FACTORS INFLUENCING YOUTH PARTICIPATION IN DEVELOPMENT PROJECTS, A CASE OF DUJIS CONSTITUENCY, GARISSA COUNTY

BY

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A project Report submitted in Partial Fulfillment of the Requirements of the Award of Master of Arts in Project Planning and Management Degree University of Nairobi.

2012

DECLARATION

I hereby declare that this work is my original work and has not been presented for degree award in any University.

Signature..... Date.....03/08/2013.....

Nabibya Ezekiel Khamusini

L50/62142/2011

Declaration by Supervisor

This project report has been submitted for examination with my approval as University Supervisor

Signature..... Date.....08/08/2013.....

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DEDICATION

To my wife Dorcas Sifuna and our son, Devan for their concern and patience in this study. Also to my brother Isaac Miluni for his continuous encouragement and moral support when everything seems impossible.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
CBO	Community Based Organization
CD	Community Development
CDA	Community Development Approach
CDP	Community Development Projects
DYO	District Youth Officer
FGD	Focus Group Discussion
IMF	International Monetary Fund
ISO	International Organization of Standardization
GOK	Government of Kenya
KKV	Kazi Kwa Vijana
M&E	Monitoring and Evaluation
MOYA	Ministry of Youth Affairs
NGO	Non-Governmental Organization
OECD	Organization for Economic Cooperation and Development
PM & E	Participatory, Monitoring and Evaluation
PRSP	Poverty Reduction Strategy Paper
SPSS	Statistical Package for Social Scientists
WB	World Bank
YEF	Youth Enterprise Fund

ABSTRACT

The purpose of the study was to establish factors that influence youth participation in development projects. The study narrowed down specifically to find out the extent to which the influence of culture, training levels, drought and other development agencies influence youth participation in Dujis Constituency Garissa County. Two methods are used to obtain data for the study. Primary data was obtained through a survey of one hundred and fifty youths. The survey was based on multistage sampling procedure. The primary data was collected through questionnaires, focused group discussions and key resource persons while the secondary data was obtained by review of literature related to the subject. The collected data was analyzed using both descriptive and analytical techniques. Analysis of variance (ANOVA) was computed to test the hypothesis at 5% significance level.

The findings of the study revealed that there no significant association was established between the influence of culture and level of participation. Secondly there was association that existed between training and participation. Thirdly, it was established that there no association that existed between drought and participation in development projects. Finally, it was established that there was no association between the involvement of other development agencies and participation in development projects.

Findings recommend that the youths should form more groups/CBOs as a center of focus, to address issues affecting them and engage in activities that will improve their living standards and economic development. There is need to sensitive the community about the importance of education to the youths and take the children to school for the basic education.

Training colleges should be increased by the government to cater for the increasing number of youths who are completing their basic education. Despite the fact that occurrences of drought can be stopped, its impact on people and environment can be minimized. This can be achieved by undertaking the measures that prepare the country at all levels for such occurrences. There is need for the government to give more credit/grants to the youths for them to engage in more meaningful income generating activities.

CHAPTER ONE

INTRODUCTION

This chapter rolls out to give background information to the study, statement of the problem, purpose of the study, objective of the study, hypotheses and significant of the study. It also sets to spell out the delimitation of the study, limitation of the study, assumptions of the study and definitions of significant terms.

1.1 Background of the study

During the 1960s and early 1970s there was a growing recognition of the extent to which poverty remained a major feature of UK society (Coates and Silburn, 1970). There had also been a fairly substantial series of debates around the significance and importance of people's participation in various aspects of government activity – perhaps the best known being the Skeffington report on planning (MHLG, 1969). Following the efforts of the democratic administration in the United States of America to wage a 'War on Poverty', the UK government sought a similar, but cheaper, initiative. Self-help and resident participation were seen to be possibilities for the improvement of inner city situations.

The result, in 1969, was the launch of the Community Development Projects programs. It was the largest action-research project ever funded by the government. The avowed intention was to gather information about the impact of existing social policies and services and to encourage innovation and co-ordination. The projects had a strong and explicit research focus and an emphasis on social action 'as a means of creating more responsive local services and of encouraging self-help' (Loney, 1983: 3). The projects were initially based in 12 areas of social deprivation. These were neighborhoods of 3,000 to 15,000 people. Each project involved a small group of professional workers and researchers. The emphasis in CDPs on research meant that they produced a range of important material both about the nature of community work and about the social, political and economic condition of particular areas (Loney, 1983).

Workers in many of the projects came to reject the analysis and strategies of the original project proposals. They sought to organize and research around larger questions of

inequality and deindustrialization rather than more localized concerns around community organization. There was often a desire to bring about a much stronger link between the struggles of the workplace and those of the neighborhoods and community, and to develop means by which groups can join together in things like federations to better influence decision making on a city-wide, regional and national basis. As Loney (1983: 23) comments, the community workers who entered the field in the late 1960s and early 1970s frequently rejected the traditional (educational) models of community work. They replaced the process-orientated 'non-directiveness of Batten and Batten (1967) with a commitment to organizing and a readiness to take up oppositional positions (Baldock, 1977).

By 1974, the Home Office had largely given up on the projects and they were wound up in 1976. In some respects, the optimism and enthusiasm with which community work and 'participation' were greeted in the early 1970s and late 1960s waned with the realization that many of the issues the work sought to confront were not resolvable at the local level - a realization that was underlined by the widespread public expenditure cuts after the oil crisis of 1974. There was a considerable growth in the political awareness of community workers in the mid to late 1970s and this has been reflected in the adoption by workers of very different ideological stances. This is sometimes represented by the contrasting of so called social work or community development traditions of practice, with political action traditions.

While community as a basic strategy for community involvement persisted in the 1970s but it has largely lost its predominance. Changes in analysis and examination of under development in the late 1970s and 1980s began to offer different explanations to the causes of people's poverty and to suggest different forms of project design. Poor people were seen as excluded and marginalized both from broader societal participation and also from direct involvement in development initiatives. Development policy makers and planners began to argue for societal political participation and devise strategies where poor people would become more directly involved in development efforts.

In development the last two decades or so have been largely dominated by efforts to promote people's participation in development, which has involved a fundamental shift-both in attitude and methodology. Since the early 1990s the major donor development agencies like World Bank (WB) and International Monetary Fund (IMF) have put their weight behind and committed resources to promoting participatory development recognizing the problems caused by non-participatory development.

In Kenya, the concept of development is not different. Programs, activities and services in enhancing "Harambee" manifest it or self-help work. Community development (CD) is therefore exemplified in the involvement of diverse community groups in identification, with essence to support endeavors in building of a self-reliant community's conscious of the status and role in National building.

Community development as concerned represents an approach to facilitate the participation of people in development projects. Thus community work was not do things for the community without involving its members in planning and making decisions. It is "a people's thing". The need for participation of local people (youths) in development is underlined by a number of reasons: first, people often tend to resist innovations or measures that are imposed on them. Liks (1985) argues that local participation was needed because it permits mobilization of local resources and their use in development. Second, people's participation can increase the efficiency of development activities in that, by involving local resources and skills, it can make better use of expensive external costs. Thirdly, permits growth of local capacity, which develops out of the establishment of partnership between development agencies and community. Participation could lead to better targeting of benefits to the poorest via identification of key stakeholders who were most affected by the activities. Finally, participation intended to reduce alienation, which prevented members from identifying with the communities.

In Kenya, the government supports community participatory development and empowerment of marginalized groups like youths, women among others. This has led to several policy documents. The Youth Enterprise Fund (YEF) in the Ministry Of Youth Affairs (MOYA). The ministry stressed the importance youth development by encouraging local participation in development projects. The Poverty Reductions strategy

Paper (PRSP) also stressed the need of giving people an opportunity to participate in development activities.

This guaranteed ownership of the development process and the consensus that was crucial for implementing and monitoring development measures. However, youths in Dujis constituency, Garissa County had not participated effectively in community development because of a number of reasons;

First, the issue of myths and misconception which was a common failure of the youth projects resulting from government erroneous planning and implementation of projects and the people involved like in the recent past the Kazi Kwa Vijana initiative (KKV) whose name was corrupted to mean Kazi Kwa Vijana Pesa Kwa wa Wazee.

Through paternalistic approaches, projects were planned for the youth with no regard to indigenous performance and sustenance. Youths in Dujis constituency, Garissa County are from pastoral family, yet development agents hold a myth that pastoralism and the pastoral economy was irrational, the pastoralist did not make logical decisions .such myths and misconceptions since old times were used to justify development policies that called for paternalistic approach to planning and implementation of youth projects, with little or no consideration of local knowledge system. Project failure due to imposed decisions was particularly responsible for the developmental neglect of pastoral youths and the people of northern Kenya in general. It was on the basis of the above mentioned issues that the concept of participation was explored in relation to the factors that influenced participation of youths in development projects, in this case culture, training level, drought, other development agencies were the focus of this study.

1.2 Statement of the problem

Participation is the voluntary and democratic involvement of members in the decisions directly affecting their lives and development. In participation, the members influence the direction and execution of development in projects with a view of enhancing their well-being, therefore participation is an active process in which the participant takes initiative and action that is stimulated by their own thinking and deliberations, and over which they can exert effective control.

There is an emerging trend in Kenya that recognizes that, development is much more than expansion of income and wealth and that economic growth alone is not enough. The focus is increasingly on youth participation in the development projects. This is so because participation allows members of the community to use their own views and convictions to address the specific conditions and problems prevailing in their communities.

Bergdall (1993:2) gives elements of participation as being voluntary and not imposed. Active participation, also involves those who take part in decision–making, implementation, sharing benefits and in evaluation .However, despite the introduction of participatory approaches, youths seem to lag behind in Dujis constituency, Garissa County. Factors that affluence participation in development projects among the youths were studied to find out to what extent they manifest in development. The study undertook to investigate the extent to which; culture, training level, drought and other development agencies influence the participation of youths in development projects.

1.3 Purpose of the study

The study investigated whether culture, training levels, drought and other agencies were the factors that influenced youth participation in development projects.A case of Dujis Constituency.

1.4 Objective of the study

1.4.1 The broad objective

To find out the factors influencing participation of youth in development projects with specific reference to Dujis constituency in Garissa County. The specific objectives of the study were:

a) To investigate the effect of culture on youth participation in development projects.

b) To assess the extent at which training level of the youth influence participation in development project.

c) To assess the extent at which drought influence youth participation in development projects?

d) To investigate the extent to which other development agencies influence youth participation in development projects.

1.5 Research questions

The study explored answers to the following questions;

a) To what extent does cultural practice influence youth participation in development projects?

b) To what extent does training levels influence youth participation in development projects?

c) To what extent does drought influence youth participation in development projects?

d) To what extent do other development agencies influence youth participation in development projects?

1.6 Study hypotheses

The hypothesis below will guide the study:

1. HO: 1. There is no significant association between the influence of culture and the level of youth participation in development projects.

2. HO: 2. There is no significant association between training level and youth Participation in development projects.

3. HO: 3. There is no significant association between drought and youth participation in development projects.

4. HO: 6. There is no significant association between involvement of other development agencies and level of participation of youths in development projects.

1.7 Significance of the study

For a very long time, there were attempted efforts to ensure participation in development projects. Despite these attempts, the youths continued to be a forgotten lot than any other group in Kenya. The study is therefore important in assessing factors influencing youth participation in development projects.

The findings of the study will enhance the participation of youths in development projects in different constituencies, counties in Kenya and other developing countries. The study will shade more light on the youth developing agencies, researchers and development practitioners. It will also shed more light on the extent to which participating in development projects can be relied upon to boost sustainable development. Finally, understanding the youth will go a long way in wiping out the myths and misconceptions about the youth.

1.8 Delimitations of the study

This study limited itself to youth participation in development projects. The study undertook to investigate the influence of culture, training level, drought and other development agencies as independent variables influencing youth's participation. The study was conducted in Dujis constituency, Garissa County covering central division. Other variables hindering youth in participation include; youth occupation, lack of access to information, insecurity, attitude, poverty, political interference among others were not be considered for this study. This is as a result of time and cost implications.

1.9 Limitations of the study

a) Misplaced expectations whereas all attempts were made to explain to the respondents the nature reasons for the research, some respondents still believed that the researchers were sent by some government with a view of giving them money. This may have led to either over or understatement of the facts with the intentions of attracting the perceived assistance.

b) Inadequate recognition of the youth as a labor force for the community made them not to see any need for being interviewed and yet there is nothing forth coming from the

interviews. However. explaining in details the need for the interviews and how the information gathered will go a long way in improving the conditions solved the situation.

c) The study area was large and therefore moving from one place to another was quite involving and consumed a lot of time and money.

1.10 Assumption of the study

The study assumed training level, culture, drought and other development agencies influence youth participation in development projects. The study also assumed that questionnaires, checklists for key informants and checklist for focus group discussion were the right instrument for collecting data. Finally the study assumed that the respondents gave truthful information appropriate for the study.

1.11 Definition of significant terms

The following terms were adopted in the study;

Community: referred to a group of people who resides in a geographical locality and who exercise some degree of local autonomy in organizing their social life.

Constituency: An area under the jurisdiction of a member of parliament

County: An administrative unit with several constituencies.

Development: Involves growth and quality change in various parameters of life, which could be social, economic, cultural, intellectual, moral, physical, psychological, political and technological.

Project: According to (ISO 10006) a project is a unique process consisting of a set of controlled and coordinated activities with the start and finish dates , undertaken to achieve set objectives while conforming to specified requirements, including the constrains of time, cost and resources.

Empowerment: To give somebody power or authority. (Oxford Learners Dictionary 2002)

Evaluation: An examination as systematic and objective as possible of an ongoing or completed project or program, its design, implementation and results, with the aim of determining its efficiency ,effectiveness, impact ,sustainability and the relevance of the objectives. The purpose of an evaluation is to guide decision-makers.

Monitoring: A continuing function that aims primarily to provide program or project management and the main stakeholders of ongoing program or project with early indication of project or lack thereof in the achievement of program or project objective.

Training: learning activity which is directed towards acquisition of specific knowledge and skills for the purpose of an occupational task.

Youth: people aged between 15-35 years.

Sustainable development: A pattern of social and structural economic transformations (i.e. development), which optimizes the economic and societal benefits available in the present without jeopardizing the likely potential for similar benefits in the future (Grodland and Ledec, 1985).

having their traditions, relationships, and knowledge and skills ignored and denigrated. Their culture can be among their most potent assets, and among the most ignored and devastated by development programs.

Culture is important in the processes of social and economic development. Socially, it provides for the continuity of ways of life that people in a region or country see as significant to personal and group identity. Economically, various forms of cultural expression such as music, dance, literature, sport and theatre provide employment as well as enjoyment for many people. These contribute increasingly large amounts of money to the economies of most countries every year.

2.2.4 Youth's participation

In order to have long lasting efforts for participation in Dujis, it was recognized that the interests of the local youths and their cultural needs must be considered first. Unless these youths really felt that the fruits of participation could be harvested by themselves and that the resources belonged to them, the support of the local youths could not be obtained. Thus, the development projects considers the local youths as the main beneficiaries and includes them in the planning, decision-making and implementing processes, and delegates more responsibilities for the management of participation in the area to them. Thus, various management committees (forest management committee, kerosene depot management committee, health centre management committee), selected and nominated by the local youths, are formed in order to manage the various activities. Most of the community development projects are carried out with 50 % local contribution either in cash or kind. Thus, the project is administered by only a few staff, most of them hired locally.

2.3 Participatory training

Participation involves the following training objectives; a) to improve the economic and social conditions of the poor; b) to assist the beneficiaries to become active and productive group members and leaders; c) to encourage group promoters and other supporting staff to adjust their standard training to meet the needs of the rural poor; and

themselves", a factor of development but also the "fountain of our progress and creativity" (UNESCO. 1997).

All these meanings or aspects of culture influence our worldviews and the ways in which we view our relationships with the Earth and each other. As a result, these aspects of culture affect different meanings of what it might mean to live sustainably.

Culture is an important concept in Education for Sustainable Development. This is because the common cultural models in many societies often do not encourage sustainable development – and what are needed are new, or re-discovered, norms and values that can guide our actions towards sustainable ways of caring for other people and the natural world.

Achieving sustainability needs to be motivated by a shift in values, without change of this kind, even the most enlightened legislation, the cleanest technology; the most sophisticated research may not succeed in steering society towards the long-term goal of sustainability. Education in the broadest sense may by necessity play a pivotal role in bringing about the deep change required in both tangible and non-tangible ways (UNESCO, 1997)

2.2.2 Values and principles of culture

Despite the variety of cultures around the world, all share common beliefs about the need to care for other people and the natural environment. Such beliefs are essential to a sustainable future.

The world's three major conservation groups – the World Conservation Union (IUCN), the Worldwide Fund for Nature (WWF) and the United Nations Environment Program (UNEP) – have identified a range of cross-cultural values that could underlie an 'ethic for sustainable living'.

These values provide principles that can guide human relationships with each other social equity, peace and democracy) and with nature (conservation and appropriate development), and include:

Table 2.1: Shows social justice values and conservation values

Social Justice Values: PEOPLE AND PEOPLE	Conservation Values: PEOPLE AND NATURE
• Meeting basic human needs • Ensuring intergenerational equity • Respecting human rights • Practicing democracy	• Respecting the interdependence of all things • Conserving biodiversity • Living lightly on the Earth • Respecting interspecies equity

Identify the values or meanings underlying these principles.

These principles reflect values that are common in many and cultures. However, it is not the only possible one. These principles are: Harmony with nature, Variety and diversity, Quality of life, Self-reliance, Co-operation and peace.,

2.2.3 Culture and development

Cultural diversity has emerged as a key concern at the turn of a new century. Some predict that globalization and the liberalization of the goods and services market would lead to cultural standardization, reinforcing existing imbalances between cultures. Others claim that the end of the bipolar world of the Cold War and the eclipse of political ideologies would result in new, cultural and even ethnic fault lines, preluding a possible 'clash of civilizations'. Scientists warn of the threats to the Earth's environment posed by human activity, drawing parallels between the erosion of biodiversity and the disappearance of traditional modes of life as a result of a scarcity of resources and the spread of modern lifestyles (UNESCO, 2009).

While cultural issues are gaining in public attention everywhere, they often have low priority in the development policies of many countries. Stressing the importance of considering culture in development projects, James D. Wolfensohn, President of the World Bank, stated: In this time of globalization the poor are the most vulnerable to

having their traditions, relationships, and knowledge and skills ignored and denigrated. Their culture can be among their most potent assets, and among the most ignored and devastated by development programs.

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d) to stimulate all project participants to develop adequate training contents, methods and also materials.

The essential training characteristics are: 1) participatory; every trainer is a trainee and vice-versa; 2) on-going: the training is conceived as a continuous process and is designed and carried out within the context of any project action to improve the production. income and social conditions of the beneficiaries; 3) pragmatic and problem solving: the training is based on solving immediate and recognized problems; 4) in-service. on-the-job, on-site training, learning by doing; 5) self-learning: individually but also group-or team-wise; 6) reality-exposure: both trainers and trainees are to be exposed to the realities of the rural people and their living areas; and 7) dialogue and cooperation on equal terms; no we-they dichotomy between staff and beneficiaries.

Conventional training has a top-down approach, which is entirely pre-planned and uses mainly the classroom (teacher-pupils) method. Instead participatory training is based on the felt needs of the trainees, recognizes that the poor can also be resource persons. stresses learning from each other, facilitates building of team work and links knowledge much more directly with action and problem-solving.

The innovative training approaches include: 1) stimulation of farmer-to-fanner and group-to-group training to attain self-reliance; 2) the trainees are not passive recipients and objects, but subjects of training; 3) training in specific technical fields is not exclusively given to group leaders (whose workload often hinders proper dissemination of the know-how obtained) but also and preferably to group members selected by one or more groups. This will enhance shared leadership, inter-group cooperation, self-reliance and youths becoming informal grass root extensionists.

2.3.1 Training Target Groups, Personnel and Committees

The main "target groups" are: a) the intended beneficiaries; b) the project staff, including the participation agents; and c) supporting government and NGO staff such as line agency and other (field) officers, but also local leaders and influential leaders.

The trainers must have practical experience. They include: the group promoters and other project staff, technical officers of the delivery system, experienced farmers/fishermen and also successful youths groups which enlighten, train and motivate other ones.

A small training committee which would include interested technical officers, group promoters and beneficiaries, could be very useful to assist in the planning, implementation and evaluation of feasible training programmes.

2.3.2 Beneficiary training

Training benefits the youth in dujis constituency to participate in development projects through the following ways:

a) Certain general subject matters which aim at enhancing beneficiary participation through efficient group formation and action and should be given to all intended beneficiaries. These matters include group dynamics, shared leadership, planning of group activities, savings and credit, accounting, cooperative management, monitoring and evaluation as well as negotiating and bargaining. In some projects certain basic issues like fostering thrift habits and overcoming bad customs such as irrational spending, drinking, gambling, etc. are also very much stressed.

b) Specialized training is to be given according to the type of project as well as to the specific, felt group needs. For example, in crop production, small livestock development, soil and water conservation, small-scale fishery, aquaculture, forestry, group marketing, etc., but also in non-farm activities such as (agro-)processing, weaving, tailoring, pottery, production of house-building materials or of artisanal items in wood, bamboo, metal, leather, etc., as well as maintenance and transport.

c) Training could furthermore be given in: home life and community development, in particular for youths: health, sanitation, first aid, nutrition, child care, etc., but also management, leadership, village development, etc.

d) Other very useful training subject matters include: legal and procedural matters, e.g. land reform, tenancy rights, mortgaging, wages, employment (rural works programme,

etc.), the use of banks, and of local administration etc. Pragmatic information on these topics is frequently not or badly communicated to the poor

e) Functional literacy for youths, which help them to analyze their problems, plan actions and also to reduce their dependency upon literate villagers or group members.

The training opportunities include: 1) short courses, preferably given at field (village) level; 2) advice and consultation between group members, group promoters and technical officers; 3) information given by knowledgeable successful farmers or fishermen; 4) exposure media: audio-visual aids, radio (rural broadcasting programmes), films, slideshows, public meetings, etc.; 5) demonstrations organized jointly with group members for improved crop cultivations, livestock rearing, aquaculture, handicrafts, etc.; 6) written extension materials; 7) simple newsletters prepared together with the beneficiaries; 8) initial and successive field action workshops; 9) inter-group exchange visits; 10) (inter-)group evaluation exercises; and 11) where appropriate, role playing and socio-drama.

Training equipment and materials. Each group needs at least extension materials, a blackboard and elementary stationery. Each cluster of groups needs a flannel or black board, a camera, folding exhibition boards, transistor radios and possibly a slide-projector and a video-tape recorder. The local production by the groups of simple training materials is to be encouraged.

2.3.3 Training of Participation Agents, the Project Coordinator and Other Project Staff

This training, a central project operation, aims at: a) introducing the youth field workers into the approaches and procedures of participatory development; b) fostering adequate attitudes, motivations and team-spirit; c) experimenting innovative ways of poverty eradication; d) teaching basic technical topics which are needed for group guidance and are also taught to all group members ; in particular: philosophy and methods of participatory development, group dynamics, savings and credit, accounting and monitoring and evaluation); and e) stimulating group self-learning and self-development of training contents, methods and materials.

The group promoters must obtain in particular management training consisting of: project planning, methods of production planning and implementation (group enterprise management), transfer of appropriate technology, marketing, communication techniques, leadership, team-building, record keeping and report writing.

Also the project coordinator needs of course, to be trained as early as possible by the implementing agency.

The initial orientation training of group promoters should be well structured and sufficiently long. It should mainly consist of familiarization with the objectives and operational aspects of the project.

An inception training workshop for group promoters and other project staff is to be given for at least three weeks in or near the project area with not more than 30 participants including the candidate group promoters, the project staff and selected key officials of the delivery system. It is recommendable to invite twice as many candidate participation agents as needed initially in the project in order to obtain a reserve pool of these field workers. The curriculum should be pragmatic and include work experience presentations by the participants and course evaluation exercises. "Sandwich" type training (classroom and field experience combined) is very recommendable.

The group promoters need thereafter initial field training of 2-3 months which is at the same time the starting period for their field action in the project area. They will learn team-wise, among others, to prepare and carry out village and household surveys, to solve work and living problems met in the field, to cooperate with the delivery system and to plan the project initiation workshop.

The follow-up training programs for youth participating in development projects in Dujis constituency includes: a) periodic (preferably monthly) review and evaluation meetings for group promoters and other staff to evaluate team performance, to identify and solve work problems and to prepare work plans; b) field action workshops; c) refresher courses in such subjects as new rural development policies and programs, innovative income-

raising activities and credit schemes; d) issue of a periodic (project) newsletter; and e) exchange visits of group members.

Training youths in Dujis constituency is of great importance because it would encourage initiation of new projects, ownership of projects and sustainability thereby curtailing dependency syndrome from the donor.

2.4 Drought

There is no common definition of drought because it is unlike other types of hazards which make it difficult to define. Since impacts are specific to the affected region as well as the affected communities, a universal definition is difficult to develop. However, drought can be defined in a simple conceptual way that it is a prolonged and abnormally dry and hot period when there is scarcity of water for the normal needs of the affected community or ecosystem (EEN, 2004).

Droughts are now receiving more attention due to the recent increase in their frequency and intensity. It is a slow onset disaster that is believed to be the primary cause of famine due to crop failure. The general definition can be modified to further develop definitions of specific types of droughts such as meteorological droughts, agricultural droughts, hydrological droughts and socio-economical droughts.

2.4.1 Types of drought

According to EEN (2004) there are various types of drought. These are classified according to their effects. These include Meteorological Drought, Agricultural Drought, Hydrological Drought and Socio-Economic Drought.

2.4.2 Meteorological drought

Meteorological drought is defined on the basis of the degree of inadequacy of precipitation, in comparison to a normal or average amount, and the duration of the dry period. Definitions of meteorological drought are region-specific, since the atmospheric conditions that result in deficiencies of precipitation are highly region-specific. The variety of meteorological definitions in different countries illustrates why it is not

possible to apply a definition of drought developed in one part of the world to another without any modifications.

2.4.3 Agricultural drought

Agricultural drought links various characteristics of meteorological drought to agricultural impacts, focusing on precipitation shortages. The definitions of agricultural drought attempt to explain the susceptibility of crops to water deficiencies during different stages of crop development. It does not only affect the farming sector in agriculture but also the pastoral sector where it forces pastoralists to migrate from their land with their animals in order to look for pasture and water.

2.4.4 Hydrological drought

Hydrological drought refers to a persistently low discharge and/or volume of water in streams and reservoirs, lasting months or years. Hydrological droughts are usually related to meteorological droughts, and their intervals of recurrence vary accordingly.

2.4.5 Socio-economic drought

Definitions of socio-economic drought associate the supply and demand of some economic good with elements of meteorological, hydrological, and agricultural drought. Socio-economic drought differs from the other types of drought in that its occurrence depends on the processes of supply and demand. Socio-economic drought occurs when the demand for an economic good exceeds the supply as a result of a weather-related shortfall in water supply. Operational definitions of drought help to identify the drought's beginning, end, and degree of severity. This is usually accomplished by comparing the current situation with the historical rainfall average. The thresholds which are identified for the beginning, the end and the severity of a drought are often established arbitrarily using historical statistics. This kind of drought influence participation of youths in development projects in one way or another.

2.4.6 Causes of drought

When precipitation over a given region performs poorly and is accompanied by relatively high evaporation rates for prolonged periods, a drought occurs. In most cases, drought is

caused by a deficiency of either precipitation or an inadequacy of inland water resources supplies for a prolonged period. "Inadequacy" in this context is a relative word, and is determined by the specific requirements in the sector or activity. Since most inland water resources are usually sustained by precipitation, inadequate precipitation is usually the major cause of drought. This inadequacy is usually caused by an unfavorable performance of the factors which drive the climate system over the affected region. Examples of such factors include sunspot activity, the El Niño/La Niña Southern Oscillation phenomenon and also the wind patterns at the top of the atmosphere. An increase in the frequency of droughts has also been linked to climate change. Adverse societal factors such as poor land-use practices, conflicts, poverty, poor communication infrastructure and lack of (or poorly implemented) traditional coping mechanisms are also major catalysts of drought disasters.

The geography of Kenya, the country's situation in Northern kenya and its climate combine with high population growth rates to have increasing numbers of people living in disaster prone areas. Recent trends in climate change and global warming as well as increasing environmental degradation means that there are more people whose livelihoods are precarious living in areas where the competition for scarce resources triggers conflict and unsustainable use of the environment especially in the marginal lands. The ASALs (Arid and Semi-Arid Lands) constitute about 80 % of the country's land mass, host approximately 11 million people and 70 % of the national livestock herd. The ASALs are prone to drought and other natural disasters and the populations there, mainly pastoralists, are highly vulnerable to these and other recurrent shocks. Pastoralist vulnerability is intimately linked with livestock-based livelihoods and the vulnerability of pastoralists is escalating due to recurrent natural disasters in the ASALs coupled with increasing population growth and declining carrying capacity of the land (UN, 2004).

2.4.7 Impacts of drought in Kenya

Drought produces a complex web of impacts that spans many sectors of the economy and reaches well beyond the area experiencing physical drought. This complexity exists because water is integral to our ability to produce goods and provide services. (NDMC, 2006) states that rainfall patterns, especially rain failure or erratic rainfall are frequently

the cause of natural disasters in Kenya where rural livelihoods have evolved to adapt to water availability. In this case we are going to look at the impacts of drought in Garissa County they are categorized as economic, environmental, or social.

2.4.7.1 Environmental Impacts

Environmental degradation is accelerated during periods of drought due to:- diminished wetland areas; poor land use activities such as cutting down of trees for fuel; wood and charcoal burning for income; bush and range fires and overgrazing. Environmental degradation is in many cases exacerbated by population pressure and migration of the affected communities to marginal lands. The human factor in environmental degradation does not allow the environment to recover even after the end of the drought period. In some areas of the district droughts catalyze desertification, leading to loss of natural resources (EEN, 2004).

2.4.7.2 Economic impacts

In addition to obvious losses in yields in crop and livestock production, drought is associated with increases in insect infestations, plant disease, and wind erosion. Droughts also bring increased problems with insects and diseases to forests and reduce growth. The incidence of forest and range fires increases substantially during extended droughts, which in turn places both human and wildlife populations at higher levels of risk. People in the area buy food at high cost due to poor yield of livestock production and crop failure. The government and NGOs provide relief food to the residents thus incurring extra cost in the national budget.

2.4.7.3 Social impacts

The societal characteristics that maximize vulnerability to drought include:- poverty and low income levels; conflicts and wars; pandemics; high dependence on rain-fed systems; lack of controls for strengthening security in water supplies and consequently in crucial water uses such as irrigation and hydro-power generation; poor planning and management of agricultural water supply and irrigation systems; high population densities and other factors that inhibit population mobility and implementation of

traditional coping mechanisms; inexperience of communities to cope with droughts; and unwillingness of communities to live with some drought risks as a trade-off against beneficial services or goods (EEN, 2004). Societal and physical characteristics of vulnerability reinforce each other differently and at different levels of severity in different parts of the world. Thus, regions like are affected by drought more severely than others.

2.4.8 Conclusion/ Coping strategies

According to International Strategy for Disaster Reduction (ISDR) (2005) coping with drought hazards can be enhanced by developing strategies which adequately address the following questions:

a) How frequently or extensively does a certain type of drought occur in a given region?

b) What are the vulnerabilities and expected losses which are associated with the particular type of drought?

c) What are the costs of implementing the plausible strategies or options for mitigating the disaster that can be caused by that type of drought?

Such strategies aim at reducing the vulnerability of drought-prone communities by either altering or strengthening their land use and farming practices as well as implementing programmes that promote water and food security, which also enhance poverty alleviation. The slow onset of drought combined with drought-forecasting capabilities also enables implementation of preparedness and preventive plans and measures in advance of the occurrence of the drought disaster. The improvement in recent years in seasonal and long-term climate predictions such as those issued by many national and regional institutes and centers is assisting in the implementation of drought disaster mitigation and implementation of effective drought-contingency plans.

Other response mechanisms, mitigation procedures and assessment procedures include: a) Drought vulnerability and impact assessments; b) Enhancing mechanisms for drought

preparedness; c) Capacity building and awareness creation in drought;d) Coping methods; e) Enhancing coordination of drought response and f) Recovery mechanisms.

2.5 Other development agencies

An aid agency is an organization dedicated to distributing aid. Many professional aid organizations exist, both within government (e.g. AusAID, USAID, DFID, Europe Aid, ECHO), between governments as multilateral donors (e.g. UNDP) and as private voluntary organizations (or non-governmental organizations, (e.g. Action Aid, Oxfam, World Vision). The International Committee of the Red Cross is unique in being mandated by international treaty to uphold the Geneva Conventions.

Aid can be subdivided into two categories: humanitarian aid (emergency relief efforts, e.g. in response to natural disasters), and development aid (or foreign aid), aimed at helping countries to achieve long-term sustainable economic growth, with the aim of achieving poverty reduction. Some aid agencies carry out both kinds of aid (e.g. EcoCARE Pacific Trust and ADRA), whilst others specialize (e.g. Red Cross, humanitarian aid; War on Want, development aid).

NGOs are difficult to define and classify, and the term 'NGO' is not used consistently. As a result, there are many different classifications in use. The most common use a framework that includes orientation and level of operation. An NGO's orientation refers to the type of activities it takes on. These activities might include human rights, environmental, or development work. An NGO's level of operation indicates the scale at which an organization works, such as local, international or national. "Confronting the Classification Problem: Toward Taxonomy of NGOs"

One of the earliest mentions of the acronym "NGO" was in 1945, when the UN was created. The UN, which is an inter-governmental organization, made it possible for certain approved specialized international non-state agencies - or non-governmental organizations - to be awarded observer status at its assemblies and some of its meetings. Later the term became used more widely. Today, according to the UN, any kind of private organization that is independent from government control can be termed an

"NGO", provided it is not-profit, non-criminal and not simply an opposition political party.

Professor Peter Willets, from the City University of London, argues the definition of NGOs can be interpreted differently by various organizations and depending on a situation's context. He defines an NGO as ""an independent voluntary association of people acting together on a continuous basis for some common purpose other than achieving government office, making money or illegal activities." In this view, two main types of NGOs are recognized according to the activities they pursue: operational NGOs that deliver services and campaigning NGOs. Although Willets proposes the operational and campaigning NGOs as a tool to differentiate the main activities of these organizations, he also explains that a single NGO may often be engaged in both activities. Many NGOs also see them as mutually reinforcing.

2.5.1 Development, environment and human rights NGOs

NGOs are organizations that work in many different fields, but the term is generally associated with those seeking social transformation and improvements in quality of life. Development NGOs is the most highly visible sector, and includes both international and local organizations, as well as those working in humanitarian emergency sector. Many are associated with international aid and voluntary donation, but there are also NGOs that choose not to take funds from donors and try to generate funding in other ways, such as selling handicrafts or charging for services.

Environmental NGOs are another sub-sector, and sometimes overlap with development NGOs. An example is Greenpeace. Just like other NGOs networks, transnational environmental networks might acquire a variety of benefits in sharing information with other organizations, campaigning towards an issue, and exchanging contact information. Since Transnational environmental NGOs advocate for different issues like public goods, such as pollution in the air, deforestation of areas and water issues, it is more difficult for them to give their campaigns a human face than NGOs campaigning directly for human rights issues.

Some of the earliest forms of transnational environmental NGOs started to appear after the Second World War with the creation of the International Union for the Conservation of Nature and Natural Resources (IUCN). After the UN was formed in 1945, more environmental NGO started to emerge in order to address more specific environmental issues. In 1946, the UN Educational, Scientific, and Cultural Organization (UNESCO) were created with the purpose of advocating and representing scientific issues and collaboration among environmental NGOs. In 1969, the Scientific Committee on Problems of the Environment (SCOPE) was funded to increase and improve collaboration among environmentalists. This collaboration was later reinforced and stimulated with the creation of UNESCO's Man and the Biosphere Program in 1971. In 1972, the UN Conference on the Human Environment in Stockholm, tried to address the issues on Sweden's plead for international intervention on trans-boundary pollution from other European industrialized nations.

Transnational environmental NGOs have taken on diverse issues around the globe, but one of the best-known cases involving the work of environmental NGO's can be traced back to Brazil during the 1980s. The United States got involved with deforestation concerns due to the allegations of environmentalists dictating deforestation to be a global concern, and after 1977 the U.S. Foreign Assistance Act added an Environmental and Natural Resources section.

Human rights NGOs may also overlap with those in development, but are another distinct category. Amnesty International is perhaps one of the best-known.

During the early 1980s the Brazilian government created the Polonoreste developing program, which the World Bank agreed to finance. The Polonoreste program aimed to urbanized areas of the Amazon, which were already occupied by local indigenous groups. Rapid deforestation in the Brazilian Amazon called the attention and intervention of UNESCO, who utilized its Program on Man and the Biosphere to advocate against the Polonoreste program, on the grounds of violating the rights of the indigenous groups living in the Amazon. In the case of deforestation of the Brazilian Amazon, the environment NGOs were able to put pressure on the World Bank to cancel the loans for the Polonoreste program. Due to the leverage that the U.S. has over the bank, in 1985 the

World Bank suspended the financial aid to the Polonoreste Program. The work of environmental NGOs in the Brazilian case was successful because there was a point of leverage that made the targeted actor vulnerable to international pressure.

Even though NGOs might have common goals relating to development or environment issues, interests and perspectives are diverse. A distinction can be made between the interests and goals among those NGOs located in industrialized countries—often referred to as the states of the North—and NGOs from nations located in developing countries—referred to as states of the South. There is sometimes tension between them. Southern states blame the developed nations for over-consumption and pollution resulting from industrialization, and for sustaining inequalities in the international economic system

2.5.2 Roles

There is a pressing need to regulate this group while not curtailing their unique role as a supplement to government services.

2.5.4 Operational

Operational NGOs seek to "achieve small scale change directly through projects. They mobilize financial resources, materials and volunteers to create localized programs in the field. They hold large scale fundraising events; apply to governments and organizations for grants and contracts in order to raise money for projects. They often operate in a hierarchical structure; with a main headquarters staffed by professionals who plan projects, create budgets, keep accounts, report, and communicate with operational fieldworkers who work directly on projects Operational NGOs deal with a wide range of issues, but are most often associated with the delivery of services and welfare, emergency relief and environmental issues. Operational NGOs can be further categorized, one frequently used categorization is the division into relief-oriented versus development-oriented organizations; they can also be classified according to whether they stress service delivery or participation; or whether they are religious or secular; and whether they are more public or private-oriented. Operational NGOs can be community-based, national or international. The defining activity of operational NGOs is implementing projects.

2.5.4 Campaigning

Campaigning NGOs seek to "achieve large scale change promoted indirectly through influence of the political system. Campaigning NGOs need an efficient and effective group of professional members who are able to keep supporters informed, and motivated. They must plan and host demonstrations and events that will keep their cause in the media. They must maintain a large informed network of supporters who can be mobilized for events to garner media attention and influence policy changes. The defining activity of campaigning NGOs is holding demonstrations. Campaigning NGOs often deal with issues relating to human rights, women's rights, children's rights. The primary purpose of an Advocacy NGO is to defend or promote a specific cause. As opposed to operational project management, these organizations typically try to raise awareness, acceptance and knowledge by lobbying, press work and activist events.

It is not uncommon for NGOs to make use of both activities. Many times, operational NGOs will use campaigning techniques if they continually face the same issues in the field that could be remedied through policy changes. At the same time, Campaigning NGOs like human rights organizations often have programs that assist the individual victims they are trying to help through their advocacy work.

2.5.5 Public relation

Non-governmental organizations need healthy relationships with the public to meet their goals. Foundations and charities use sophisticated public relations campaigns to raise funds and employ standard lobbying techniques with governments. Interest groups may be of political importance because of their ability to influence social and political outcomes. A code of ethics was established in 2002 by The World Association of Non-Governmental NGOs.

2.5.6 Project management

There is an increasing awareness that management techniques are crucial to project success in non-governmental organizations. Generally, non-governmental organizations that are private have either a community or environmental focus. They address varieties of issues such as religion, emergency aid, or humanitarian affairs. They mobilize public

support and voluntary contributions for aid; they often have strong links with community groups in developing countries, and they often work in areas where government-to-government aid is not possible. NGOs are accepted as a part of the international relations landscape, and while they influence national and multilateral policy-making, increasingly they are more directly involved in local action.

2.5.7 Community based organizations (CBOs)

Community based organizations (CBO's) are nonprofit groups that work at a local level to improve life for residents. The focus is to build equality across society in all streams - health care, environment, quality of education, access to technology, access to spaces and information for the disabled, to name but a few. The inference is that the communities represented by the CBO's are typically at a disadvantage. CBO's are typically, and almost necessarily, staffed by local members - community members who experience first-hand the needs within their neighborhoods. Besides being connected geographically, the only link between staff members and their interests is often the desire and willingness to help. Occupational skill sets and experience are greatly diverse.

The tightrope upon which stability balances in this type of organization is being stretched taut, as the role of the CBO is extended to new lengths. Governments are increasingly delegating responsibility to CBO's and relying on them to gather local concerns, develop, plan, and help deliver solutions. CBO's are storehouses, gate keepers, of local information obviously valuable for their own purposes, but this data is also useful to other organizations and government agencies. The role of CBO's is becoming knowledge management - to compile, sort, store and retrieve local data. Technology is increasingly becoming more important to this function, to manage daily business operations, but also to develop innovative solutions, given restrictive budgets, limited personnel available, and new demands for services and information. Technology is being used to bring in the voice of the community members, through public participation and input. Applications include mapping of community landmarks and services by locals, providing environmental baseline and change measurements, and identifying concerns common throughout the community.

Work conducted by CBO's generally falls into the themes of human services, natural environment conservation or restoration, and urban environment safety and revitalization. Examples include: Neighborhood revitalization, Affordable housing, Food security, Environmental protection/conservation, Youth homes centers, and Community sustainability.

Community based organizations (CBO's) use technology for managing daily business operations and administrative functions, but also requires specific technology for mission-critical programs. Neighborhood or geographic information systems (NIS or GIS) are emerging technologies in the nonprofit sector generating custom solutions for CBO's.

The value of using this technology for CBO's lies in:

- The capacity for efficient data management,
- Increased information that can be extracted from already collected data,
- The ease in sharing data and incorporating other similarly referenced data (to generate additional information),
- The sophisticated analysis and presentation it affords, which is critical in securing further support and funds for the organization, and
- Allowing for active participation and collaboration with community members.

2.6 Participation

Since the late 1970s there has been a range of interpretations of the meaning of participation in development. The following are a number of examples: with regard to rural development participation includes people's involvement in decision making process, in implementing programmes, their sharing In the benefits of development programmes and their involvement in efforts to evaluate such programmes (Cohen and uphoff, 1977)

Participation as a means: participation is concerned with the organized efforts to increase control over resources and regulative institutions in given social situations on the part of groups and movements of these hitherto excluded from such control (Pearse and stifle,

1997). "Participation is a process of drawing –people into implementation of the planned goals and the people having full control and decision–making over their own development" (Mathie Alison).

Participation can be seen as a process of empowerment of the deprived and the excluded. This view is based on the recognition of differences in political and economic Power among different social groups and classes. Participation in this sense necessitates the creation of organizations of the poor, which are democratic, independent and Self-reliant (Ghai, 1990).

Participatory development stands for partnership, which is built upon the basis of dialogue among the various actors, during which agenda is jointly set, and local views and indigenous knowledge is deliberately sought and respected .This implies negotiations rather the dominance of an extremely set agenda. Thus people become actors Instead of being beneficiaries (OECD, 1994).

Participation is a process through which stakeholders influence and share control over development initiatives and the decision is and resources which affect them, World Bank (1994).The above reflect the broad nature of a process of participation and the fact that interpretation is linked to an agency's development perspective there are, therefore, no Universal interpretations or models of participation applicable to all development agencies are now making explicit statements on what they understand by participation and such Statements are instrumental in determining strategy and methodology. Cohen and Upoff (1997), interpretation has had major influence in terms of identifying the key stages of the of the project cycle in which the participation could occur in decision-making, implementation, benefits and evaluation. In a different way Pearse and stiefel's interpretation has been similarly influence in suggesting a more structural and political role for participation and not one simply linked to practice.

Both of these interpretations set the tune in the 1980s for considerable body of participatory practice, which evolved in the 1990s into the notion of stake holding. Currently much of the debate and practice regarding participation is based upon the

concept of stakeholders and the relative importance and influence that different stakeholders can holders can have on the outcomes of development activities.

We can identify interpretation of participation in two broad and distinct areas of development .The distinctions between these are neither clear nor mutually exclusive, but they do represent two different purposes and approaches to promoting participatory development.

Participation is seen as a process whereby local people cooperate or collaborate with externally development programmes or projects. In this way participation becomes the means whereby such initiative will be more effectively implemented. People's participation is sponsored by an external agency and it is seen as a technique to support the progress of the programme or project.

The term participatory development is more commonly used to describe this approach and it implies externally designed development activities implemented in a participatory manner. This approach will appear to be quite wide spread and essentially promote participation as means of ensuring the successful outcome of the activities undertaken.

Participation as an end: participation is seen as a goal in itself this goal will be expressed as the empowering of people in terms of their acquiring the skills, knowledge and experience to take greater responsibility for their development. People's poverty can often be explained in terms of their exclusive and lack of access to and control of the resources which they need to sustain and improve their lives. Participation is an instrument of change and it can help to break the exclusion and to provide people with the basis for their more direct involvement in development initiatives. PRA programmes (1995.3).

The critical issue to bear in mind is that people's participation in development is concerned with two things:

(i) Structural relationships and the importance of developing peoples capacities and skills to negotiate and to see the resources and changes which they require in order to improve their lives.

(ii) The methods and techniques whereby, local people can be brought to play apart and develop a stake in development programmes and project; both purposes are of equal importance: the former seeks to secure a longer term and sustainable development for the poor people, the latter is crucial in providing immediate access to the benefits of development.

Table 2.2: Interpretations and participation

Form	Top-down	Bottom-up	Function
Nominal	Legitimization	Inclusion	Display means voice
Instrumental	Efficiency	Cost leverage	Means/end(white,1996)
Representative	Sustainability	Empowerment	
Transformative	Empowerment		

Source: Adapted from UNDF 1996

Table 1 synthesizes the range of interpretation of participation a long a continuous on which participation moves from being nominal and representing little meaningful or direct involvement in development to a transformative participation which results in people's empowerment and in direct and effective participation. It is useful exercise to see participation terms of continuous and within the project content, to seek, to develop it into this transformative role.

Another way of distinguishing between different forms of participation is to think in terms of levels or degrees of participation. This can be understood a long a continuous and can range from participation as essentially an act of manipulation to a degree of participation in which stakeholders become partners in the development initiative and begin to assume full responsibility for its management:

(i) Manipulation the lowest rank applies to situations of non – participation, where participation is contrived as the opportunity to indoctrinate.

(ii) Information: when stakeholders are informed about their right, responsibilities and options the first important step towards genuine participation takes place. The main draw back at this stage is that emphasis is played on one way communication with neither channel for feedback nor power for negotiation.

(iii) Consultation: this level entails two-way communication, where stakeholders have the opportunity to express suggestions and concerns, but no assurance that their input will be used at all or as they intended. Therefore it would be said that at this level stakeholders are "participation in participation". The most frequent approaches to consultation are chaired in meetings where stakeholders do not contribute to the agenda, public hearings and surveys.

(iv) Consensus building: here stakeholders in order to understand each other and arrive to negotiated positions, which are tolerable to the entire group. A common drawback is that vulnerable individuals and groups tent to remain silent or passively acquiesce.

(v) Decision making: when consensus is acted upon through collective decisions, this makes the initiation of the shared responsibilities for outcomes that may result. Negotiations at this stage reflect different degrees of leverage exercised individuals and groups.

(vi) Risk sharing: this level builds upon the proceeding one but expands beyond decisions to encompass the effects of their results, a mix of beneficial, harmful and natural consequences. Things being constantly influx, there is always the element of risk, where even the best intended decisions may yield the least desired result hence accountability is fundamental at this level especially e]when those with the greatest leverage may be the ones with the least risk.

(vii) Partnership: this relationship entails exchange among equal working towards the mutual goal .note that equal as applied here is not in term of form, structure or function but in terms of balance of respect. Since partnership builds upon the proceeding levels it assumes mutual responsibility and risk sharing.

(viii) Self-management: this is the pin head of participatory efforts where stakeholders interact in learning processes, which optimize the well-being of all concerned (UNCDF,1996)

2.7 Key operation issues in promoting participation

(i) It is critical that efforts to promote participatory development understand and examine the political and cultural context in which participation is to occur. Participation does not take place in a vacuum, but its development and progress will be influenced by a variety of factors inherent in the context. Time should be made available therefore at the beginning of any participatory project to identify and analyze the factors which could influence the process. This respect a stakeholder analysis is a useful first step.

(ii) In the preparation and design stages of the programmes or project it must be clearly understood that participatory processes do not necessarily follow structural pre-determined and linear directions. Participation must be seen merely as an input into a project. But as an understanding of operational principle, which should underpin all activities. Participation must be intrinsic to the project's development and not simply an activity, which is used from time to time to provoke beneficiaries' interest.

(iii) "Participation in development" is not is not the same as "participatory Development" projects must seek to promote a real and authentic involvement of people in development process and not merely seek to make the more common, top-down and technocratic approach to protect development more participatory. Participation implies a radical change in project operations and not simply adjusting of the project planning cycle for example to allow for a degree of local involvement.

(iv) A key element in the promotion of a participatory form of development is the training which staff receives in its methodologies and techniques in the past decade or so participation has revolutionized project practice and yet many staff has yet to move beyond the level of general understanding. At the operational level it is imperative that staff be trained in participatory development in order that they can be effective in promoting and guiding it. At a higher level, this raises the issue of mainstreaming of

participation, its principles, its approaches and its methods across the board within an institution. UNCDF (1996).

(v) In order to be able to understand its progress and to judge its contribution to the outcome of the project, it will be critical to set up and operate mechanisms at the project level to monitor participation within the project and subsequently, to evaluate its effects. To date this has proved to be a major difficulty in participation projects and many development agencies are struggling to devise appropriate systems.

2.8 Arguments against participation

i. Participation cost time and money; it is essentially a process with no guaranteed impact upon the end product. Participation can greatly add to the cost of development activity and therefore its benefits will have to be carefully calculated.

ii. Processes of participation are irrelevant and a luxury in situations of poverty and it will be hard to justify expenditure on such a process where people need to be fed and their livelihood secured.

iii. Participation can be a destabilizing force in that it can unbalance existing social-political relationship and threaten the continuity of development work.

iv. Participation is driven by "ideological fervor" and is less concerned with seeking to secure direct benefits for people from development activities than with promoting an ideological perspective into development.

v. Participation can result into the shifting of the burden into the prior and the relinquishing by national governments of their responsibilities to promote development with equity.

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According to Ng'ethe (1981:1) to participate is to be involved and involvement must accrue specific benefits to the participants that are involved. The second aspect of participation is in the quantity of it that will contribute to the development process. As Milbrath (1995) points out, continuous participation yields rewards than episodic participation. Ng'ethe further argues that, this however, cannot be taken for granted because some people will participate up to certain level, and will lose interest or feel they have nothing to contribute.

A number of scholars have defined participation as well as emphasizing its importance in the improvement of rural population standards of living. Lisk (1985: 16) defines popular participation as the active involvement of a broad mass of people in the choice, execution and evaluation of programmes designed to bring about a significant upwards movement in their levels of living.

"Baetz (1984:2) looks at participation as a process that involves assuring the people of the opportunity to contribute their fullest capacity and in ways most meaningful to them in creating the communities common wealth. It is a process in which people freely participate in development and in taking an active part in the decisions governing development.

According to (Ndung'u 1995:39-45) communities may derive direct or indirect benefits from participating in community projects. And in each of these two cases there may be forced or voluntary participators. According to chiterre (1994:3-10) local peoples participation in development is solicitated for a number of reasons;

First, participation is solicitated inorder to ensure that an innovation or a measure required for the people does not resist successful development. More often than not innovation or measures imposed on the local people from external forces end up being rejected and therefore do not succeed.

Second, Lisk (1985:17) and Bwalya (1985:183) argue that local participation is required because it facilitates the mobilization of local resource (for example Bricks, local labor, stones, skills and money) and there use in development. Chittere (1994:3-10) further

indicates this is one of the main reasons that prompt most developing countries to emphasize local participation in rural development programmes. He further notes that facilitating the mobilization of community based resources is very crucial to countries like in Kenya, not only, because the resources are scarce, but also because populations in many cases have been increasing, at extremely fast rate and therefore strain the government's ability to provide social amenities among other needs with the people's contributions to it.

Thirdly, participation allows growth of local capacity, which develops as a result of the partnership between the government (or agencies) and the community.

Fourth, local participation minimizes the growing sense of lack of community, which comes due to the weakening of social relationships in the society. The purposes of success of the project, local people involvement in planning and implementation make them feel that interests of the project are their interest to (Abound, 1989; Bibangambh, 1985; Musa, 1987).

The cardinal consideration in all community participatory undertakings must be the advancement of the cause of the least privileged persons in society. Advantages accruing to other participants (from politicians, community elites to professionals) must be accepted as peripheral to this goal. One major goal participatory aims to achieve is to decrease dependency and dismantle discriminatory, oppressive and paternalistic structures and replacing these with developmental, democratic, liberating systems. Participation by the people in the institutions and systems, which govern their lives, is a basic human right and also essential for realignment of political power in favor of disadvantaged/marginalized groups and for social and economic development.

Participation is not merely to do with outputs and results; it is more to do with change in such things as organizations capabilities people's attitudes and behavior, the perceptions and reactions of other stakeholders and people's relationships with those who have power. It is critical dimension of development projects since the changes that it could bring about in the political, economic and social aspects of poor people's lives are immense. The use of indicators is a prominent feature of participation.

Furthermore, indicators of participation will need to be both quantitative and qualitative; quantitative indicators to measure the extent and magnitude and qualitative indicators to describe and explain the nature and quality of participation, which has accrued; some of quantitative indicators of participation are: improved and more effective service delivery, numbers of project level meetings and attendance. Qualitative indicators of participation include; Organizational growth at the community level growing solidarity and mutual support, concern to be involved in decision making at different stages and increasing ability of project group to propose and undertake actions and people begin to have a say in and to influence local politics and policy formulation.

There is no excuse for not involving local in a real and meaningful way in development. There is no excuse for not involving youths in their development. To be responsible for, and have ownership of any change that may take place, local land users simply must be involved in all stages, and have a right to veto, or amend proposals to ensure a better fit and synergy with local resource use systems.

2.9 The meaning of young people's participation

The words 'involvement', 'consultation' and 'participation' are sometimes used interchangeably and can have quite different meanings. Australian educational literature on parent-school relationships has tended to see 'involvement' as being more passive than 'participation', which implies power-sharing. This paper will use 'participation' as a generic term and explore different types of participation, more in keeping with international literature.

Participation refers "to the process of sharing decisions which affect one's life and the life of the community in which one lives" (Hart, 1992, p. 5). According to UNICEF it is the fundamental right of citizenship and the means by which democracies should be measured (Hart, 1992).

Wilson (2000) believes that participation can be classified into two main categories, the first being superficial or tokenistic, the other being "Deep" (Wilson, 2000) participation or 'democratic play'. 'Deep' participation is an umbrella term encompassing "active

(Holdsworth cited in Wilson, 2000)", "authentic (Cumming; Soliman cited in Wilson, 2000, p.26)" and "meaningful (Wilson, cited in Wilson, 2000, p.26)" participation. 'Deep' participation means young people experience elements of citizenship and democracy in their everyday lives, in real and holistic situations with meaningful outcomes or actions.

There are various models in the literature which reflect the range of ways in which young people can participate. The next section of this paper will examine some of these models.

2.10 Participatory monitoring and evaluation

Is the activity that will be undertaken jointly by project stakeholders in order to provide information during the life of the project to make the necessary adjustments and modifications? This will involve;

i. A joint collection, analysis and utilization of useful information about a project or programme.
ii. A process of collaborative problem solving and lesson- learning.
iii. A process that will lead to collective action by all stakeholders in shared decision-making.
iv. P M $ E focus on stakeholders participation, which will shift from economic and technical approach of the conventional M and E to social and political approach.
v. It will enhance ownership of findings and conclusions.
vi. It will serve as an accountability tool for stakeholders.

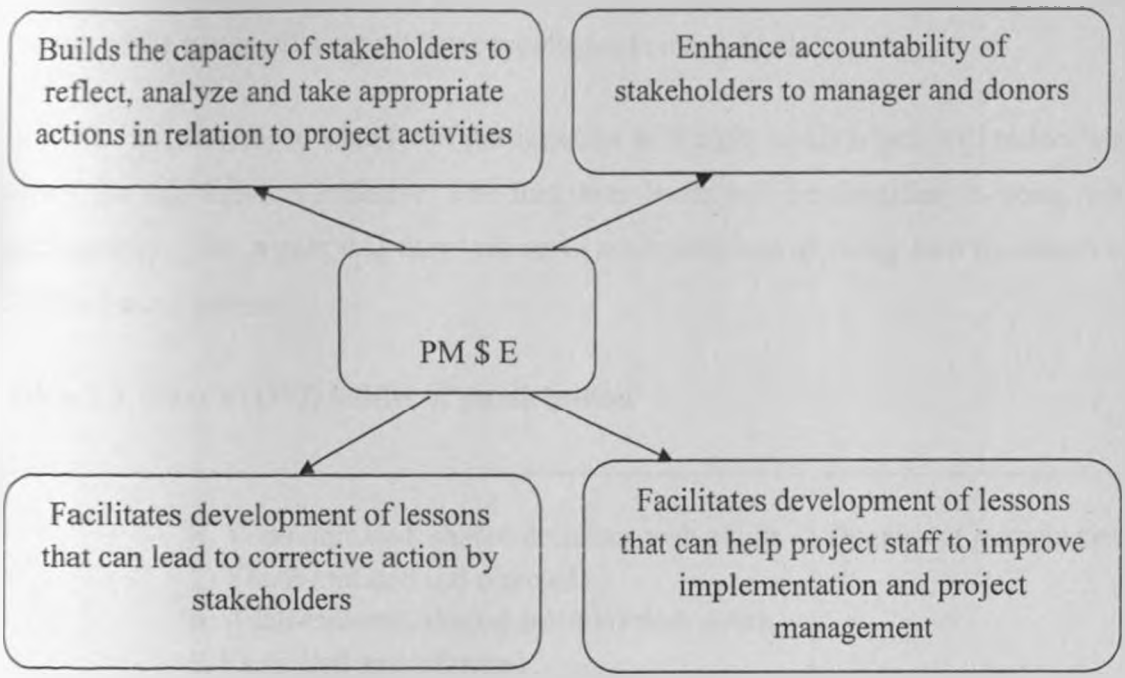

Figure2.1: Participatory monitoring and evaluation (Barrow and Murphree, 1998)

2.11Theoretical frame work

2.11.1 Models of participation

A number of theorists have proposed frameworks or 'typologies' which will articulate the degree of participation individuals will have in any given project or social endeavor. Manly (2000) states that there may not be opportunities for young people to participate elsewhere in their lives other than those in the public and community arenas.

In 1969, Arnstein developed a seminal article on citizen participation that included eight levels, symbolized by a 'ladder', representing the degree of control a citizen will have over an initiative. Others, as identified by Guijt and van Velduizen (1998), have adapted the 'ladder metaphor', to create different models of participation and empowerment, each with different goals, purposes and methods.

However the four most well-known models of participation and empowerment for young people are those of: Hart (1992), Westhorp (1987), Shier, (2001) and Rocha (1997). This section of the paper will explore these typologies in more depth.

In 1992, Hart developed a ladder of participation with eight levels which will reflect who drives the development initiative. The first three levels will be classified as being non-participatory. Hart argues that they will serve adult purposes of being seen to consult or involve young people.

Table 2.3: Hart's (1992) ladder of participation

8. Youth-initiated, shared decisions with adults 7. Youth-initiated and directed 6. Adult-initiated, shared decisions with youth 5. Consulted and informed 4. Assigned but informed	Degrees of participation
3. Tokenism 2. Decoration 1. Manipulation	NON-participation

In 1987, Gill Westhorp of the Youth Sector Training Council of South Australia identified a six stage continuum of youth involvement. This continuum will not imply that more or less control is better, just that the options exist and that some will be more appropriate in some situations than others. A variety of different strategies and approaches will ensure that a variety of different young people can participate.

It should be noted that the continuum poses a series of questions which must be answered to ensure genuine participation by young people. These questions focus on the mechanics of participation and emphasize the level of participation necessary. The questions will include articulation of aims, framing the level of participation, selection of target group/s, delineating participants' support needs, exposing barriers and the execution of evaluation strategies.

Table 2.4: The six stages of Westhorp's (1987) Continuum

1.	2.	3.	4.	5.	6.
Adhoc input	Structured consultation	Influence	Delegation	Negotiation	Control

Rocha (1997) took a different approach. She uses the term "empowerment", and devised a ladder where the intended arena of change shifts from the individual through to community based on classification of power experiences, including the source of power and its object or target.

The ladder based on the intended locus of outcomes from individual to community empowerment (Rocha, 1997).

Table 2.5: Rocha's (1997) Ladder of Empowerment

Community involvement
Rung 5: Political empowerment
Rung 4: Socio-political empowerment
Rung 3: Mediated empowerment
Rung 2: Embedded individual empowerment
Rung 1: Atomistic individual empowerment
Individual involvement

Rungs 4 and 5 reflect the notion that participation can lead to political action.

The frame work aimed at establishing how ready the youths in Dujis constituency were, in embracing participation as tool for achieving desired development in set projects.

2.12 Conceptual frame work

A combination of factors influencing youth's participation in development projects in Dujis constituency is shown in the figure 2.2

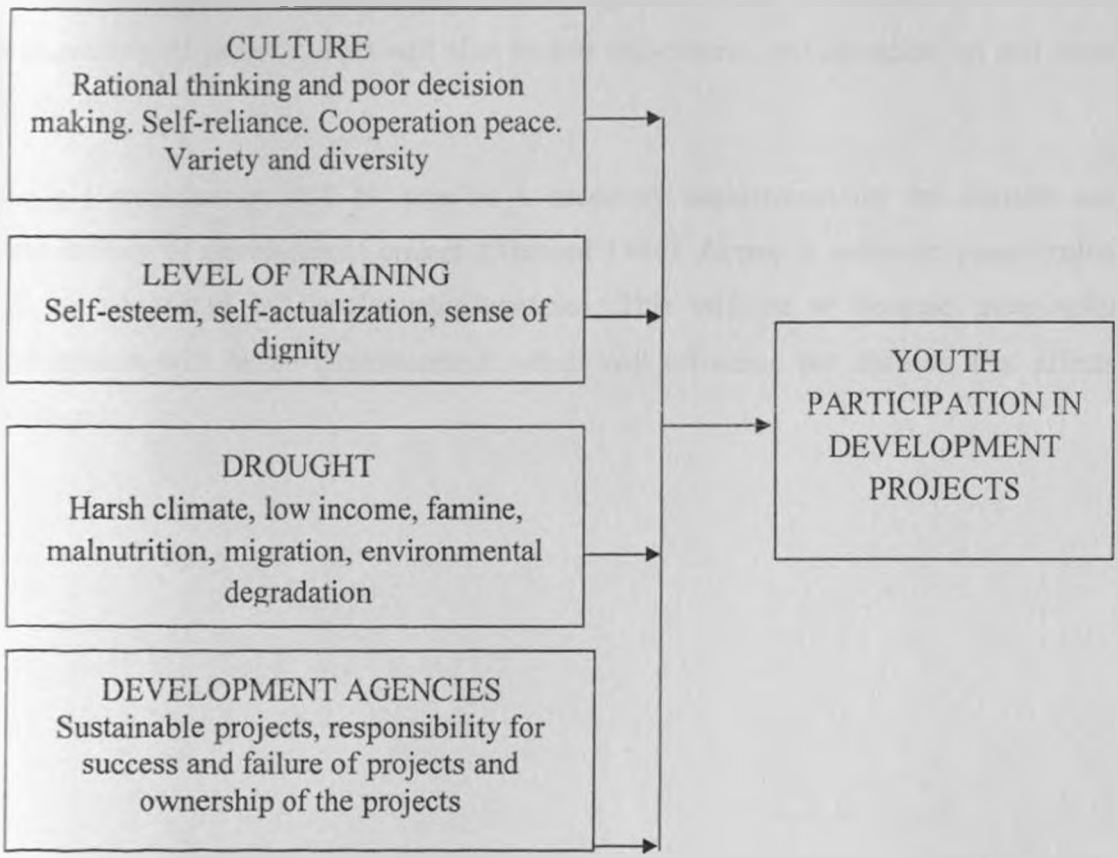

Figure 2.2: conceptual frame work of factors influencing youth participation in development projects

This section on conceptual frame work argues that participation will be a continuum scale from low to high participation. High participation will be desirable if the youths will have to achieve sustainable development. High levels of training, drought, and cultural effect will significantly influence the ability /capacity of youth towards achieving high participation in development projects.

The factors influencing participation of youths in development project will be cultural practices, training levels, drought and other development agencies will be shown impacting on the youth's participation and thereby will result to any of the following

irrational thinking, poor decision making, dependent, distressed, low income, low returns, poor investment, conflicts and migration.

Youths will also take active responsibility in decision making, identification of development priorities, implementation and evaluation. Their contribution will lead to sustainability of projects. This will also lead to self-esteem, self-actualization and sense of dignity.

People's participation will be seen as a necessary requirement for the success and sustainability of development project (Ahamed 1994). Active or authentic participation will be advocated by development agencies. This will be so because meaningful participation will be an empowerment which will influence the decision that affects livelihood.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Chapter three of this work looks at the following items; research design, target population, sampling procedures, methods of data collection and methods of data analysis.

3.2 Study design

This study was based on a survey (expost facto) type of research. The survey approach was appropriate for this study since the study dealt with issues/phenomena already in place. In this study, the dependent variable was the participation of youths in development projects. The independent variables were factors that influence such participation. The study focused on four independent variables: culture, level of training, drought and other development agencies since the independent variable could be manipulated; the ex-post facto approach was used (Kerlinger1983:379)

Based on a large proportion of data collected on the variable recall by respondents both qualitative and quantitative data were used in the study. Focus group discussion (FGD) and informant interviews were qualitative methods used. These methods were opted since interaction of group members stimulate richer responses and allow not only new important thoughts to emerge but also allow for the exploration of factors that are difficult to obtain using quantitative methods.

3.3 Target population

For this study the target population for quantitative data was composed of youths found in Central division of Dujis constituency Garissa County. The participation for qualitative data (focus group discussion) comprised of members from the study areas and must not have participated in the quantitative data collection.

3.4 Sampling procedure (frame and sample size)

A discussion with district youth officer (DYO) revealed that approximately 3 % of the youths participate in development projects in Dujis constituency this translated to about 1500 youths, therefore the proposed sample of 150 youths represented about 10 % of the population according to Mugenda,Olive andMugenda Abel (1999). This sample size was considered adequate for generalization. Central is proposed to have sample of 150 respondents. A stage sampling procedure was followed. To obtain the subjects for quantitative data collection multistage sampling method was employed. Central division of Dujis Constituency has several Bullas which were selected randomly, where most of the youths reside and it was a focus point to meet them. Central division which was in the municipality and densely populated, fifteen Bullas were selected with ten respondents chosen from each Bulla adding to a total of 150 respondents. The multistage sampling procedure was adopted because it measured units that are in the same area which made it operationally convenient by saving time and it was also cost effective.

3.5 Data collection procedures

The study commenced after necessary clearance and authorization was obtained from the department of extra mural studies, University of Nairobi. After satisfactorily obtaining clearance, two interviewers were identified, recruited and trained. The training covered; issues relating to youth participation, culture and interviewing techniques.

3.5.1 Questionnaires

Considering that some respondents are literate this method of data collection was appropriate the questionnaires were issued to the respondents with a request to answer questions and return the questionnaire. The questionnaires consisted of a number of questions typed and printed in a definite order on a form. This method was considered for this study because of the following advantages: it was free from bias of the interviewer; answers are respondents own words. Respondents had adequate time to give out well thought out answers, large samples could be made use of and thus the results could be made more dependable and reliable. This methods had demerits for instance, low rate of

return of the duly filled in questionnaire; bias due to non-response was often indeterminate. It could be used only when respondents are educated and cooperating.

3.5.2 Focus group discussion

A focus group discussion (FGD) was also used in interviewing. FGDs involve a situation where a researcher organizes to have two or more respondents together and engage them in a discussion to brainstorm on the issue under research. The interviewer used a structure check list which contained various questions covering topics and issues being investigated. The researcher asked questions and guided the group discussions (Feursten interpersonal dialogue 1990; Mulwa, 1994). The advantage of this technique was that it enabled the researcher to collect other relevant information which was not included in the personal structure. It enabled the interviewer to collect and corroborate responses with those that were gotten from the structured interviews. It allowed for the expression of a collective value judgment on the topic being discussed. The disadvantages of this method are that it creates room for collection of irrelevant information as it is not easy to confine and aggregate people's sentiments over topical issues. The collected information could also be too diverse and under standardized that their analysis, interpretation and generalization could be difficult.

3.5.3 Key informant interviews

This method was essential in obtaining information which the respondents were not ready to provide. The information could be provided by representatives, opinion leaders, and government officers on persons whose activities by virtue of their work have a direct connection with the issue being researched on (Pelto, 1978).

These personalities (key informants) therefore provided more information and clarified other issues relevant to the study. Matters touching on development, youths, culture, drought, level of training among others. Those that were interviewed are District Development Officer, District Youth Officer, District Education Officer and District Social Development Officer.

3.5.4 Census report

According to the 2009 census report, population distribution of youths by age and sex in Dujis constituency was obtained. and used in this study

Table 3.1: Population Distribution of Youths by Age and Sex in Dujis Constituency.

Age	Male	Female	Total
14	3261	2444	5705
15-19	13582	11062	24644
20-24	9656	9078	18734
25-29	7008	7616	14624
30-34	5448	3582	11030
35	1754	1842	3596

3.5.5 Instrument for validity

The study employed content-related validity to ensure the content and format of the questionnaires was appropriate for the purpose of the study. The instrument also ensured comprehensiveness of the content in measuring all the constructs of variables was measured. Ensured that the content logically got to the intended variable. Ensured that sample of questions was adequate to represent the content that was too measured.

3.5.6 Instrument of reliability

Before starting field work pretesting of the instrument was carried out on a small settlement within the municipality. The essence of the pre-test was to see the feasibility of the study and pre-test the research instrument. The results that were obtained revealed whether few modifications were to be made to the study instrument. Test-retest method was administered twice to the same group after a certain time interval elapsed since the previous test. A reliability coefficient was calculated using the Spear-Brown prophecy formula as Reliability of scores on total test=2 x reliability for1/2 test/1+ reliability for1/2tests.

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3.5.7 Operationalization of variables

1. Participation: will refer to voluntary and democratic involvement of community members in the decisions directly affecting their lives and development. It will also refer to actual participation (in terms of labor input) and contributions (in cash/materials) of the local population in any of the levels or phases of the processes of project identification, formulation to the actual implementation. In this study, youth's participation in projects and therefore commitment to work reflected by their hour-inputs in activity will be assumed to be determined by their perceived benefits from the projects.

This variable will be measured by the respondent's actual participation in the respective project in terms of man-hour put in the project undertaking. This will be computed as a product of actual number of people who participated in the projects, by the number of months in the year participated, by the number of weeks in a month participated; by the number of days in a week participated and by the number of hours in a day participated. For examples number of times respondents volunteered personal labor to work in the in development projects ,contributed ideas on youth affairs, attending and speaking in barazas, church meetings, political rallies.

2. Culture: Has been defined as the system of shared beliefs, values, customs, behaviors and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning. Indicators include: Rational thinking, decision making, Self-reliance. Cooperation and peace. Variety and diversity

3. Training: this refers to a learning activity which is directed towards acquisition of specific knowledge and skills for the purpose of an occupation or task. Training is carried out with an aim of satisfying the needs of employees, organizations and groups. Indicators of good training include:

i) Efficiency and safety in the operation of particular machines, equipment or handling a piece of work.

ii) Effective sales force and the need for competent management.

Harrison (2005) describes training as an activity which is both focused upon, and evaluated against, the job that an individual currently holds.

4. **Drought:** This refers to a weather situation leading to rainfall amount and reliability levels below those normally expected. This will be measured by two indicators which include;

(i) Environmental indicators-rainfall distribution and vegetation biomass

(ii) Rural economy indicators that monitor production system and market exchange include cereal prices, high mortality rate and meat prices.

5. Development agencies:

This refer to the process by which the efforts of other development partners which includes NGOs, CBOs, and the people themselves unite with those of the governmental authorities to improve the economic, social, cultural and political conditions of communities into the life of the nation and will enable them to contribute fully to national progress. This will be measured by two indicator items, which are computed into an index.

These will include;

(a) Percent achievements of the projects objectives.

(b) Percent project operational effectiveness and efficiency and cost sharing and elimination of potential points of conflict. Another indicator items are in turn derived from the projects leaders' declaration of the projects number of planned activities, number of achieved objectives, the duration of the objectives realization, and the duration of project operation.

6. Personal: (Socio-Economic and Demographic Characteristics): these will be measured in numbers and amounts or by the categories of responses as will be declared by the respondents themselves as follows:-

Sex: whether male or female

Age: number of completed years since birth.

Formal education: total number of completed years spent in formal education.

Religious affiliation: Affiliation to protestant, Islam, atheism, traditionalism or other Religions.

Major occupation: fulltime occupation as businessperson. pastoralists, civil Servant/teacher, domestic/house wife, multiple occupation of equal significance or unemployed person.

Marital status: whether married (polygamous), married (monogamous), divorced/separated, widowed or single.

3.6 Data analysis

Two types of data were collected during the study, quantitative and qualitative data. Most data were recorded manually on a questionnaire. The first stage of data processing involved editing and cleaning. This was a systematic process of examining raw data to detect errors and omissions in order to make necessary corrections. Data was examined for completeness, comprehensibility and reliability. The second stage involved data coding and screening in order to select appropriate data for the study. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Likert's scale was be used to evaluate subjects' participation levels. Results were represented in descriptive form using statistical measurement of central of tendency of mean, frequency tables, percentage.

Analytical procedures were used, measures of tendency (frequency, mean and median) comparison and difference of variable (ANOVA) and level of significance were fixed at 0.05 ($p<0.05$). A qualitative understanding derived from FGDs, data through observations and key information interviews were transcribed, coded and summarized.

3.7 Ethical consideration

This study first sought permission and clearance from university of Nairobi before conducting the research. The study was carried out for the purpose of research only and any information that was collected from the respondents in the questionnaires remained strictly confidential. The recommendations obtained from the study went a long way to improve the livelihood of people involved and the larger Kenyan community.

CHAPTER FOUR

DATA PRESENTATION,INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter gives descriptive data analysis and analysis of variance (ANOVA) of the data gathered from the respondents in this study.

4.2 Descriptive data analysis on socio-economic and demographic characteristics of the respondents

4.2.1 Gender

Table 4.1: Frequency and percentage distribution of gender of the respondents

	Frequency	Percent	Cumulative Percent
Male	76	50.7	50.7
female	74	49.3	100.0
Total	150	100.0	

The frequency and percentage distribution of respondents by gender indicates that out of 150 respondents interviewed 50.7 % were male followed closely by 49.3 % female

4.2.2 The Age factor

Table 4.2: Frequency and percentage distribution of age of the respondents

	Frequency	Percent	Cumulative Percent
15-20	78	52.0	52.0
21-35	72	48.0	100.0
Total	150	100.0	

The data obtained from analysis of age factor shows that 52 % of the respondents are aged between 15-20 years and 48 % are aged between 21-35 years. This shows that majority of the respondents are in their prime youth age for participation in development projects.

4.2.3 Religion

Table 4.3: Frequency and percentage distribution of religion of the respondents

	Frequency	Percent	Cumulative Percent
Christianity	39	26.0	26.0
Muslim	111	74.0	100.0
Total	150	100.0	

The data analysis on the religion of the respondents shows that the majority of them represent 74 % Muslims and the minority representing 26 % of Christians thus this shows that the type of project to be initiated depends on the decision of the majority

4.2.4 Education level

Table 4.4: Frequency and percentage distribution of education levels of the respondents

	Frequency	Percent	Cumulative Percent
Primary	17	11.3	11.3
Secondary	85	56.7	68.0
College	48	32.0	100.0
Total	150	100.0	

The analyzed data on education level of the respondents indicates that out of 150 respondents 56.7 % had attained secondary education, 32 % had attained college level and 11.3 % primary education level.

According to information in Table 10, 56.7% of the population studied had secondary education, which implies that illiteracy levels are generally reducing.

4.2.5 Sources of income

Table 4.5: Frequency and percentage distribution of sources of income of the respondents

	Frequency	Percent	Cumulative Percent
Farming	7	4.7	4.7
livestock rearing	16	10.7	15.3
relief food	23	15.3	30.7
NGO's and CBO's	12	8.0	38.7
Business	54	36.0	74.7
Employment	38	25.3	100.0
Total	150	100.0	

Table 4.5 shows the data analyzed on the sources of income of the respondents. According to this data, the sources of income are; farming, livestock rearing, relief food, NGO'S/ CBO'S, business and employment. Out of 150 respondents, 36 % engage in business, 25.3 % are government employees, 15.3 % depend on relief food and 10.7 %, 8 % and 4.7 % depend on livestock rearing, NGO/CBO and farming respectively.

4.2.6 Average monthly income

Table 4.6: Frequency and percentage distribution of average monthly income of the respondents

	Frequency	Percent	Cumulative Percent
Below Ksh 2,000	42	28.0	28.0
Ksh 3,000 - 10,000	46	30.7	58.7
Ksh 10,000 and above	62	41.3	100.0
Total	150	100.0	

The data analyzed on average monthly income of the respondents shows that out of 150 respondents 41.3 % had income ranging between Ksh 0 – 2, 000. The proportion declined further to 30.7 % for those ranging between Ksh 3, 000 – 10, 000 and the lastly 28 % for those ranging from Ksh 10, 000 and above.

4.3 Level of participation in development projects of the respondents

Table 4.7: Frequency and percentage distribution of awareness of development projects of the respondents

	Frequency	Percent	Cumulative Percent
yes	93	62.0	62.0
no	57	38.0	100.0
Total	150	100.0	

Table 4.7 provides information about the awareness of respondents in any development projects in this area of study whereby 62 % of the respondents were aware while 38 % were unaware.

4.3.1: Development projects initiators

Table 4.8: Frequency and percentage distribution of development projects initiators

	Frequency	Percent	Cumulative Percent
Government	17	11.3	11.3
Ngo	53	35.3	46.7
Youths	33	22.0	68.7
not sure	47	31.3	100.0
Total	150	100.0	

Table 4.8 shows that 35.3 % of development projects were initiated by NGO, 22 % were initiated by youth groups, 11.3 % were initiated by the government and 31.3 % of the development projects respondents were not sure who initiated them.

4.3.2 Effects of the development projects

Table 4.9 gives information about the effects of development projects as reported by the respondents whereby 53.3 % of the respondents indicated that they had no effect on their living standards while 46.7 % of the respondents showed that the development projects had effects on their living standards.

Table: 4.9 Frequency and percentage distribution of effects of development projects

	Frequency	Percent	Cumulative Percent
Yes	70	46.7	46.7
No	80	53.3	100.0
Total	150	100.0	

4.4 Culture

Table 4.10: Frequency and percentage distribution of respondents on cultural gathering

	Frequency	Percent	Cumulative Percent
Yes	83	55.3	55.3
No	67	44.7	100.0
Total	150	100.0	

Table 4.10 gives information about the cultural gatherings attended by the respondents which showed that 55.3 % attend gatherings while 44.7 % do not.

4.4.1 Cultural gathering composition

Tables 4.11 provide information about the composition of members of different groups during cultural gatherings where men and women share responsibilities but because of culture some rights of the members are infringed. Results from the respondents indicate that 52 % of the respondents agree that these cultural gatherings comprise both male and female, followed by 27.3% comprising of males only and lastly 20.7% comprising of females only.

Table 4.11: Frequency and percentage distribution of respondents by cultural gatherings composition

	Frequency	Percent	Cumulative Percent
males only	41	27.3	27.3
females only	31	20.7	48.0
both males and female	78	52.0	100.0
Total	150	100.0	

4.5 Level of training

Table 4.12: Frequency and percentage distribution of respondents by other trainings attended

	Frequency	Percent	Cumulative Percent
Yes	85	56.7	56.7
No	65	43.3	100.0
Total	150	100.0	

Table 4.12 provides information about any other training attained apart from the basic education. 56.7 % of the total respondents indicated that they had attended additional training apart from the basic primary and secondary education while 43.7 % have not.

4.6 Drought

4.6.1 Effects of drought on livelihood

Table: 4.13 Frequency and percentage distribution of respondents on the effects of drought on livelihood

	Frequency	Percent	Cumulative Percent
Shortage of water	43	28.7	28.7
Loss of livestock	62	41.3	70.0
Famine	45	30.0	100.0
Total	150	100.0	

Table: 4.13 gives information on the effect of drought on livelihood whereby 41.3 % of the respondents indicated that loss of livestock had a major impact on livelihood while 30 % of the respondents indicated that famine affected their livelihood and finally 28.7 % of the respondents indicated that shortage of water affected livelihood.

4.6.2 Effects of drought on food security

Table 4.14: Frequency and percentage distribution on the effects of drought on food security of respondents

	Frequency	Percent	Cumulative Percent
very severe	60	40.0	40.0
Severe	66	44.0	84.0
less severe	22	14.7	98.7
no effect	2	1.3	100.0
Total	150	100.0	

Table 4.14 provides information about the effects of drought on food security with the following responses. Those who responded as severe were 44 %, while very severe 40 %, less severe at 14.7 % and no effect at 1.3 %. Food security plays a significant role in measuring living standards youths in and their participation in development projects

4.7 Other development agencies

4.7.1 Participation in development projects of other development agencies

Table 4.15: frequency and percentage distribution of respondents on participation in development projects

	Frequency	Percent	Cumulative Percent
yes	78	52.0	52.0
No	72	48.0	100.0
Total	150	100.0	

Table 4.15 provides information on respondents' participation in any development projects in their areas where they reside. 52 % of the respondents said yes meaning that

they participated in development projects while another 48 % of the respondents said no meaning that they had not participated in any development project.

4.7.2 Development agencies workshop/seminar

Table: 4.16 gives information about workshop/seminar attendance organized by development agencies. 63.3 % of the respondents indicated yes meaning that they had attended while 36.7 % of the respondents indicated no meaning that they had not attended. Seminars are crucial tool for enhancing participation.

Table 4.16: frequency and percentage distribution of respondents about Development agencies workshop/seminar

	Frequency	Percent	Cumulative Percent
yes	95	63.3	63.3
No	55	36.7	100.0
Total	150	100.0	

4.7.3 Organizers of the workshop

Table 4.17: frequency and percentage distribution of respondents about Organizers of the workshop

	Frequency	Percent	Cumulative Percent
government	58	38.7	38.7
NGO	27	18.0	56.7
CBOs	22	14.7	71.3
Others	43	28.7	100.0
Total	150	100.0	

Table 4.17 provides information on various development agencies that organized Workshops for the projects. 38.7 % of the respondents indicated that government organized the workshop, followed by 28.7 % of the respondents who indicated others, 18

% of respondents indicated that NGOs had organized the workshop and 14.7 % of the respondents indicated that CBOs had organized the workshop.

4.8 Testing of hypothesis

This section presents a detailed analysis of association between variables identified in the study. To test the hypotheses, a one-way analysis of variance (ANOVA) was conducted to establish how dependent and independent variables were correlated. In this study, dependent variable was participation while factors influencing participation were independent variables. These include culture, level of training, drought and development agencies.

4.8.1 Testing of hypothesis one

Hypothesis one, was derived from the first objective of the study which sought to investigate the effect of culture on youth and their level of participation in development projects. The first hypothesis of this study stated that there is no significant association between the effects of culture on youths and their participation in development projects. In this hypothesis it was assumed that youths would or would not participate effectively because of the influence of culture. The level of participation as a dependent variable was cross-tabulated against cultural influence as an independent variable.

Table 4.18: ANOVA for influence of culture and level of participation in development projects

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.001	3	5.334	2.140	.098
Within Groups	363.839	146	2.492		
Total	379.840	149			

Significant P>0.05

Analysis of variance (ANOVA) in table 4.18 shows that F=2.14 with a P value of 0.098 which is more than the P value of 0.05. This is statistically not significant; we therefore fail to reject the null hypothesis, which stated that there is no significant association between the influence of culture and their level of youth participation in development

projects. From these results, we can infer that participation of youths is not affected by confluence of culture but with other factors combined that will go a long way in enhancing participation of youths. There are other factors like youth occupation, poverty among others that may be influencing the level of participation of youths in development projects.

4.8.2 Testing of hypothesis two

The second hypothesis stated that there is no significant association between training level and youth participation in development projects. This hypothesis was derived from the second objective, which sought to assess the extent at which training level of the youth influence participation in development project. The assumption underlying this hypothesis was that youth would or would not participate in development projects because of training levels. To test the hypothesized association, dependent variable participation was cross-tabulated against independent variable namely training level.

Table 4.19: ANOVA for Training level and participation in development in development projects

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.790	3	4.930	1.972	.121
Within Groups	365.050	146	2.500		
Total	379.840	149			

Significant p>0.05

Analysis of variance (ANOVA) for association between training level and youth participation in development projects was cross tabulated. As seen in Table 4.19, F=1.972 since the calculated value of P=0.121 is more than the P value of 0.05 we fail to reject the null hypothesis that there is no significant association between training level and youth participation in development projects.

4.8.3 Testing of hypothesis three

Hypothesis three was derived from the third objective of the study which sought to assess the extent at which drought influence youth participation in development projects. The hypothesis of this study stated that there was no significant association between drought and youth participation in development projects. In this hypothesis it was assumed that youths would or would not participate effectively because of the effects of drought such as loss of livestock and famine among others, which has a direct bearing on their livelihood. The level of participation as a dependent variable was cross-tabulated against the effects of drought as an independent variable.

Table 4.20: ANOVA for effects of Drought and participation level of participation in development projects

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.422	3	5.141	2.060	.108
Within Groups	364.418	146	2.496		
Total	379.840	149			

Significant p>0.05

Analysis of variance (ANOVA) in Table 4.20 shows that F=2.060 with a P value of 0.108 which is more than the P value of 0.05.this is statistically not significant, we fail to reject the null hypothesis from this results we can infer that participation of youths is not only affect by drought but with other factors combined that will go a long way in enhancing participation of the youths.

4.8.4 Testing of hypothesis four

Hypothesis four was derived from the fourth objective of the study which sought to assess the extent to which other development agencies influence youth participation in development projects. The hypothesis of this study stated that there was no significant association between involvement of other development agencies and level of participation of youth in development projects. In this hypothesis it was assumed that

youths would or would not participate in development project due to the influence of other development agencies like the government, NGO private organization and CBOs.

Table 4.21 ANOVA for Other agencies and level of participation in development projects.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.398	3	1.133	.439	.725
Within Groups	376.442	146	2.578		
Total	379.840	149			

Significant p>0.05

To test hypothesized association, participation as a dependent variable was cross-tabulated against other development agencies as an independent variable. The findings of Analysis of variance (ANOVA) Table 4.21 which shows F= 0.439 and a P value of 0.725 which is more than the P value of0.05.this is statistically not significant. We therefore fail to reject the null hypothesis which states that there was no significant association between the involvement of development agencies in development and their level of participation of youths in development projects.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS AND CONCLUSIONS

5.1 Introduction

This study is finalized by chapter five which gives summary of the findings, discussions, conclusions, recommendations and suggestions for further research.

5.2 Summary of the findings

This study sought to investigate the extent to which, culture, training level, drought and other development agencies influence the participation of youths in development projects in Dujis constituency, Garissa County.

The study was ex-post facto in design and targeted youths in central division. The research instruments employed for this study were the questionnaires. Data was gathered from 150 youths in central division. From this statistics frequencies and percentages were computed to facilitate comparison of the proportions of the responses made by the youths regarding factors influencing their participation in development. The mean was the measure of central tendency of the four hypotheses that were tested using a one-way Analysis of variance (ANOVA).

5.3 Discussion of the findings

Discussions of the findings looked at the descriptive results of the stated objectives and analytical results for the stated hypotheses in this study.

5.3.1 Descriptive results

From the foregoing descriptive analysis, number of conclusions may be drawn in relation to the study objectives.

a) The first objective was to investigate the effect of culture on youth participation in development projects. From the analyzed data 74 % of the respondents were Muslims and their way of living should resemble their faith or the religion. Male and female are not allowed to mix any how if they do then they should sit separately. However from the obtained data 52 % of the respondents indicate that both male and female can meet and

discuss development issues without fear of contradiction. This shows that culture has no influence on participation in development process. Meaning other factors like poor communication among others may influence participation. Good culture enhances participation which improves the living standards of the people.

b) The second objective was to assess the extent at which training level of youth influence participation in development projects. The analyzed data indicate that 56.7 % of the studied population has acquired secondary education and 56.7 % have also acquired additional training. Training level determines person's capacity to harness existing resources to improve the living standards. Lack of education is therefore an enemy to development. The analyzed data also indicated 62 % of the study population is aware that development projects exist in their area and 53.3 % indicated that they benefited from the project thereby improving their living standards

c) The third objective was to assess the extent at which drought influence youth participation in development. The study found out that drought has diverse effect and this has affected the livelihood of youth. It was noticed that with persistent drought in progress there was scarcity of pasture for livestock

From the analyzed data the major occupation was business at 36 % because the adverse effect of drought would allow farming. The analyzed also indicate that 41.3 % of the respondents have lost livestock. Effect of drought on food security was severe at 44 % of the study population. It is therefore important to strengthen early warning system for food security, livestock and environmental management and empower youth to address drought issues.

d) The final objective of the study was to determine whether as a result of other development agencies present in the area can influence youth participation in development projects. It was found out that development agencies play a crucial role in initiating development projects and from the analyzed data 52 % of the study population participate in this projects and 63.3 % of the population have attended workshops and seminars organized by the development agencies. The population recognizes the importance of development projects and the government and other development agencies

should increase their coverage in these areas so that they can initiate tangible projects. Lastly the government should also strengthen all matters relating to policy on youth and provide favorable and conducive environment for participatory development.

5.3.2 Analytical Results

The study tested four hypotheses, it was therefore established that there was no significant association between the variable tested. The independent variable in the first hypothesis was effect of culture and the dependent variable was participation in development projects. ANOVA was carried out; it yielded a P value of 0.098 with degree of freedom of 3 confirming no association between variables tested. The second hypothesis tested training level as independent variable and participation as a dependent variable. The results indicated a level of significance of 0.121, which above 0.05 is leading to no association between the variables tested. Furthermore third hypothesis tested with drought as independent variable and participation as dependent variable. The results indicated a level of significance of 0.108, which is above 0.05 leading to no association between the variables tested. Finally the fourth hypothesis was tested with participation as dependent variable and other development agencies as independent variable. ANOVA was carried out, it yielded a P value of 0.725 with a degree of freedom of 3 leading to no association between the variable tested. It can therefore be concluded that other than variable tested there are other factors influencing participation.

5.4 Conclusion of the study

Following the discussion on the findings of the study and statistical tests carried out on the key variables in the preceding chapters, the following are the main conclusions about the factors influencing youth participation in development in Dujis Constituency, Garissa County.

There is no association between influence of culture and youth participation in development project. This indicates that upholding high cultural does necessarily increase the participation of youths in development projects .there are perhaps factor influencing participation like attitude among others may influence participation. Culture should be embraced always because it upholds people diversity.

There is no association between training level and level of participation in development projects this indicates that training level does not increase with educational attainment. However, education remains an important factor towards making youths become aware of what challenges they are facing to engage in development projects.

As far as drought and its association with participation in development projects are concerned, it can be concluded that there is no association. This means that participation of youths does not necessarily increase because of the effects of drought. It was found out that other factors combined make them not to participate effectively.

The final objective of the study was to investigate the extent to which other development agencies influence youth participation in development projects. Analysis carried out indicates that the government has 38.7 % influence compared to other development partners. The influence by the government however, is considerably insignificant it has not enhanced the youths to participate fully. Hence this calls for further awareness creation and active involvement of the NGOs, self-help groups, youth- groups among others.

5.5 Recommendations

Based on the findings of the study, the following recommendations are highlighted:

1) There is need to integrate culture into development and sensitize people to participate in development projects while upholding their cultural values.

2) There is need to sensitive the community about the importance of education to the youths and take the children to school for the basic education.

3) Training colleges should be increased to cater for the increasing number of youths who are completing their basic education.

4) More training facilities should be channeled in the area and mobile training school encouraged

5) Youths should form more groups/CBOs as a center of focus, to address issues affecting them and engage in activities that will improve their living standards and economic development.

6) Tours /exchange program should be organized for the youths to visit and learn from other groups from different parts of the country.

7) Gender promotion/balance should be encouraged in all areas of decision-making.

8) There is need for the government to give more credit/grants to the youths for them to engage in more meaningful income generating activities.

9) Despite the fact that occurrences of drought can be stopped, its impact on people and environment can be minimized. This can be achieved by undertaking the measures that prepare the country at all levels for such occurrences. The following are some of the measures, which if implemented will prepare the country to minimize the impacts of future drought.

i) Development and implementation of national drought preparedness and management strategy and action.

ii) Establish environmental monitoring of drought.

Iii) Develop and strengthen coping strategies at local level

5.6 Suggestions for further research

To fill the gaps that were outside the scope and mandate of this study in the area of participation in development projects, the following areas were identified and therefore suggested for further research:

1. Study should be conducted on the role played by development agencies in promoting the welfare of youths.
2. Study should be carried out on development projects and its effect to gender.
3. Study should be carried out on the influence of culture on the youths.

4. Study should be conducted on role played by training institutions in promoting participation in development project amongst the youths.

5. Study to be conducted on the effects of drought and youth livelihood

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APPENDICES

APPENDIX 1: TRANSMITTAL LETTER

University of Nairobi School of Continuing and Distance Education

Date.....

Dear sir/madam,

RE: NABIBYA K. EZEKIAL, ADM NO. L50/62142/2011

The above named student is from the University of Nairobi undertaking studies leading to the award of Master of Arts in Project Planning and Management.

He is seeking information to examine factors that influence youth participation in development projects. This interview is being conducted for the purpose of research and the information obtained will be kept strictly confidential.

Your cooperation and active participation will be highly appreciated.

Thank you in advance.

.....

APPENDIX 2

STUDY QUESTIONNAIRE

University of Nairobi School of Continuing and Distance education department of extra mural studies

STUDY QUESTIONNAIRE

Factors influencing youth participation in development projects in Garissa County a case of Dujis Constituency.

The interview will be conducted for the purpose of research. The information provided will be used to exam factors influencing youth participation in development projects and will be kept strictly confidential. Your cooperation and active participation will be highly appreciated.

Thank you

A) BACKGROUND INFORMATION

Please tick (√) one by responding to appropriate answers:

Gender ☐ Male ☐ Female

1. Age ☐ 15-20 ☐ 21-35

2. Religion ☐ Christianity ☐ Muslim ☐ others

3. Education level: Primary level ☐ Secondary level ☐ College ☐

☐ None

4. What is the source of your income?

☐ Farming

☐ Livestock rearing

☐ Relief food

☐ NGO's and CBO's

☐ Business

☐ Employment

5. What is your monthly income in Kenya Shillings (Kshs)

- Below Kshs 2000 ☐
- Kshs 3000-10000 ☐
- Kshs 10000 and above ☐

B) LEVEL OF PARTICIPATION IN DEVELOPMENT PROJECTS

a) Are you aware of any development projects in your area?

☐ Yes No ☐

b) Who initiated it in your area?

☐ Government

☐ NGO

☐ Youths

☐ Not sure

c) What is your level of participation?

☐ Identification

☐ Planning

☐ Implementation

☐ Evaluation

☐ None,

d) Has the project had any effect?

☐ Yes ☐ No

If yes explain the effect

.....

C) CULTURE AND YOUTH PARTICIPATION IN DEVELOPMENT PROJECTS

1. Do you attend in any cultural gatherings?

Yes ☐ ☐ No

2. What do your cultural gatherings comprise of?

☐ Males only

☐ Females only

☐ Both male and female

3. Does your culture influence your participation in development projects?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Not sure

D) LEVEL OF TRAINING AND YOUTH PARTICIPATION

1. Apart from any basic education have you attended any other training?

☐ Yes ☐ No

2. Does training facilitate participation?

- [ ] Strongly
- [ ] Agree
- [ ] Not sure
- [ ] Strongly disagree

E) EFFECT OF DROUGHT AND YOUTH PARTICIPATION

1. Do you experience climatical variations?

- [ ] Yes
- [ ] No

2. How often do you experience drought?

- [ ] Throughout the year
- [ ] Part of the year
- [ ] Permanent drought

3. What are the effects of drought on livelihood in your area?

- [ ] Shortage of water
- [ ] Loss of livestock
- [ ] Famine
- [ ] Others,

4. How do you cope with the effect of drought?

- [ ] Assistance of the Government

☐ Assistance of Development Agencies

☐ Others,

5. What are the effects of drought on food security?

☐ Very severe

☐ Severe

☐ Less severe

☐ No effect

6. Does drought affect your participation in development projects?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Not sure

F) OTHER AGENCIES AND YOUTH PARTICIPATION IN DEVELOPMENT

1. Do you participate in any development project?

☐ Yes

☐ No

2. Have you attended any workshop/seminar organized by any development agency?

☐ Yes ☐ No

3. Who organized the workshop you attended?

☐ NGO

☐ CBO

☐ SELF

☐ OTHERS

4. How many people in your group attended the workshop?

☐ All

☐ Selected few

☐ None

5. Does other agencies influence your participation in development projects?

☐ Strongly agree

☐ Agree

☐ Disagree

☐ Not sure

APPENDIX 3

CHECKLISTS/QUESTIONNAIRE FOR KEY INFORMANTS

1. Position of key informant

2. Age

3. Educational level

4. Sex

5. When did you get to know about youth participation in development projects?

6. In what ways are you involved in matters relating to participatory development.

7. What hinders youths in participating effectively in development projects.

8. What factors can enhance youths in participatory development.

9. What appropriate strategies can be put in place to alleviate problems affecting youths.

10. What do you recommend as the way forward to issues influencing youth participation in development projects?

APPENDIX 4

CHECKLIST FOR FOCUS GROUP DISCUSSION

1. Location of the group to be interviewed.

2. Level of involvement of the youths in project development matters?

3. What role does the government and other development partners play to alleviate problems facing the youths?

4. Suggestions that can be used to improve on participation of youths in development projects?

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA MURAL STUDIES
GARISSA EMC

Our Ref:

Our Ref:

Telephone

Garissa EMC
P. O. Box 1207
Garissa

Date: 04/05/2012

Dear sir/madam,

RE: NABIBYA K. EZEKIAL, ADM NO. L50/62142/2011

The above named student is from the University of Nairobi undertaking studies leading to the award of Master of Arts in Project Planning and Management.
He is seeking information to examine factors that influence youth participation in development projects. This interview is being conducted for the purpose of research and the information obtained will be kept strictly confidential.
Your cooperation and active participation will be highly appreciated.

Thank you in advance.

UNIVERSITY OF NAIROBI
P.O BOX 1207
GARISSA
DATE 4/05/2012
GARISSA EXTRA MURAL CENTRE

for

MR. MOHAMED A. NOOR
Administrator