of Youth Unemployment

Without meaningful and sustainable employment, the youth ultimately become an economic burden to the society. Mkonu (2014) notes that as the youth continue to be increasingly distanced from the job market, they continue to find it more difficult to find a job; this leads to loss of skills and in some cases the skills may become obsolete especially due to change in technology.

This presents a challenge to the youth as they lack the proper finances to go for retraining, making it harder to attain meaningful employment. This offers an economic liability to the youth as they are tasked with seeking financial support from family or well-wishers. It is also seen as a wastage of financial investment in that, even though a young person has gone through proper education and training, they fail to secure meaningful employment.

Long-term unemployment also contributes to low income once in the job market as there is a considerable lack of work experience. This leads to job dissatisfaction and quitting by young people only worsening their poverty situation (Mkonu, 2014). It is also an economic burden to guardians who take out loans for their children and are left with

huge debts, which if not repaid leaves financial setbacks for the family such as selling family possessions such as cars, houses or land to meet the debt.

2.6.2 Health Effects of Youth Unemployment

Prolonged unemployment among the youth gradually creates a sense of hopelessness and in turn interferes with the mental or psychological wellbeing of an individual. Mental health which is normally overlooked by majority of the population, continues to cripple the young generation and is worsened by situations of unemployment. The number of unemployed youth facing anxiety, depression, anger management problems, eating disorders, suicidal thoughts is continually on the rise (Busteed & Mourshed, 2016).

Unemployed youth, especially those residing in urban areas and are away from family, tend to be homeless or live in deplorable areas such as slums. This exposes them to poor hygiene, making them at risk of contracting diseases such as pneumonia, bronchitis, cholera and typhoid. With the lack of financial resources to seek for adequate medical assistance, their health can deteriorate making them physically incapable of working and eventually prolonging their unemployment situation.

2.6.3 Social Effects of Youth Unemployment

Youth who are not able to gain meaningful employment engage in criminal activities in order to survive. The desperation of meeting ones need is increased when a young person continues to go for years without generating income and this pushes some young men and women to engage in crime (Mkonu, 2014). These criminal activities include robbery with violence, economic sabotage such as defrauding banks through illegal online hacking, terrorism and selling of drugs among others. All these in an attempt to try to escape the cycle of poverty that they are facing and support their families who depend on them as their sole breadwinners.

The number of unemployed youth engaged in commercial sex work in order to make a living is gradually rising. This makes the youth at risk of contracting diseases such as Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome. This leads to moral degradation as sexual activities are done merely for financial survival

among the youth. Social exclusion from peers also faces the unemployed youth. They are viewed as dependents, lazy and looked down upon leading them to experience mental trauma of having to constantly defend their unemployment situation and lean towards excluding themselves from social interactions.

2.7 Factors that Led to the Establishment of Youth Empowerment Programs in Kenya

2.7.1 The Need for Soft Skills

Pandey & Pandey (2015) point out that soft skills are a combination of personal qualities, interpersonal skills and additional knowledge that give a competitive edge in today's competitive job market. Soft skills therefore come in to complement technical requirements of an employee and make them contribute positively in the labor market. Soft skills can be effective communication habits, anger and stress management and team building skills. Therefore, soft skills enable an individual to build their emotional awareness that makes them more productive and attractive in the labor market. Youth empowerment programs such as mentorship programs offer this platform enabling young people to understand the value that organizations seek for in an individual such as patience and ability to work in pressurized environments, thus increasing their employment chances.

2.7.2 Breaking Youth Inequality in Accessing Opportunities

Youth empowerment programs were intended to ensure that equal opportunities were accorded to young people regardless of their social or economic background. Chinedu & Oladiran (2015) elaborate that youth empowerment programs are to be highly participatory, youth-driven processes that help young people strengthen positive attitude, skills and behaviors that improves proper functioning across a range of life activities. This offers a platform for youth to be productive and compete fairly as they transition into the labor market.

Youth empowerment programs offer an opportunity for the enrolled youth to acquire internship and apprenticeship in the public and private sector. Fatma (2017) notes that doing an internship: increases skills and knowledge, improves one understanding of a

particular job or industry, helps one gain insight into the way organizations operate and the challenges they face; provides networking opportunities and a chance to try before they decide and clarify whether this type of work is really for them. This ensures smooth school to work transition and with incentives such as budgetary support to the public and private sectors youth are able to gain employment. It also increases the prospect of self-employment as youth are able to identify gaps in the industry and seek to fill that need and contribute not only to their prosperity but also to the prosperity of the nation.

2.7.3 Poverty Eradication

Youth empowerment programs are critical in equipping the young people with the right skills that not only enable them to be employable but also create jobs that contribute to the growth of the Kenyan economy. Youth who are empowered through skills development that meet the present needs of the society are able to break away from the cycle of poverty (Jain, 2017). The youth are able to pass on these skills to others and offering them an opportunity to be active contributors to the society. An example, is agricultural training whereby a trained youth is able to train a group of other unskilled young people and in turn raise their potential in the agriculture sector in order to make a sustained livelihood.

2.7.4 Improving Education Standards

Mwangi (2015) points out that education is a means of transforming and empowering the youth through skills development which is important for economic growth, poverty alleviation, youth empowerment and social inclusion. The introduction of youth empowerment programs was anchored on the basis of adding quality to the existing educational systems. This was in recognition that education can contribute effectively in improving the lives of young people through imparting of practical skills that enable the youth appreciate its value in their lives.

Youth empowerment programs were also created in order to fill the gap of lack of technical skills training in the education systems and ensure that the country is able to invest in human resource capacity development if it’s to achieve it political, social and economic goals that are the main pillars of the Kenya Vision 2030 (Mwangi, 2015).

2.7.5 Breaking Bad Social Habits

Youth empowerment programs are developed to ensure that the young people are shielded from vices in the society such as crime and drug addiction that they turn to when they feel that they lack a sense of belonging due to unemployment. Jain (2017) points out that it is easy for young impressionable minds to get waylaid and entrapped in anti-social activities because they were not empowered morally, academically as well as financially. Youth empowerment programs become important platforms whereby the youth are able to be imparted with life skills such as that enabled them to be pillars of good character and integrity in the society.

Kwena (2017) notes that in everyday life, the development of life skills help the youth to: find new ways of questioning and problem solving; recognizing the impact in their actions and teaches them to take duty for what they do in place of blaming others; construct confidence both in spoken abilities and for institutional collaboration and cooperation; examine options, make selections and understand why they make such selections; and additionally increase an extra feel of self-recognition and appreciation for others. Youth empowerment programs are crucial in the social development of young people as it shields them from resulting into acts of violence such as crime.

This is because of the different trainings that they receive within the programs such as technological, agricultural and entrepreneurial skills enable them to become self-reliant and increase their chances to be absorbed into the workforce and contributing not only to their economic wellbeing but also to the nation's economic growth.

2.7.6 Improving Young Leadership

A vibrant young leadership is very critical in ensuring good governance in Kenya and this is enhanced and guaranteed by effective youth empowerment programs. Jain (2017) notes that a radical government which is pro-people, comes from harnessing bright minds capable of taking the nation into a brighter future. Empowered youth are able to successfully take up from the older generation and work towards rectifying mistakes done. Fan, Agu, & Tsav (2016) asserts that if the youth are empowered, one can predict with some degree of certainty, a more transformed nation, most probably devoid of

nepotism, embezzlement of public funds, political manipulation which have, for long, characterized the nation's political landscape.

2.8 Challenges Faced by Youth Empowerment Programs in Kenya

2.8.1 Access to Credit

The access to credit services from youth empowerment funds among the youth has been a challenge and delays their ambition to pursue entrepreneurial activities that enable them to create self-employment but also create employment for other young people. In addition, there lacks financial literacy among the youth. The youth are not well conversant with transaction costs and interest rates thus creating an obstacle for them to fully benefit from the funds disbursed. Aliero & Ibrahim (2013) elaborate that whenever interest rises up, investment eventually fall, because with higher interest rate the possibility of making profit out of investment is very low, hence high interest rate reduces the marginal efficiency of capital. It is important to note, that youth funds target the unemployed youth and without correct market information on rates, the youth may not opt to apply for financial help in order to jump start their entrepreneurial and advance their existing cycle of poverty and worsens their unemployment situation.

Another challenge to access to credit by the youth is the issue of collateral. The youth have no collateral to offer banks or other micro-finance institutions making it hard for them to access youth funds allocated to them for their overall empowerment in the society. Majority of the youth often lack means of collateral in form of physical assets such as land. The lack of physical assets which is as result of poverty lock out youth with potential business ventures that can increase their chance of having employment and making a positive contribution to the society (Aliero & Ibrahim, 2013).This makes them unfavorable to financial institutions as they are viewed as a risk in case their entrepreneurial activities do not succeed.

Lastly, the access of credit from funding organizations geared to youth empowerment are riddled with long bureaucratic systems. Oloo (2014) points out that there exists many bureaucratic systems that give a competitive advantage to major investors at the expense of young entrepreneurs. These long processes to gain authorizations to conduct business is stressful and may dampen the youth seeking financial assistance.

2.8.2 Corruption

Youth empowerment programs have opened up channels for greedy people especially government officials to divert money allocated for youth projects into their pockets. This has led to the stalling of projects due to lack of financial unsustainability and withdrawal of donor funding towards these programs (Kamau, 2016). An example, is the National Youth Service projects in Kenya that continues to be hard hit by corruption scandals making it impossible to gauge the effectiveness of the program in mitigating unemployment among the youth.

2.8.3 Lack of Effective Accountability Mechanisms

The government-driven youth empowerment programs are not transparent in terms of financial disbursement and the actual youth that have benefited and are successfully employed or that have created employment. Lack of transparency makes it hard to assess the effectiveness of such initiatives especially at the grassroots level (Jassor, 2016). Data available, for example, in government websites tend to highlight the success of certain projects give limited or no information on the shortcoming faced. This makes it hard for lessons to be learnt in order to better implement other projects aimed at empowering the youth and solving their unemployment situation.

2.8.4 Futuristic Planning for the Youth

Despite the creation of youth empowerment programs, the youth are still regarded as what they offer in the future as opposed to their present contribution towards the country's development (Muthee, 2010). This creates a shortfall in the design of youth empowerment programs as the view of youth as future adults may lead to unfair integration into the social-economy of the country. Being seen as future contributors to the country and not present may pose serious challenges in making youth transition into the workforce difficult as they are seen to take over once the older generation are done with their years of service. Muthee (2010) elaborates that youth is not a period of waiting, but a period of radical transformation which should be supported to facilitate development of a stable pathway for individuals as they assume more independence in their living, decision making, and building of social relationships.

2.9 Measures that need to be taken to ensure Effectiveness of Youth Empowerment Programs in Kenya

2.9.1 Adequate Youth Empowerment Infrastructure

For any youth empowerment program to be successful in effecting change among the youth it should be well equipped with appropriate infrastructure. Without appropriate infrastructure, then the output of training programs is ineffective. There is need for creation of training centers and rehabilitation of existing ones with equipment such as training modules, furniture, information technology facilities and a comprehensive curriculum content that is approved by the government as an appropriate way to phase out individuals who sought to con and not empower the youth (Pandey & Pandey, 2015). It is important to ensure that there should be training facilities accessible to vulnerable youth such as those in slum areas, the disable and rural dwellers who are in need of such facilities in order to gain skills that can increase their productivity.

For youth empowerment programs to succeed, they require infrastructure that has an established and effective labor market information system. A labor market information systems enables the public and private sectors to tailor youth empowerment programs according to the demands of the job market ensuring the youth possess skills that make youth not only gain employment but also create employment. Baah-Boateng (2014) that a school-to-work transition programs that provides information on skill requirements in particular occupations and career guidance can facilitate job acquisition by the youth in good time and reduce unemployment duration. Through a comprehensive labor market information system, time wastage is reduced in searching for jobs that are not needed in the current job market.

It is also important for youth empowerment funds to factor in that the youth lack collateral and that this should not hinder them from accessing funds that can help them build their entrepreneurial activities leading to self-employment and the employment of other young people. Fikirini (2017) underscores that to be able to sell micro-credit programs that meet the desires of capacity young people entrepreneurs and guidelines tailor-made to their desires designed. This ensures that the unemployment situation of the youth is significantly reduced.

2.9.2 Creating a Shared Youth Agenda

Youth empowerment programs should not only be viewed as a means of harnessing the economic potential of the youth but also the social and emotional potential that increase their ability to have confidence to take charge of their own and countries development. Shared value is established through stakeholder collaboration especially between the government and private sector in ensuring that they work with a shared vision to increase the employability of the youth through creation of appropriate youth empowerment programs. Through creation of a shared value system the youth are offered a friendly environment to enhance their skill and knowledge, that is essential in challenging the capitalist systems that fail to meet the felt human needs and efficiency as it is centered on the creation of wealth (Akhuemonkhan, Raimi, Patel, & Fadipe, 2014).

It is also important for national policies for the youth become a priority for the government in order to shield the youth against the unemployment situation. Baah-Boateng (2014) points out that stakeholders need to mainstream youth employment in national policy strategies with a firm recognition that employment is the key channel through which poverty can be effectively eradicated. This ensures that policies are monitored and evaluated against development indicators that guide policy makers in the public and private sectors in assessing the value of youth empowerment programs in enabling the youth absorption into the employment and their ability to create employment in an effort to contribute to the political, social and economic growth of the country.

2.9.3 Building Entrepreneurial Linkages

The youth are active and have so much potential to offer the country and remain an untapped potential for driving business which not only raises their standards of living but also contributes to the growth of the country's Gross Domestic Product. Linking young business owners to potential clients, is an empowerment strategy that the government needs to put in place. It is not enough to give financial assistance but use their platform to enhance partnership of young people with investors at the local, regional and global level. Akhuemonkhan et al. (2014) note that these linkages bring about increased employment and wealth creations for local firms, access to foreign

market, access to credit, and enhanced skills, standards and capacity. This enables the youth to challenge themselves through interactions with industry players that increases their entry and sustainability in the employment sector.

2.9.4 Expansion of Post-secondary Alternatives

Babson (2014) points out that the post-secondary education system can relink procedural knowledge to occupational relations and identities and give learners support to advance through or change educational tracks at their own pace. These alternatives are able to be functional with relevant support such as mentorship programs that are able to have trainers who advice the young people to identify their unique talents and guide them in selecting the right pathway that enable them a positive social and economic contribution to the society.

There is also need to have effective investment and support from both the government and the private sector for blue collar employment such as agriculture which is looked down upon the youth as an activity that this dirty and meant for people who reside in both urban and rural areas. Therefore, overlooking the benefits of not only gaining employment but also contributing to the food security of the nation. Baah-Boateng (2014) that increased investment in high labor absorption sectors of agriculture and manufacturing and promotion of growth in these sectors creates more jobs for the youth. This ensures that agricultural skills are imparted to the youth after completion of secondary as a plan to ensure youth empowerment programs are able to mitigate against unemployment by building self-resilient youth who are not dependent on white collar jobs to have a decent and meaningful life.

2.9.5 Promotion of Quality Education Systems

There is value in human capital, and equipped with proper education pathways the youth are able to make a positive contribution in the society. Quality education involves brings about sustainable teaching practices that enhance learners productivity as they transition towards gaining meaningful employment. Jacobi, Toledo, & Grandisoli (2016) note that the aim of sustainability teaching is to acquire various skills, critical and creative thinking, communication, conflict management and problem-solving strategies, project

assessment to the students and participants. This ensures that there are no half-baked graduates as they transition from institutions of higher education into work.

Baah-Boateng (2014) asserts that there needs to be strong collaboration with industry players in the design of education curricula and retraining and retooling of instructors regularly in line with the changing developments in the world of work. This shows the importance of instructors to engage other stakeholders in the education system such as the industrialists, business community whose engagement with educationists enables them to interact with current information on what sector is untapped in order to avoid skills mismatch of the youth and enable them a smooth entry into the labor market (Omolo, 2012). Quality education brings about holistic individual development that makes one increase their employment chances in the labor market.

2.10 Knowledge Gap

Previous research done on youth empowerment focused on showing it as a mere project model that was used by different governments and non-state actors as a means to show that they had the youth development agenda at heart. This meant research focused on assessing the success of perceived youth engagement based on the enrolment of young people into various empowerment programs on projects. There was little or no attention by various researchers on different youth empowerment strategies employed in order to assess if they created true transformation on the ground (Olela, 2015).

Angulo-Ruiz & Pergelova (2015) terms empowerment as a concept that goes beyond knowledge and covers more personal and emotional responses in order to be effective. Therefore, research on youth empowerment programs in mitigating unemployment needs to be mindful of the cognitive abilities of the youth it intends to benefit, their interaction with the environment such as the rural versus urban upbringings and best actions that can trigger positive behavior change among the youth that can make them more employable and independent in the society.

A study conducted by Crisp & Powell (2016) noted that past research on youth empowerment programs focused on employability and failed to look at the differences in the geography of labor market demand. Therefore, such research failed to assess the

effectiveness of youth empowerment in mitigating unemployment. This is because despite the uptake of youth empowerment programs such as training, there was little absorption of youth into the labor force as well as those who are qualified in terms of higher are still lacking employment opportunities. There is a need to find out why there is a disparity in coherence between training institutions and the formal and informal sector, as the hard truth is that even after training the youth are not full absorbed in the job market or become successful entrepreneurs (Kimando, Njogu, & Kihoro, 2012). Therefore, colorful youth empowerment programs are pointless, if after completion have no employable outcome for the youth. These calls for going back to the drawing board and ensuring research on youth empowerment programs assess critical factors such as political goodwill for job and self-employment expansions that can be of benefit to the youth.

Researchers have often placed their studies on youth empowerment programs and have failed to look into its mechanisms in order to measure its effectiveness in making a significant contribution to mitigating the unemployment situation. In Kenya, the unemployment situation continues to be associated with the youth despite the roll out of different youth empowerment programs. Therefore, this calls for effective analysis of youth empowerment programs as an approach and methods employed in ensuring that the youth become more employable in the society (Jassor, 2016).

It also calls for assessing the different accountability measures that are set up in order to validate the existence of youth empowerment programs in mitigating unemployment and notable challenges where it has not led any significant change for the youth of the country. Crisp point out that current understanding and policy requires a shift from a static, a spatial and individually-focused explanation and response to youth unemployment towards a long-term perspective focused on the relationship between social and economic transformation and the shift of social interdependencies of young people across time and space.

In addition, Wambui (2010) points out that most research studies focused on job creation and the cost effectiveness of job creation because jobs as the principal policy objective of most youth empowerment programs. This fails, to capture various factors needed to

assess the effectiveness of youth empowerment programs such as infrastructure that include adequate funds, quality training facilities in terms of buildings and curriculum development. It is in this light, that this study sought out not only to find out the effectiveness of youth empowerment in mitigating unemployment in Kayole, but also, show the importance of youth involvement in the development of these empowerment strategies in order to ensure their felt needs.

2.11 Conceptual Framework

The conceptual framework illustrates different concepts related to the effectiveness of youth empowerment programs in tackling unemployment in Kayole, Nairobi County, Kenya. The concepts considered include factors that led to the establishment of youth empowerment programs, challenges faced by youth empowerment programs, policy issues that need to be incorporated youth empowerment programs as independent variables and mitigating unemployment as the dependent variable. Figure 2.1 illustrates different concepts related to the effectiveness of youth empowerment programs in mitigating unemployment.

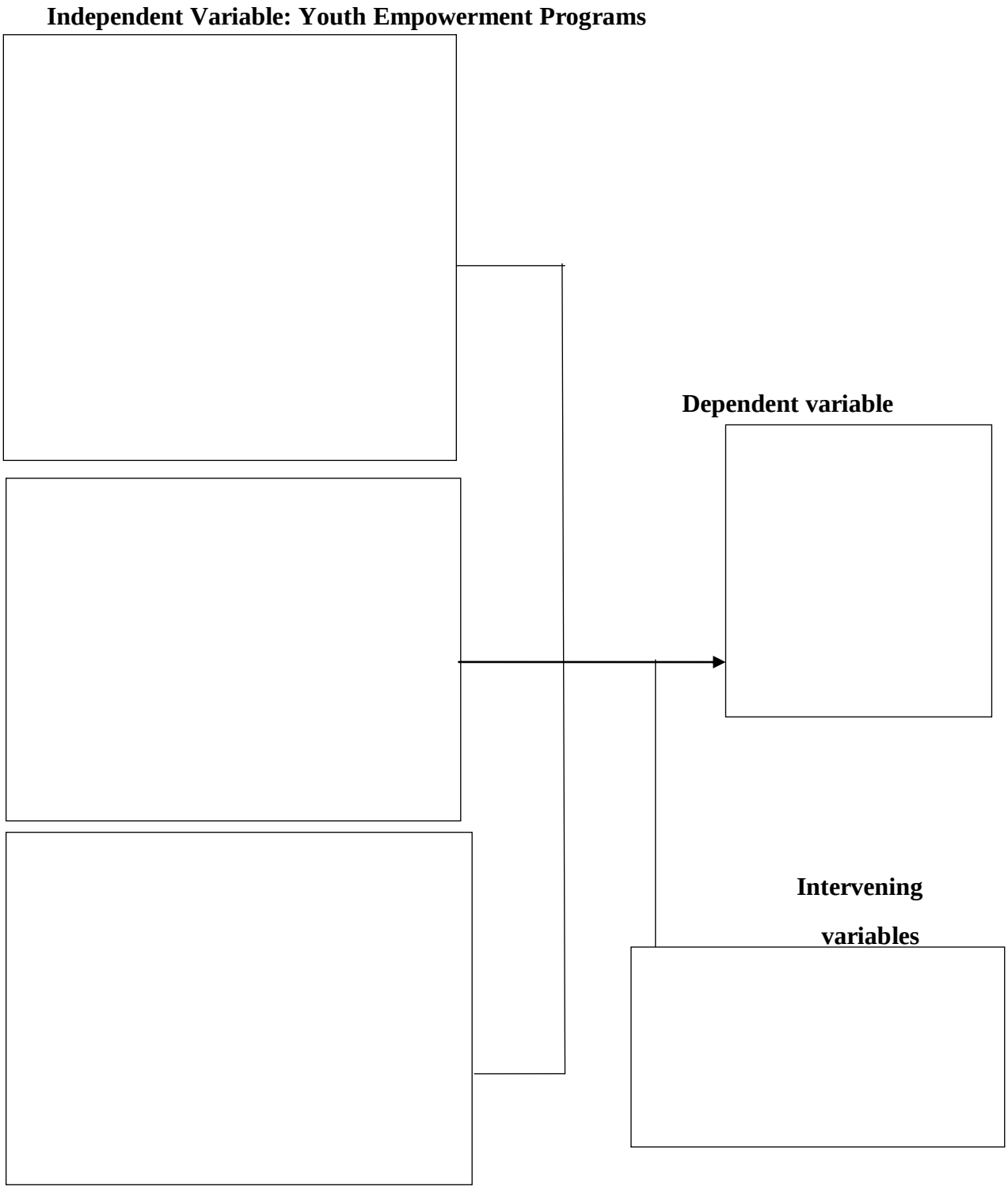


Figure 2.1: Conceptual framework; Concepts related to the effectiveness of youth empowerment programs in mitigating unemployment.

Youth empowerment programs are a serious issue of concern in Kenya. Introduction of youth enterprise development fund, technical industrial and vocational Education training centers plays a significance role in reducing the level of unemployment in the country. Therefore, youth empowerment programs affects unemployment of the youths in Kayole since there inadequate empowerment programs set aside to empower youths and create employment opportunities.

Youth unemployment policies have centered on supplying young people with education and skills, and transforming their behavior, in order to fall in line with satisfactory norms and values in the society. However, there remains a gap with regards to entrepreneurial linkages, youth agenda and quality of education systems policies that are facing the youths. These policies play a critical role on the matter of unemployment among the youths. There is a need for policies issues to be addressed in order to solve the puzzle of unemployment of youths in Kenya.

Young people's experiences are largely shaped by polices that affect their lives. The rules, constraints and opportunities provided by the policies define the manner in which youth access goods and services such as education, health care and protection. However, all too often, policies adopt a "problem-oriented" approach to young people and reflect some deep anxieties in the public psyche. Policies that address the issues of inadequate funds, corruption and lack of accountability in a country affect the unemployment margin among citizens within a country and that reflects the youths of the country.

CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the research design and methodology that was used in the study. The chapter is divided into the following subsections: research design, study area, target population, sample size and sampling procedure, data collection tool, reliability and validity of the research instrument, data collection procedure, data analysis and presentation and ethical considerations.

3.1 Research Design

McMillan and Schumacher (2001) define research design as a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. The design showed which individuals were studied, when, where, and under which circumstances were studied. The researcher employed quantitative research in this study. The quantitative research design that was used in this study is the descriptive research design.

Through the descriptive research design, the researcher constructed questions in order to gather the desired information, identify the individuals that were surveyed, identify the means by which the survey was conducted and summarize the data in a way that provides the designed descriptive information (Kombo & Tromp, 2006). The researcher used the descriptive research design to note inconsistencies and relations of the several issues that gave important insights on assessing the effectiveness of youth empowerment in mitigating unemployment in Kayole, Nairobi County.

3.2 Study Area

The study area is the geographical location which the study is operating (Marylin & Goes, 2013). Study area defines clearly the extent of content that was covered by the means of the research in order to come to a more logical conclusions and give conclusive and satisfactory answers to the research (Admin, 2014). The study was carried out in Kayole located in Embakasi Central Constituency. Kayole is a sub-

location of Nairobi County comprising of four wards namely: Kayole South; Kayole North; Kayole Central and Matopeni Ward. With the use of simple random sampling, the researcher selected Kayole South.

The choice of Kayole fitted the study because of the following reasons: considerable number of youth who are grappling with the unemployment situation. The rise of social vices such as high crime rate, teenage pregnancies, drug addiction; and rising school dropout cases closely associated with the unemployed youth. Lastly, Kayole was a preferred location due to the accessibility to youth empowerment programs. The study area made it possible for the researcher to access information pertinent to the study. Finally, Kayole is mostly comprised of housing units that offer homes to multicultural communities; the findings therefore are generalizable to the larger population of Kenya.

3.3 Target Population

A population is referred to as the entire group of people, events, or things of interest that the researcher wishes to investigate. The target population is the entire finite or infinite aggregate of individuals or items from which samples are drawn (Sekaran, 2003). The study targeted the youth population of Kayole area who are aged between 18-35 years and clearly include in the study the youth who are engaged in institutions that offer empowerment programs. According to the chief's administrative records, there were approximately 3000 youth aged between 18-35 years present in the four wards of Kayole namely Kayole South, Kayole Central, Kayole North and Matopeni wards. Further, through surveying 50 diverse youth empowerment programs in the four Kayole wards, the researcher identified that 40% which were 1200 youth were engaged in the youth empowerment programs in their respective wards. Therefore, the target population comprised of 3000 youth of which 1200 formed part of the accessible population that the researcher used to generalize results of the study.

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size

Kamau, Githii, & Njau (2014) point out that a sample size refers to the number of elements to be included in the study. Further, Mugenda & Mugenda (2003) indicate that

determining a sample size depends on guided factors such as the number of variables in the study, the type of research design, the method of data analysis and the size of the accessible population. Therefore, with guidance from the chosen research design which is the descriptive design, the researcher used 10% of the accessible population to form the sample size (Mugenda & Mugenda, 2003). With the accessible population comprising of 1200 youth, 10% of that brought about 120 youth who formed the sample size to be included in the study.

Table 3. 1: Sample Size

Category	**Accessible youth population**	**Sample size**
Youth engaged in empowerment programs	1200	120
Total	**1200**	**120**

Source: Author (2018)

3.4.2 Sampling procedure

Kombo & Tromp (2006) assert that sampling is the process of selecting a representative part of the population for the purposes of defining characteristics of the whole population. The study used probability sampling namely systematic sampling technique which is about selecting the 'k'th element. Step one, the researcher chose the element to start with on the sampling frame. That was decided by tossing a coin, number was to be heads, number two tails. Step two, by selecting every 9^{th} element, the researcher selected a sample size of 120 youth (Kamau et al., 2014).

3.5 Data Collection Tool

The data for the study was collected by use of a questionnaire with a help of two research assistants. The questionnaire was developed in order to facilitate the collection of primary data for the survey. The questionnaires were administered to the youth engaging in empowerment programs and residing in Kayole area of Nairobi County so as to obtain primary data for the survey. The questionnaires are designed to obtain quantitative data. The use of a questionnaire is justified as the research design is

descriptive. The choice of questionnaire is also because it allowed information to be collected from the respondents within a short time, it also allowed the respondents to fill the questionnaire at their own convenience and gave relatively objective data (Mugenda & Mugenda, 2003).

3.5.1 Pilot Test

The questionnaire was piloted to a section of the Kayole youth before data collection was done in order to identify and minimize methodological errors to ensure that the results are verifiable. The pilot test involved the following steps: 12 youth representing 10% of the sample was identified; the questionnaire was administered to the selected youth; youth views on clarity of questions, ease of understanding and experiences when filling the questionnaire was sought; their views were considered before the development of the final questionnaire leading to its adaptation and adoption of it as the research instrument for the study. The youths that were involved during the piloting were not part of the actual sample during the data collection process. The researcher also interacted with field assistants especially those who are conversant with Kayole area of Nairobi County and organize how translation was used when interacting with illiterate people within the Kayole community.

3.5.2 Primary Data

Primary data was obtained from questionnaires. The questionnaires were designed to obtain quantitative data. The questionnaires were carried out by several research assistants. They were selected on the basis of knowledge of local language and terrain, academic qualification and were trained before undertaking the field work. The research assistants were supervised by the researcher to ensure they follow the laid down procedure in data collection. The research assistants were also trained on the respondents they should issue with questionnaires and those who were to be selected for the study. The researcher acquired a research permit from National Commission for Science, Technology and Innovation (NACOSTI) before embarking on the study.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity

Validity of research can be explained as an extent at which requirements of scientific research method have been followed during the process of generating research findings. Oliver (2010) considers validity to be a compulsory requirement for all types of studies. There are different forms of research validity and main ones are specified by Cohen et al (2007) as content validity, criterion-related validity, construct validity, internal validity, external validity, concurrent validity and face validity.

Measures to ensure validity of a research include, but not limited to the following points:

Validity refers to how precise the data in the study represents the variables of the study (Kamau et al., 2014). Therefore validity of research is explained as the extent to which requirements of social science research method has been adhered to during the entire process of generation of research findings. Indeed, validity is considered to be a required obligatory for all types of researches. There are different forms of research validity as opined by Flick (2011): for example, there is content validity, and criterion-related validity, then construct validity, also internal validity, another type is external validity, followed by concurrent validity and finally face validity.

The validity of the study was determined through assessing content validity. Flick (2011) points out that content validity is achieved when the measurement instrument captures the issue under study in essential aspects and in an exhaustive way. Therefore, it established the accuracy and effectiveness of the instruments used to collect data in the study. The researcher used two groups in order to assess content validity. These groups consist of the supervisors, lecturers from the department of social sciences, and colleagues undertaking development studies in order to facilitate discussion of the instruments used. The content validity was varied out in two ways. First, the researcher provided the information about the data collecting instrument used in the study to the first group. Through this, the first group was able to cross or tick every item in the questionnaires in order to indicate if these instrument measure what it was to or not. This enabled the researcher to receive suggestions, corrections and clarifications in order to

make the required changes. Second, the researcher used the second group to determine if the checklist effectively represented the concept study. Through this the researcher ensured that the objectives of the study were met.

In conclusion, the researcher was careful to take the following measures as a way of ensuring validity: ensuring that appropriate time scale for the study was selected and well utilized; an appropriate methodology for the study was chosen, in view of the characteristics of the study; the study had a suitable and representative sample was arrived at using acceptable sampling methods; and finally the respondents were not to be pressured in responding to the questionnaire. Thus, the study made all considerations to minimize all issues that could undermine validity.

3.6.2 Reliability

Reliability in social science research refers to the extent to which the respondents will give the same answers if any other researcher using the same instruments conducts the interviews. Therefore, where a research has high levels of reliability; most probably then other researchers will generate the same results as long as they employ the same research methods and tools, and subjected to similar conditions like the previous study (Driscoll & Brizee, 2012). To ensure reliability, the researcher at all times must guard against any form of subjectivity approach in the process of the research (Mugenda & Mugenda, 2003). Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. By collecting data first hand and through face to face interaction by the researcher and the research assistants with the respondents on the questionnaire items, the reliability of the research instrument was enhanced. Participant error whereby the respondents sought to please the researcher was minimized though open briefing by the researcher and research assistants on the purpose of the survey. Through random selection of homogenous groups namely the youth engaged in empowerment programs and the youth not engaged in empowerment programs in Kayole area of Nairobi County, reliability was enhanced. The study used the internal consistency measure known as Cronbach's Alpha (α) which was generated by Statistical Package for Social Science. The recommended value of 0.7 was used as a

cut-off to establish reliability for this study. The overall Cronbach's Alpha of 0.900 indicated that the data collection instrument was reliable (Trochima & Donnelly, 2006).

3.7 Data Collection Procedure

The researcher obtained all the essential documents to facilitate the process of data collection. An introduction letter was obtained from St. Paul's University to introduce the researcher in the field. The research permit was obtained from the relevant authority which is NACOSTI. Upon receiving the necessary documents, the researcher selected two research assistants who were trained in data administration and collection procedures, and then proceed to undertake the field study and distribute questionnaires amongst those who were selected to take part in the study. Each participant was provided with a packet that included a letter of introduction and a questionnaire. The survey was by self-completion whereby the respondents filled in the answer by themselves and in cases of illiterate individuals were guided by the research assistants. Each question was coded from 1-120, where 1-30 was allocated to youth engaged in empowerment programs while 31-120 was allocated to youth not engaged in empowerment programs. The codes were used to track incoming responses from each responses.

The completed questionnaires were collected by the researcher and the two research assistants after one week. A follow up request was made to non-respondents if the response rate from the first administration was less than 90%. The returned questionnaires were checked during collection for illegible and inconsistent entries such as if a respondent ticked two or more responses for the same question. A second contact with the respondents were made to resolve any problem that arose when validating and editing the questionnaires. In order to ensure smooth running of the data collection exercise, verbal authorization was sought from the chief of Kayole area in Nairobi after presentation of the NACOSTI permit.

3.8 Data Analysis and Presentation

Quantitative data analysis was done through descriptive statistics. Frequency distributions and percentages were used to describe data obtained from the respondents. Means were used to indicate measures of central tendency for the responses on each variable whereas, standard deviation provide a measure of variability. These statistical relationships were computed with the aid of the computer application software; Statistical Package for Social Science (SPSS) and used to summarize the relationship between the dependent variable for each independent variable. The results were used to establish if any relationship existed between the variable. Analyzed data was presented using tables, pie charts, bar graphs, and frequency distribution and cross tabulations. The information on the findings was presented in a report that was submitted to the university as an academic study. A copy of the final report was submitted to all stakeholders.

3.9 Ethical Considerations

Ethical considerations in research form an important component of research as far as conduct of a researcher is concerned. In this study, research ethics was ensured by adhering to the best practices in research. Ethical considerations entailed voluntary participation, anonymity and confidentiality of the respondents. Before distribution of the questionnaires, the participants in the study were informed about the purpose of the study for them to be able to make their own judgment on whether to participate or not. This was done in order to ensure that the principle of voluntary participation and informed consent is adhered to by the researcher (Trochima & Donnelly, 2006). Those who were not willing to proceed with the study were accorded their right to withdraw.

Confidentiality and anonymity of the respondents was also considered by the researcher. Anonymity in this study was achieved through intentionally concealing the identity of the respondents. On the other hand, confidentiality means that no one knows who the participants are, and that their identity including their names are protected and are not revealed in any way in the resulting report (Driscoll & Brizee, 2012). These were maintained through assuring the respondents through the letter of introduction of the researcher's intention of keeping their identity and responses confidential.

Ethical consideration during data collection was ensured adhered to by developing trust with the participants by: promoting the integrity of research; guarding against misconduct and impropriety that might reflect on their organizations or institutions; and cope with new, challenging problems (Mugenda & Mugenda, 2003). The researcher also sought to avoid deceptive practices by explaining the purpose of the study since the study is open in order to guard against influencing the results. In order to ensure the integrity of the study, a research permit was acquired from NACOSTI and notification to the chief of Kayole was sought before undertaking field study and a report issued to all stakeholders. Lastly, the researcher sought to avoid plagiarism. The researcher ensured that all the authors' whose works have been used in this study were fully cited and indicated in the list of references (Clarke, 2006).

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

The chapter entails presentation of results, interpretations and discussion of the findings in accordance to the general and specific objectives of this research. The main objective of this study was to examine the effectiveness of youth empowerment programs in mitigating unemployment in Kayole, Nairobi County. The specific objectives were to determine the factors that led to establishment of youth empowerment programs; determine the challenges faced by youth empowerment programs and investigate the measures that need to be taken to make youth empowerment programs effective in mitigating against youth unemployment in Kayole, Nairobi County. The results were presented in figures (bar graphs and pie charts) and tables.

4.2 Response Rate

The sample size of this study was 120 youth engaged in empowerment programs in Kayole, Nairobi County. Therefore, 120 were distributed questionnaires among the study's participants and 102 questionnaires were duly filled and returned there questionnaires to the researcher, on time. This provided a response rate of 85%. According to Bhattacherjee (2012), a response rate of 75 per cent is adequate for analysis, for making conclusions and making inferences about a population. In addition, Russell (2013) indicates that a response rate of 60% and above is acceptable for analysis. This implies that the response rate (85%) was adequate for analysis, drawing conclusions and reporting.

4.3 Pilot Test

The validity, accuracy and effectiveness of the instruments were enhanced by use of reviews from supervisors, lecturers from the department of social sciences, and colleagues undertaking development studies and making necessary corrections. The reliability of the research instrument was assessed by use of internal consistency, which

is measured by use of Cronbach's Alpha (α). The recommended value of 0.7 was used as a cut-off to establish reliability for this study. The results were as presented in Table 4.1.

Table 4. 1: Cronbach Reliability Alpha

Construct	**Cronbach's alpha**	**No. items**
Causes of youth unemployment	0.942	7
Youth empowerment programs	0.965	6
Effectiveness of youth empowerment programs	0.856	4
Solutions	0.866	5
Average	**0.907**	

According to the findings, as indicated in Table 4.1, causes of youth unemployment had a Cronbach's alpha of 0.942, youth empowerment programs had a Cronbach's alpha of 0.965, effectiveness of youth empowerment programs had a Cronbach's alpha of 0.856 and solutions had a Cronbach alpha of 0.7866. These findings clearly show that the questionnaire was reliable and no amendments were required.

4.4 Profile of Respondents

The profile of the participants in this study comprised of their gender, age group, highest level of education, current employment status and the technical skills they have acquired. The results were presented in figures (bar graphs and pie charts) and tables.

4.4.1 Gender of the Participants

The youth engaged in empowerment programs in Kayole were asked to indicate their gender. The results were as depicted in Figure 4.1.

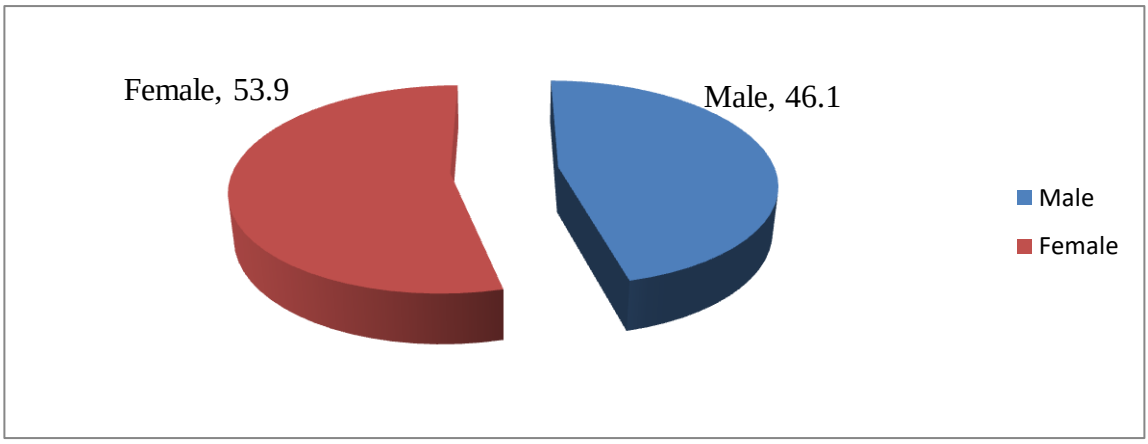


Figure 4.1: Gender of the Participants

According to the results, 53.9% of the youth engaged in empowerment programs specified that they are female while 46.1% indicated that they are male. This implied that female youths in Kayole were more engaged in youth empowerment programs as compared to male youth.

4.4.2 Age Group of the Youths

The youth engaged in empowerment programs in Kayole were requested to specify their age group. The results were as shown in Figure 4.2.

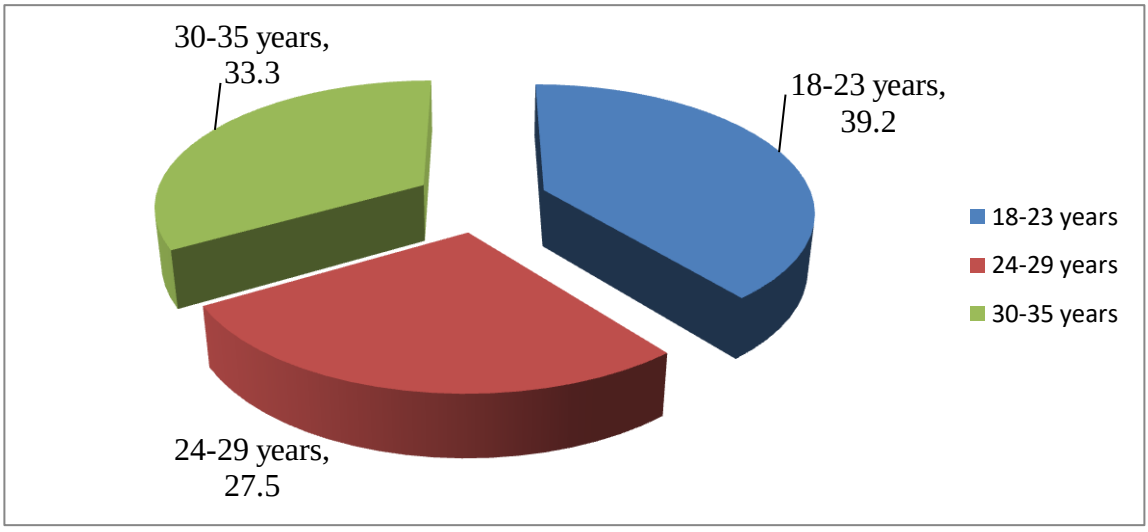


Figure 4.2: Age group of the Youths

According to the findings, 39.2% of the respondents indicated that they were in the age group of 18 to 23 years, 33.3% pointed out between 20 and 35 years while 27.5%

indicated between 24 and 29 years. This implied that most of the youth involved in youth empowerment initiatives are aged between 18 and 24 years. These findings agree with United Nations (2001) report that majority of the youth are aged between 15 and 24 years.

4.4.3 Highest Level of Education

The respondents were asked to specify their highest level of education. The results were as presented in Figure 4.3.

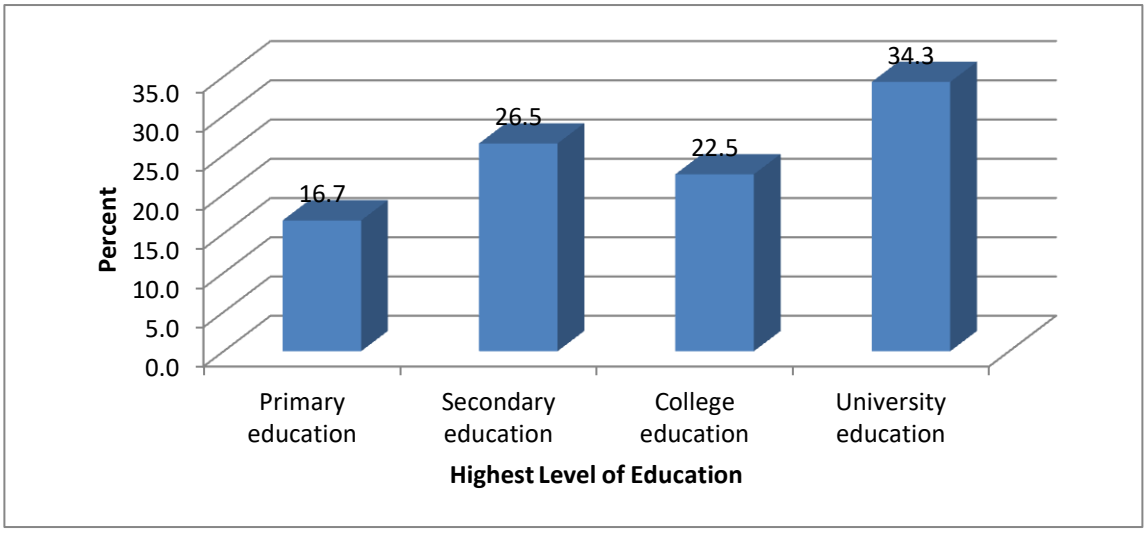


Figure 4.3: Highest Level of Education

According to the results, 34.3% of the youth engaged in empowerment programs specified that they were undergraduates, 26.5% pointed out that they had secondary education, 22.5% specified that they had college education and 16.7% indicated that they had primary education. This implied that most of the youth who were engaged in youth empowerment programs had college education and university degrees. These findings concur with Aliero and Ibrahim (2013) findings that many young people are lacking in relevant skills while those that have some form of education often exhibit skills that are at odds with current demand of the labor market.

4.4.4 Employment Status of the Youths

The youth engaged in empowerment programs were also asked to indicate their current employment situation. The outcomes of their views were as depicted in Figure 4.4.

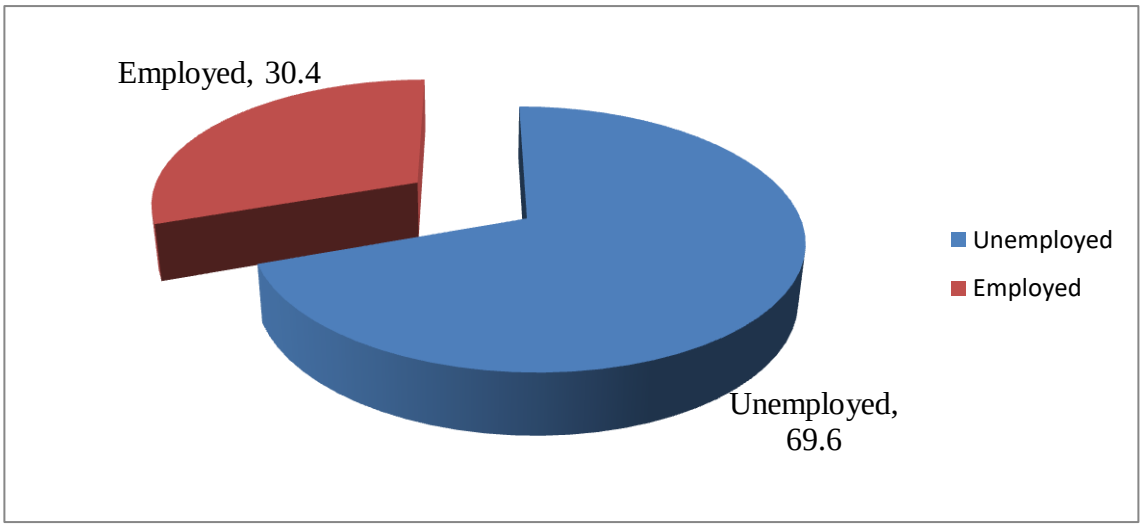


Figure 4.4: Employment status of the Youths

From the findings, 69.6% of the youth indicated that they were unemployed and 30.4% specified that they were employed. This implied that most of the youths who are engaged in youth empowerment initiatives are unemployed. These findings agree with Aliero and Ibrahim (2013) findings that the youth constitute 60% of the unemployed in Africa. In addition, the findings concur with (International Institute of Labour Studies & ILO (2013) argument that Kenya continues to record high figures of youth employment rates of 60.5%, thus indicating there is lack of effectiveness of youth empowerment programs in bringing the desired change to the targeted beneficiaries.

4.4.5 Acquisition of Technical Skills

The respondents were also asked to indicate the technical skills they had acquired. The results were as depicted in Figure 4.5.

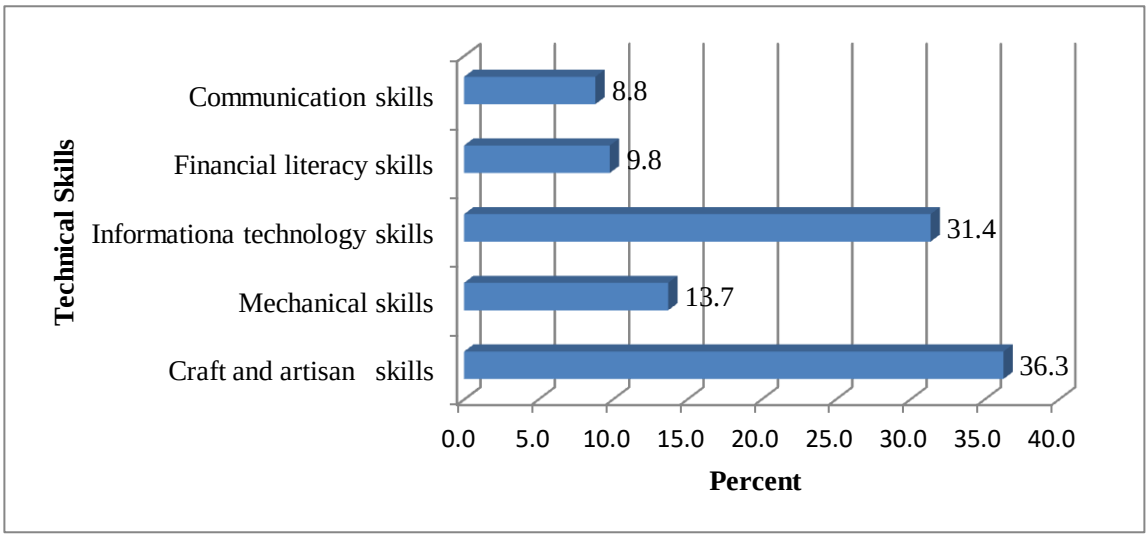


Figure 4.5: Acquisition of Technical Skills

According to the findings, 36.3% of the respondents specified they had acquired craft and artisan skills, 31.4% pointed out that they had acquired information and technology skills, 13.7% indicated that they had acquired mechanical skills, 9.8% specified financial literacy skills and 8.8% pointed out that they had acquired communication skills. This implied that most the skill was craft and artisan skills, followed by information technology skills, mechanical skills, financial literacy skills and communication skills. These findings agree with Lahusen, Schulz and Graziano (2013) argument that with the right skills the youth can have opportunity to transition into an inclusive labor market and are equipped.

4.5 Causes of Youth Unemployment

The participants were asked to indicate their level of agreement in relation to various statement relating to causes of youth unemployment in Kayole, Nairobi County. A five point Likert scale was used where 1 represented totally agree, 2 represented partially agree, 3 represented totally disagree, 4 represented no opinion and 5 represented don't know. The outcomes of their views were as shown in Table 4.2.

Table 4. 2: Causes of Youth Unemployment

	1	2	3	4	5	Mean	Std. Deviation
Rural-urban migration	1.0	5.9	3.9	20.6	68.6	4.500	0.898
High population growth rate	2.9	2.9	4.9	46.1	43.1	4.235	0.902
Poor economy	7.8	1.0	4.9	15.7	70.6	4.402	1.162
Youth exclusion from development agenda	3.9	0.0	49.0	0.0	47.1	4.431	0.571
Poor education system	7.8	5.9	9.8	59.8	16.7	3.715	1.065
High influx of graduates	1.0	6.9	3.9	34.3	53.9	4.333	0.915
Corruption	1.0	2.9	9.8	15.7	70.6	4.519	0.864

With a mean of 4.519 and a low standard deviation of 0.864, the youth totally agreed that corruption causes youth unemployment. In addition, they totally agreed that rural-urban migration causes youth unemployment as shown by a mean of 4.500 and a low standard deviation of 0.898. Moreover, they partially agreed that youth exclusion causes youth unemployment as shown by a mean of 4.431 and a low standard deviation of 0.571. The findings are in line with the findings of Fan, Agu, and Tsav (2016) that the main factors causing youth unemployment in third world countries are rural to urban migration, corruption and exclusion of youth in development programs.

They also agreed partially that poor economy results to youth unemployment as shown by a mean of 4.402 and a low standard deviation of 1.162. With a mean of 4.333 and a low standard deviation of 0.915, the respondents partially agreed that high influx of graduates result to youth unemployment. Further, they partially agreed that high population growth rate causes unemployment as shown by a mean of 4.235 and a low standard deviation of 0.902. Furthermore, they partially agreed that poor education system leads to youth unemployment as shown by a mean of 3.715 and a low standard deviation of 1.065. The findings are in agreement with the findings of Pandey and Pandey (2015) that poor economy, high influx of graduates, high population growth rate and poor education system cause unemployment among the youths in Africa and has led to establishment of youth empowerment programs in mitigating the unemployment in developing states such Kenya, Angola and Malawi.

The critical social theory emphasized that for youth empowerment programs to succeed in eliminating the youth unemployment situation they need to take into account several

things which include addressing poor education system, high influx of graduates and corruption.

4.6 Factors That Led to Establishment of Youth Empowerment Programs

The first specific objective of this study was to examine the factors that led to establishment of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County. The respondents were requested to indicate their agreement level with various factors that have led to the establishment of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County. The results were as shown in Table 4.3.

Table 4. 3: Factors that led to the establishment of youth empowerment programs

	1	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
The need for soft skills	14.7	2.0	9.8	49.0	24.5	3.666	1.284
Breaking youth inequality in accessing opportunities	2.0	2.0	2.0	19.6	74.5	4.627	0.795
Poverty eradication	1.0	1.0	2.9	23.5	71.6	4.637	0.686
Improving education standards	6.9	2.9	2.9	62.7	24.5	3.951	1.008
Breaking bad social habits	4.9	3.9	0.0	40.2	40.2	4.323	0.945
Improving young leadership	1.0	2.0	0.0	24.5	72.5	4.656	0.682

With a mean of 4.656 and a low standard deviation of 0.682 the respondents totally agreed that improving young leadership have led to the establishment of youth empowerment programs in mitigating youth unemployment. These findings agree with Jain (2017) findings that a vibrant young leadership is very critical in ensuring good governance in Kenya and this is enhanced and guaranteed by effective youth empowerment programs.

They also totally agreed that breaking youth inequality in accessing opportunities have led to the establishment of youth empowerment programs in mitigating youth unemployment as shown by a mean of 4.627 and a low standard deviation of 0.795. Youth empowerment programs are mainly intended to make sure that equal opportunities were accorded to young people regardless of tribe or economic background. The findings are in line with the findings of Chinedu and Oladiran (2015)

that improving young leadership and breaking youth inequality in accessing opportunities help young people strengthen positive attitude, skills and behaviors that improves proper functioning across a range of life activities. Also, the youth empowerment platform offers a platform for youth to be productive and compete fairly as they transition into the labor market.

In addition, they partially agreed that breaking bad social habits had led to the establishment of youth empowerment programs in mitigating youth unemployment as shown by a mean of 4.323 and a low standard deviation of 0.945. Jain (2017) had earlier indicated that Jain (2017) points out that it is easy for young impressionable minds to get waylaid and entrapped in anti-social activities because they were not empowered morally, academically as well as financially. However, youth empowerment programs become important platforms whereby the youth are able to be imparted with life skills such as that enabled them to be pillars of good character and integrity in the society.

Moreover, they partially agreed that improving education standards have led to the establishment of youth empowerment programs in mitigating youth unemployment as shown by a mean of 3.951 and a low standard deviation of 1.008. These findings concur with Mwangi (2015) findings that education is a means of transforming and empowering the youth through skills development which is important for economic growth, poverty alleviation, youth empowerment and social inclusion. Further, they partially agreed that the need for soft skills have led to the establishment of youth empowerment programs in mitigating youth unemployment as shown by a mean of 3.666 and a moderate standard deviation of 1.284. The findings are in line with the findings of Mwangi (2015) that breaking bad social habits, improving education standards and need for soft skills transform and empower the youth through skills development which is important for economic growth and poverty elevation. In addition, the empowerment theory emphasizes that the youth should not only develop specific employability skills and positive assets, but also become motivated to actively apply these skills and knowledge to become positive agents of change for themselves and for their community.

4.7 Challenges of Youth Empowerment Programs

The second specific objective of this study was to determine challenges faced by youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County. The participants were asked to indicate their level of agreement with the various statements on challenges faced by youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County. The results were as depicted in Table 4.4.

Table 4. 4: Challenges of Youth Empowerment Programs

	1	2	3	4	5	Mean	Std. Deviation
Access to credit	5.9	3.9	0.0	26.5	63.7	4.382	1.090
Corruption	5.9	2.0	0.0	23.5	68.6	4.549	0.803
Lack of effective accountability mechanisms	2.0	2.0	0.0	21.6	74.5	4.647	0.766
Futuristic planning for the youth	3.9	3.9	4.9	50.0	37.3	4.127	0.961

With a mean of 4.6471 and a low standard deviation of 0.766, the youth engaged in empowerment programs totally agreed that lack of effective accountability is a challenge faced by youth empowerment programs in mitigating youth unemployment in Kayole. These findings agree with Jassor (2016) findings that lack of transparency makes it hard to assess the effectiveness of initiatives such as government-driven youth empowerment programs especially at the grassroots level.

They also totally agreed that corruption challenges affect youth empowerment programs in mitigating youth unemployment as shown by a mean of 4.549 and a low standard deviation of 0.803. The findings are in line with the findings of Aliero and Ibrahim (2013) that the lack of effective accountability and corruption create an obstacle for the youths to fully benefit from the youth development initiatives.

Further, they partially agreed that access to credit is a challenge faced by youth empowerment programs in mitigating youth unemployment as shown by a mean of 4.382 and a moderate standard deviation of 1.090. These findings concur with Aliero and Ibrahim (2013) findings that the access to credit services from youth empowerment funds among the youth has been a challenge and delays their ambition to pursue

entrepreneurial activities that enable them to create self-employment but also create employment for other young people.

Furthermore, they partially agreed that futuristic planning for the youth is a challenge faced by youth empowerment programs in mitigating youth unemployment as shown by a mean of 4.127 and a low standard deviation of 0.961. The findings are in line with the findings of Kamau (2016) that financial constraints and futuristic planning for the youth are the major challenges that impede youths from benefiting from youth development programs in Kenya. In addition, Muthee (2010) indicates that youth is not a period of waiting, but a period of radical transformation which should be supported to facilitate development of a stable pathway for individuals as they assume more independence in their living, decision making, and building of social relationships.

4.8 Measures that need to be taken to ensure Effectiveness of Youth Empowerment Programs

The youth engaged in empowerment programs were requested to indicate their level of agreement with the various measures that need to be taken to ensure youth empowerment programs are effective in mitigating youth unemployment in Kayole, Nairobi County. The results were as shown in Table 4.5.

Table 4. 5: Measures to ensure Effectiveness of Youth Empowerment Programs

	1	**2**	**3**	**4**	**5**	**Mean**	**Std. Deviation**
Adequate youth empowerment infrastructure	3.9	0.0	0.0	25.5	70.6	4.588	.848
Creating a shared youth agenda	3.9	2.0	4.9	39.2	50.0	4.294	.950
Building entrepreneurial linkages	3.9	0.0	0.0	24.5	71.6	4.598	.847
Expansion of post-secondary alternatives	2.9	0.0	0.0	22.5	74.5	4.686	.629
Promotion of quality education systems	2.9	2.0	0.0	39.2	55.9	4.431	.850

With a mean of 4.686 and a low standard deviation of 0.629, the respondents totally agreed that expansion of post-secondary alternatives need to be incorporated into youth empowerment programs in order to make them effective in mitigating youth unemployment in Kayole. These findings are in agreement with Babson (2014) who pointed out that the post-secondary education system can relink procedural knowledge to

occupational relations and identities and give learners support to advance through or change educational tracks at their own pace.

They also totally agreed that building entrepreneurial linkages need to be incorporated into youth empowerment programs to make them effective in mitigating youth unemployment youth unemployment as shown by a mean of 4.598 and a low standard deviation of 0.847. These findings agree with Akhuemonkhan et al. (2014) findings that linkages bring about increased employment and wealth creations for local firms, access to foreign market, access to credit, and enhanced skills, standards and capacity.

Moreover, they totally agreed that adequate youth empowerment infrastructure is a measure that needs to be taken to ensure youth empowerment programs are effective in mitigating youth unemployment as shown by a mean of 4.588 and a low standard deviation of 0.848. As indicated by Pandey and Pandey (2015) without appropriate infrastructure, then the output of youth empowerment programs is ineffective. Therefore, there is need for creation of training centers and rehabilitation of existing ones with equipment such as training modules, furniture, information technology facilities and a comprehensive curriculum content that is approved by the government as an appropriate way to phase out individuals who sought to con and not empower the youth.

Further, they partially agreed that promotion of quality education systems is a measure that need to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole as shown by a mean of 4.431 and a low standard deviation of 0.850. These findings are in line with Jacobi, Toledo, & Grandisoli (2016) argument that the aim of sustainable teaching within youth empowerment programs is to acquire various skills, critical and creative thinking, communication, conflict management and problem-solving strategies for the youth.

Furthermore, they partially agreed with a mean of 4.294 and a low standard deviation of 0.950 that creating a shared youth agenda is a measure that needs to be taken to ensure youth empowerment programs are effective in mitigating youth unemployment. According to Akhuemonkhan, Raimi, Patel and Fadipe (2014), through creation of a shared value system the youth are offered a friendly environment to enhance their skills

and knowledge, which is essential in challenging the capitalist systems that fail to meet the felt human needs and efficiency as it is centered on the creation of wealth.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter covers the summary of the findings, conclusions, recommendations and suggestions for further studies as per the purpose of the study which was to examine the effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County.

5.2 Summary

This section presents summary of the findings with respect to the factors that led to establishment of youth empowerment programs, challenges faced by youth empowerment programs and measures that need to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County.

5.2.1 Causes of Youth Unemployment

The study found that:

1. One of the main causes of youth unemployment in Kenya was corruption.
2. Other causes include rural-urban migration, youth exclusion, poor economy and high influx of graduates result to youth unemployment.
3. Further, high population growth rate was found to lead to an increase in youth unemployment.
4. Furthermore, the study revealed that poor education system leads to youth unemployment.
5. Generally, poor economy, high influx of graduates, high population growth rate and poor education system cause unemployment among the youths and hence necessitated the establishment of youth empowerment programs in mitigating the unemployment in developing states including Kenya.

5.2.2 Factors That Led to Establishment of Youth Empowerment Programs in Mitigating Youth Unemployment

The study concluded that:

1. Improving young leadership had led to the establishment of youth empowerment programs in mitigating youth unemployment.
2. Breaking youth inequality in accessing opportunities had led to the establishment of youth empowerment programs in mitigating youth unemployment. Youth empowerment programs are mainly intended to make sure that equal opportunities were accorded to young people regardless of tribe or economic background.
3. In addition, the study revealed that breaking bad social habits had led to the establishment of youth empowerment programs in mitigating youth unemployment. Generally, it is easy for young impressionable minds to get waylaid and entrapped in anti-social activities because they are not empowered morally, academically as well as financially.
4. In addition, youth empowerment programs have become important platforms whereby the youth are able to be imparted with life skills that enable them to be pillars of good character and integrity in the society.
5. The study established that improving education standards and the need for soft skills have led to the establishment of youth empowerment programs in mitigating youth unemployment.

5.2.3 Challenges Faced by Youth Empowerment Programs in Mitigating Youth Unemployment

The study concluded that:

1. Lack of effective accountability is one of the challenges faced by youth empowerment programs in mitigating youth unemployment.
2. Lack of transparency makes it hard to assess the effectiveness of initiatives such as government-driven youth empowerment programs especially at the grassroots level.

3. Corruption affects youth empowerment programs in mitigating youth unemployment. The lack of effective accountability and corruption creates an obstacle for the youths to fully benefit from the youth development initiatives.
4. Access to credit is a challenge faced by youth empowerment programs in mitigating youth unemployment.
5. Futuristic planning for the youth is a challenge faced by youth empowerment programs in mitigating youth unemployment and hence it impedes youth from benefiting from youth development programs in Kenya.
6. The youth are always in radical transformation which should be supported to facilitate development of a stable pathway for individuals as they assume more independence in their living, decision making, and building of social relationships.

5.2.4 Measures that need to be taken to ensure Effectiveness of Youth Empowerment Programs in Mitigating Youth Unemployment

The study concluded that:

1. Expansion of post-secondary alternatives is a measure that needs to be taken to ensure youth empowerment programs are effective in mitigating against youth unemployment in Kayole, Nairobi County. Post-secondary education alternatives can relink procedural knowledge to occupational relations and identities and give learners support to advance through or change educational tracks at their own pace.
2. Building entrepreneurial linkages are measures that need to be taken to ensure effectiveness of youth empowerment programs in mitigating against youth unemployment. This is because linkages bring about increased employment and wealth creations for local firms, access to foreign market, access to credit, and enhanced skills, standards and capacity.
3. Adequate youth empowerment infrastructure is a measure that needs to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment. Therefore, there is need for creation of training centers and rehabilitation of existing ones with equipment such as training modules, furniture, information technology facilities and a comprehensive curriculum content that is

approved by the government as an appropriate way to phase out individuals who sought to con and not empower the youth.

4. Promotion of quality education systems is a measure that needs to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment.
5. Creating a shared youth agenda need to be incorporated into youth empowerment programs so as to provide a friendly environment to enhance their skill and knowledge, that is essential in challenging the capitalist systems that fail to meet the felt human needs and efficiency as it is centered on the creation of wealth.

5.3 Conclusions

The study concludes that:

1. The causes of youth unemployment in Kenya include corruption, rural-urban migration, and youth exclusion from development agenda, poor economy, and high influx of graduates, high population growth rate and poor education system.
2. Corruption was the most important cause of youth unemployment in Kayole, Nairobi County followed by rural-urban migration, youth exclusion from development agenda, poor economy, and high influx of graduates, high population growth rate and poor education system.
3. Improving young leadership was the most important factor leading to the establishment of the Youth Empowerment Programs. This was followed by need for poverty eradication, breaking youth inequality in accessing opportunities, breaking bad social habits, improving education standards and the need for soft skills.
4. The most viable measure that needs to be taken to ensure effectiveness of youth empowerment programs in mitigating youth unemployment is expansion of post-secondary alternatives, followed by building entrepreneurial linkages, ensuring adequate youth empowerment infrastructure, promotion of quality education systems and creating a shared youth agenda.

5.4 Recommendations

The study recommends that:

1. The government of Kenya should development more policies to curb corruption and improve transparency and accountability in youth empowerment programs. In addition, the government should ensure the enforcement of policies regarding corruption by use of prosecution and asset recovery.
2. The government of Kenya including the Youth Enterprise Development Fund should revise procedures involved in accessing credit from the organization.
3. The government of Kenya should ensure the incorporation of post-secondary alternatives' expansion into youth empowerment programs. This will play a major role in relinking procedural knowledge to occupational relations and identities and give the youth support to advance through or change educational tracks at their own pace.
4. The youth empowerment programs should focus on building entrepreneurial linkages by linking the youth to business owners both locally and internationally. The government of Kenya should develop platforms like youth conferences to enhance partnership of young people with investors at the local, regional and global level.
5. The government of Kenya should create training centers and rehabilitate existing ones with equipment such as training modules, furniture, information technology facilities and a comprehensive curriculum content that is approved by the government as an appropriate way to phase out individuals who sought to con and not empower the youth.

5.5 Recommendation for Further Studies

This study suggests that a study to be done on:

1. The effectiveness of youth empowerment programs in mitigating unemployment in other parts of Nairobi County and other Counties in Kenya.
2. The effectiveness of other strategies used in mitigating unemployment in Kenya.

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APPENDICES

Appendix I: Introduction Letter to Respondents

Dear respondent,

I am undertaking a Master's degree in Development Studies at St. Paul's University. I am carrying out a dissertation on the effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County.

The questionnaire is aimed at acquiring information that will be useful in the above mentioned dissertation as part of the Master of Development Studies requirements. You have been selected as one of the respondents. The information acquired will be used strictly for academic purposes only and will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Thank you.

Appendix II: Tool for Data Collection

Questionnaire

This questionnaire has been designed to collect information from the youth of Kayole in Nairobi County on the effectiveness of youth empowerment programs in mitigating youth unemployment. It is meant for academic purposes only. The questionnaire is divided into two sections. Section one sought to capture the profile of residents while section two will capture issues pertaining to the area of study. Please complete each question as instructed. Do not write your name or any other form of identification on the questionnaire. All information in the questionnaire will be treated with confidentiality.

SECTION A: PROFILE OF RESPONDENTS

1. What is your gender? (Please tick where appropriate)
   a) Male [ ]
   b) Female [ ]
2. What is your age-group? (Please tick where appropriate)
   a) 18-23 years [ ]
   b) 24-29 years [ ]
   c) 30-35 years [ ]
3. What is your highest level of education? (Please tick where appropriate)
   a) Primary education [ ]
   b) Secondary education [ ]
   c) College education [ ]
   d) University education [ ]
   e) None of the above [ ]
4. What is your current employment situation? (Please tick where appropriate)
   a) Unemployed [ ]
   b) Employed [ ]
5. What technical skill have you acquired? (Please tick where appropriate)
   a) Craft and artisan skills [ ]
   b) Mechanical skills [ ]
   c) Informationa technology skills [ ]

d) Financial literacy skills [ ]

e) Communication skills [ ]

SECTION B: CAUSES OF YOUTH UNEMPLOYMENT

5. Please indicate to what extent you agree or disagree with the following as causes of youth unemployment in Kayole, Nairobi County where 1=totally agree, 2= partially agree, 3= totally disagree, 4=no opinion and 5=don't know. (Please circle as appropriate)

		Totally agree	Partially agree	Totally disagree	No opinion	Don't know
i.	Rural-urban migration	1	2	3	4	5
ii.	High population growth rate	1	2	3	4	5
iii.	Poor economy	1	2	3	4	5
iv.	Youth exclusion from development agenda	1	2	3	4	5
v.	Poor education system	1	2	3	4	5
vi.	High influx of graduates	1	2	3	4	5
vii.	Corruption	1	2	3	4	5

SECTION C: YOUTH EMPOWERMENT PROGRAMS

6. Please indicate to what extent you agree or disagree with the following as factors that have led to the establishment of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County where 1=totally agree, 2= partially agree, 3= totally disagree, 4=no opinion and 5=don't know. (Please tick where appropriate)

		Totally agree	Partially agree	Totally disagree	No opinion	Don't know
i.	The need for soft skills	1	2	3	4	5
ii.	Breaking youth inequality in accessing opportunities	1	2	3	4	5
iii.	Poverty eradication	1	2	3	4	5
iv.	Improving education standards	1	2	3	4	5
v.	Breaking bad social habits	1	2	3	4	5
vi.	Improving young leadership	1	2	3	4	5

SECTION D: EFFECTIVENESS OF YOUTH EMPOWERMENT PROGRAMS

7. Please indicate to extent to you agree or disagree with the effectiveness of the youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County where 1=totally agree, 2= partially agree, 3= totally disagree, 4=no opinion and 5=don't know. (Please tick where appropriate).

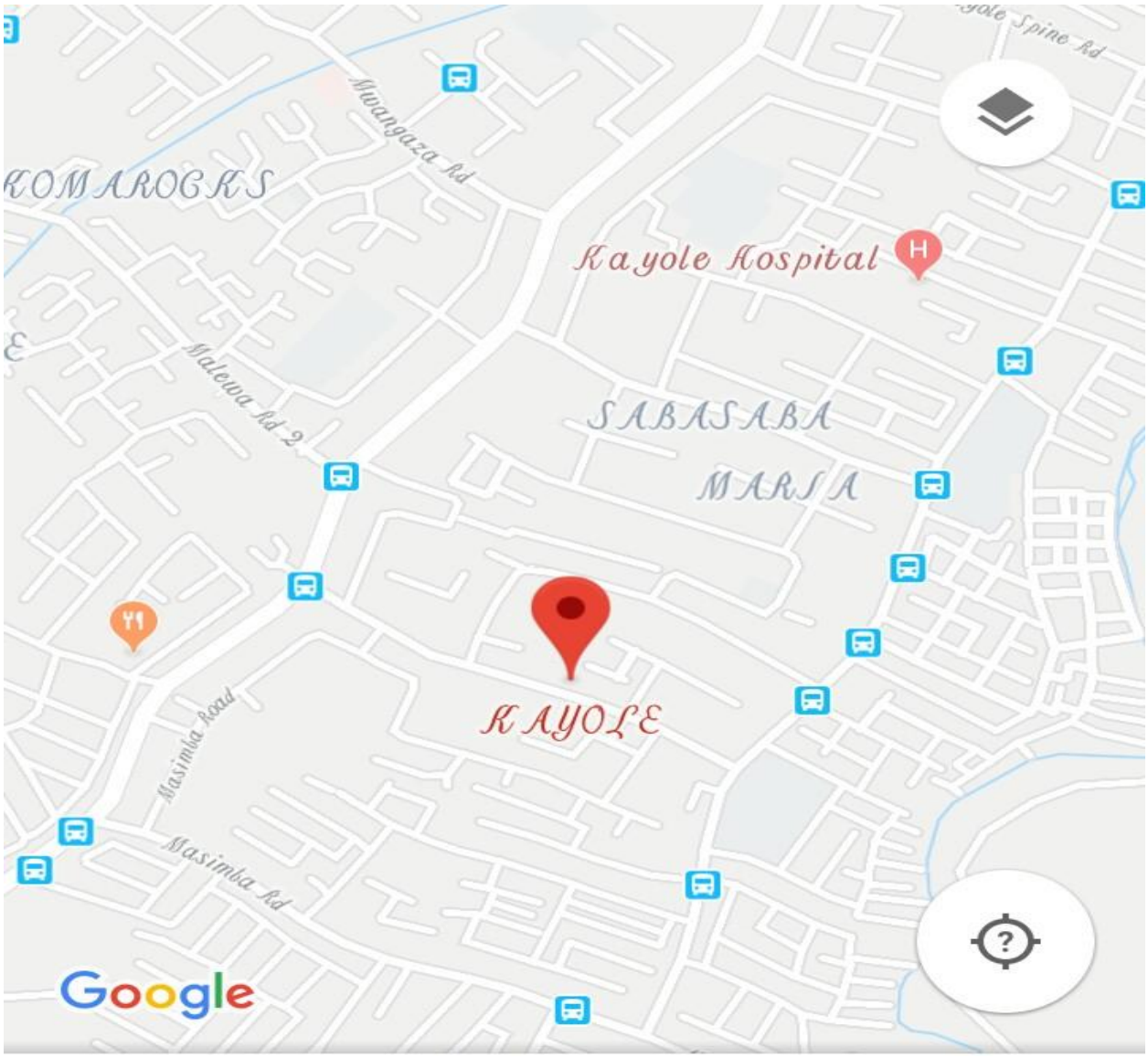
		Totally agree	Partially agree	Totally disagree	No opinion	Don't know
i.	Access to credit	1	2	3	4	5
ii.	Corruption	1	2	3	4	5
iii.	Lack of accountability mechanisms	1	2	3	4	5
iv.	Futuristic planning for the youth	1	2	3	4	5

SECTION E: SOLUTIONS

8. Please indicate to what extent you agree or disagree with the following as measures that need to be taken to ensure the effectiveness of youth empowerment programs in mitigating the youth unemployment issue in Kayole, Nairobi County where 1=totally agree, 2= partially agree, 3= totally disagree, 4=no opinion and 5=don't know. (Please tick where appropriate)

		Totally agree	Partially agree	Totally disagree	No opinion	Don't know
i.	Adequate youth empowerment infrastructure	1	2	3	4	5
ii.	Creating a shared youth agenda	1	2	3	4	5
iii.	Building entrepreneurial linkages	1	2	3	4	5
iv.	Expansion of post-secondary alternatives	1	2	3	4	5
v.	Promotion of quality education systems	1	2	3	4	5

Appendix III: Map of the Study Area



Wikipedia (2018)

Appendix IV: Work Plan

Activities	January	February	March	April
Description				
Preliminary work, drafting and typing project proposal				
Revision of topic based on Deans comment and allocation of supervisor				
Revision based on supervisors comment				
Consultations with supervisor and further revisions				
Proposal defense				
Handing complete project proposal				

Appendix V: Budget

Task	**Items**	**Cost (Kenyan shillings)**
Preliminary work, drafting and typing project proposal	Library search	1000
Revision based on supervisors comments	Transport to collect draft project proposal	2000
Consultations with supervisor and further revision	Transport to the university	2000
Pilot survey and finalizing of research instruments	Typing and printing of questionnaire. Transport for researcher and research assistants.	3000
Data collection from the field	Transport for the researcher and two research assistants to the study area	6000
Data processing, analysis and report writing	Allowance for the two research assistants in aiding with data analysis.	4000
Purchases	Two video recorders, a packet of pens and two files	8000
Miscellaneous costs		2000
Total (Kenyan shillings)		**28000**

Appendix VI: University Recommendation Letter

ST. PAUL'S UNIVERSITY

Private Bag 00217 LIMURU, KENYA
Email: postgraduatestudies@spu.ac.ke
Website: www.spu.ac.ke

Tel Office: +254 (0) 20-2020505/10
Mobile: +254 (0) 728-669000
(0) 728-062420
(0) 736-424440

BOARD OF POSTGRADUATE STUDIES

14th November 2018

National Commission for Science and Technology,
P.O. BOX 30623-00100,
Nairobi.

Dear Sir/Madam,

Re: Recommendation for Sheila Mueni Mulinge to conduct a Masters of Development Studies (MDS) research.

This letter confirms the above named person is a second (final) year student of the MDS Programme at St. Paul's University.

The final year consists of a major research work leading to a dissertation comprising 20,000 words. The student's selected topic is *'Effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole'*.

The research will take place in Nairobi County from November 2018 to January 2019.

Kindly grant the student the required permit.

Yours Faithfully,

Dr. Sammy Githuku
Director, Postgraduate Studies

Appendix VII: NACOSTI Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/25986/29424**

Date: **9th April, 2019**

Sheila Mueni Mulinge
St. Pauls University
P.O. Private Bag - 00217
LIMURU.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Effectiveness of youth empowerment programs in mitigating youth unemployment in Kayole, Nairobi County"*** I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **8th April, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VIII: Permit to Carry Out Research (Front Page)

THIS IS TO CERTIFY THAT:
MS. SHEILA MUENI MULINGE
of ST. PAULS UNIVERSITY KENYA, 0-100 Nairobi,has been permitted to conduct research in *Nairobi County*

on the topic: *EFFECTIVENESS OF YOUTH EMPOWERMENT PROGRAMS IN MITIGATING YOUTH UNEMPLOYMENT IN KAYOLE, NAIROBI COUNTY.*

for the period ending:
8th April,2020

Permit No : NACOSTI/P/19/25986/29424
Date Of Issue : 9th April,2019
Fee Recieved :Ksh 1000



.....
Applicant's Signature

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

Appendix IX: Permit to Carry Out Research (Back Page)

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. **The License is valid for the proposed research, location and specified period.**
2. **The License and any rights thereunder are non-transferable.**
3. **The Licensee shall inform the County Governor before commencement of the research.**
4. **Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.**
5. **The License does not give authority to transfer research materials.**
6. **NACOSTI may monitor and evaluate the licensed research project.**
7. **The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.**
8. **NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.**

National Commission for Science, Technology and innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 23923

CONDITIONS: see back page