

**FACTORS INFLUENCING IMPLEMENTATION OF YOUTH PROJECTS  
FOR SUSTAINABLE INCOME GENERATION IN OL KALOU  
CONSTITUENCY, NYANDARUA COUNTY, KENYA.**

**BY  
MUTHONI VIRGINIAH NJERI**

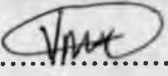
**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL  
FULFILMENT OF REQUIREMENT FOR THE AWARD OF MASTER OF ARTS  
DEGREE IN PROJECT PLANNING AND MANAGEMENT OF THE  
UNIVERSITY OF NAIROBI**

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P.O. Box 30197  
NAIROBI

2012

## DECLARATION

This research project report is my original work and has not been submitted in any other university for an award.

Signed..........Date.....12/11/2012.....

Muthoni Virginia Njeri

Reg. No L50/63812/2010

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

Signed..........Date.....12/11/2012.....

JULIANA M. MUNIALO

Lecturer

Department of Distance Studies

## **DEDICATION**

This research project report is dedicated to my mother Agnes Njeri for her enormous support during the entire time of my study and to my brother Apostle Peter Wainana for his moral and spiritual guidance throughout my life in particular during my period of study.

God Bless you all.

## **ACKNOWLEDGEMENTS**

I take this opportunity to pass my sincere gratitude to my supervisor Juliana Munialo for her guidance, encouragement and being patient with me.

To all my lecturers and the M.A.P.P.M group C family, thanks for your support during the entire course period.

Many thanks to the staff of all the Government offices in Nyandarua Central Constituency and the University of Nairobi libraries for assistance during the time I searched for the material for this research project.

Last but not least my friend Faith N. Miano, thanks for your support and perseverance and long hours in the library searching for information from assorted sources.

May God abundantly bless you all.

## **ABBREVIATIONS AND ACRONYMS**

<b>CDC</b>	<b>Constituency Development Committee</b>
<b>CDF</b>	<b>Constituency Development Fund</b>
<b>C-WES</b>	<b>Constituency Women Enterprise Scheme</b>
<b>C-YES</b>	<b>Constituency Youth Enterprise Scheme</b>
<b>DDO</b>	<b>District Development Officer</b>
<b>DYO</b>	<b>District Youth Officer</b>
<b>GoK</b>	<b>Government Of Kenya</b>
<b>IGA</b>	<b>Income Generating Activity</b>
<b>LATF</b>	<b>Local Authority Transfer Fund</b>
<b>M.A.P.P.M</b>	<b>Master of Arts in Project Planning &amp; Management</b>
<b>M&amp;E</b>	<b>Monitoring &amp; Evaluation</b>
<b>MDGs</b>	<b>Millennium Development Goals</b>
<b>MFI</b>	<b>Micro Finance Institution</b>
<b>MOYA</b>	<b>Ministry Of Youth Affairs</b>
<b>SPSS</b>	<b>Statistical Package for Socio-Cultural Scientist Version 18</b>
<b>YEDF</b>	<b>Youth Enterprise Development Fund</b>
<b>YES</b>	<b>Youth Employment System</b>

## TABLE OF CONTENTS

CONTENTS	PAGE
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS .....	iv
ABBREVIATIONS AND ACRONYMS.....	v
TABLE OF CONTENTS .....	vi
LIST OF FIGURES .....	ix
LIST OF TABLES .....	x
ABSTRACT.....	xi
CHAPTER ONE:INTRODUCTION.....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Purpose of the Study.....	4
1.4 Research Objectives .....	4
1.5 Research Questions .....	5
1.6 Significance of the Study .....	5
1.7 Delimitations of the Study.....	6
1.8 Limitations of the Study .....	6
1.9 Basic Assumptions of the Study.....	6
1.10 Definition of key terms as used in the study .....	7
1.11 Organization of the Study.....	9
CHAPTER TWO:LITERATURE REVIEW.....	10
2.1 Introduction .....	10
2.2 General Overview of the Youth Projects .....	10
2.2.1 The State of Kenyan Youths.....	10
2.3 Youth sustainable income generating projects .....	12
2.4 Project management skills for sustainable income generating projects .....	15
2.5 Economic Factors influencing Implementation of youth Projects for sustainable Income Generation .....	17
2.6 Socio-Cultural Factors influencing the implementation of youth projects for sustainable income generation.....	19
2.7 Conceptual Framework .....	22

2.8 Summary .....	24
<b>CHAPTER THREE:RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Introduction .....	25
3.2 Research Design .....	25
3.3 Target Population .....	25
3.4 Sample Size and Sampling Procedure.....	26
3.5 Research Instruments .....	28
3.5.1 Validity of the Research Instruments.....	29
3.5.2 Reliability of the Research Instruments.....	29
3.6 Data Collection Procedures .....	29
3.7 Data Analysis Techniques .....	30
3.8 Operational Definition of variables.....	30
3.9 Summary .....	32
<b>CHAPTER FOUR:DATA ANALYSIS, PRESENTATION, DISCUSSION AND INTERPRETATION.....</b>	<b>33</b>
4.1 Introduction .....	33
4.2 Response Return Rate .....	33
4.3 Demographic Characteristics of Respondents.....	34
4.3.1 Gender and age of the respondents .....	34
4.3.2 The level of education of the respondents .....	35
4.3.3 The length of time the respondents had been involved in the group .....	35
4.3.4 Knowledge about the group existence .....	36
4.3.5 Position held by the respondents.....	37
4.4 Types of youth projects for sustainable income generation in OI Kalou Constituency .....	37
4.4.1 Income Sustainability.....	38
4.4.2 Other sources of income of respondents.....	39
4.4.3 Source of funding for the youth projects .....	40
4.5 Project management skills and their influence to implementation of youth projects for sustainable income generation.....	40
4.5.1 Training on project undertaken.....	41
4.5.2 Capacity Building .....	41

4.5.3. Projects to bench mark.....	42
4.6 Economic Factors Influencing the Implementation of youth projects for sustainable income generation .....	43
4.7 Social Cultural Factors influencing the Implementation of youth projects for sustainable income generation.....	44
4.7 Challenges Faced in the Implementation of Youth Projects .....	45
4.8 Summary .....	46
<b>CHAPTER FIVE:SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS.....</b>	<b>47</b>
5.1 Introduction .....	47
5.2 Summary of the Findings .....	47
5.3 Discussion of Findings .....	49
5.4 Conclusions .....	50
5.4 Recommendations .....	51
5.5 Suggestion for further research .....	52
<b>REFERENCES.....</b>	<b>53</b>
<b>APPENDICES.....</b>	<b>56</b>
Appendix 1: Letter of Introduction .....	56
Appendix II: Letter of Transmittal .....	57
Appendix III: Questionnaire for Youth Members .....	58
Appendix IV:.....	61
Interview Schedule for key informants in the Constituency .....	61
Appendix V: .....	62
Sampled Groups .....	62
Appendix VI: Activities that the Youth in Ol Kalou Engage in for Income Sustainability .....	65

## LIST OF FIGURES

Figure 1. Conceptual Framework..... 233

Figure 1.1. Knowledge about Group Processes.....	
Figure 1.2. Perceptions about the Responsibility of the Group.....	
Figure 1.3. Group Types.....	
Figure 1.4. A history and evolution from the Youth Programs.....	
Figure 1.5. The availability of open networks of groups.....	
Figure 1.6. Making change agents of leading for youth programs.....	
Figure 1.7. Training and development projects.....	
Figure 1.8. Capacity building.....	
Figure 1.9. Program to develop work.....	
Figure 1.10. Supportive services.....	
Figure 1.11. Support of local partners.....	

## LIST OF TABLES

Table 3.1:Operationalization Table.....	311
Table 4.1 Response Return Rate.....	33
Table 4.2 Gender and age of the respondents.....	34
Table 4.3 Level of Education of respondents .....	35
Table 4.4: Length of Time the Respondents had been involved in the Group.....	36
Table 4.5: Knowledge about Group Projects.....	36
Table 4.6: Positions held by the Respondents in the Group.....	37
Table 4.7 Project Types.....	38
Table 4.8: Whether the Income from the Youth Projects Sustain the Members.....	38
Table 4.9 The availability of other sources of income.....	39
Table 4.10 Table showing source of funding for youth projects.....	40
Table 4.11 Training on undertaken projects.....	41
Table 4.12 Capacity Building .....	41
Table 4.13 Projects to bench mark.....	42
Table 4.14 Economic Factors.....	43
Table 4.14 Socio cultural factors.....	44

## ABSTRACT

The purpose of the research was to investigate the factors influencing the implementation of the youth projects for sustainable income generation in Ol Kalou Constituency. The objectives of the study were, to identify the youth projects found in Ol Kalou constituency, to establish the level of project management skill which the youth leaders have in implementation of the projects to enhance sustainable income generation among the youths, to identify the economic factors influencing the implementation of youth projects for sustainable income generation, to determine the socio-cultural factors influencing the implementation of youth projects for sustainable income generation. The study was conducted through descriptive survey design. The target population was the youth projects in Ol Kalou Constituency which is made up of 75 registered youths groups with equal gender representation, The study also targeted information from 15 key informants who were the youth representatives in the constituency. The key informants were selected through purposive sampling. The research collected qualitative data from the questionnaire. The qualitative data was collected from key informants' interview schedule. The data collected was analyzed using descriptive statistics and simple statistical presentations were used such as frequencies and percentages for quantitative data. The results were later analyzed using Statistical Package for social Scientists (SPSS). The study results reveal that, training on project management skills only 11.2% of the respondents have training, while only 7.1% of the respondents have hard and capacity building know how. The economic factors influencing implementation youth projects for sustainable income generation includes The youth unemployment at the response rate of 32.3%, Lack of market for goods and services at 22.7%, The increased cost of living at 37.9% The unavailability of youth fund is a challenge at 67.5%. The study found out that Socio cultural factors do not have significance influence on the implementation of youth projects for sustainable income generation. In conclusion, there is need of enhancing marketing of youth projects products / services. The focus should be on forging marketing strategies such as trade fairs for generating leads, closing sales and making new contacts with buyers. Others include exhibitions as an attractive marketing tool that offers face-to-face customer contact coupled with the allure of increased sales and promotion and advertising of their goods/services.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The Ministry of Youth Affairs in Kenya describes “a Youth” as young women and men moving between childhood and adulthood, aged between 15 and 30 years. The youth are very important to national development since various programmes directed at them by the Government at various times give credence. It follows that the preparation of any nation for productive life depends on the policies and programmes designed for youths (<http://www.youthaffairs.go.ke/>).

In Kenya, unemployment stands at around 23%, but it is highest among youth. Nearly 73% of the unemployed are between the ages of 15 and 30 nationally also, the labor force grows by 500,000 youth annually; about 25% are absorbed into jobs while the rest are unemployed or survive on casual labor. This creates a very high dependency ratio and places a serious economic burden on families. ( KNHS, 2010)

Unemployment is the major challenge in the Central province where only about 20 % of women and 30% of men in Central Province are currently employed. In the Ol Kalou Constituency, it is estimated that 27% of youth are unemployed and only 9% are in wage employment the remainder work in the informal sector. The Nyandarua Central Constituency hosts the biggest agricultural market in the country. There are virtually no middle-sized factories or businesses that can generate significant employment in the constituency. (Nyandarua DDP, 208-2012)

Sustainability is defined as the ability of a project to maintain its operations, services and benefits during its projected lifetime (UN Report, 2004). However, the issue of sustainability should also be seen within time and changing socio-cultural, economic and political contexts. A project that is seen as worth sustaining today may not be so in future.

What to sustain is a crucial decision to be made right at the planning stage. This will then help incorporating those elements that are relevant for 'sustainability'. However, in

general project sustainability is defined as the percentage of project initiated goods and services that are still being delivered and maintained after five years of termination of implementation of the project; the continuation of local action stimulated by the project and generation of successor services and initiatives as a result of project built initiatives. This definition implies that sustainability concerns itself with level of continuation of delivery of project goods and services, changes stimulated / caused by the project, new initiatives caused by the project (Raymond, 2005). The World Bank defines sustainability, "as to be the ability of a project to maintain an acceptable level of benefit that flows through its economic life".

The core indicators that contribute to sustainability vary from sector to sector. For the economic sector projects, the core indicator will be economic and financial returns, whereas, the main indicator for socio-cultural sector projects will be the extent and degree to which the delivery of goods and services, have been continued and the proportion of target area population that continue to receive the benefits from project activities. (Kenya Economic Survey, 2010)

In Kenya, there are different sets of factors which have led to unemployment of different youth groups which include socioeconomic factors, gender and past discriminatory development policies. The level of unemployment is high among young women, youth living with disabilities, rural youth and marginalized youth due to inherent inequalities they face such as lack of equal education and training opportunities, society's beliefs on girl child education, poverty and level of parents' education among other issues. (Kenya National Human Development Report, 2006) indicates that unemployment in Kenya stands at 23%, while among those considered employed and another significant portion is underemployed. If these are the factors contributing to unemployment and under employment among the youth, could they be the same factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency.

OI Kalou constituency is one of the four constituencies in Nyandarua County. The constituency has a population of 239,654 and has three districts that is: Nyandarua West, Nyandarua Central and Milangine. The youth population in the constituency stands at 156,879 as per the Republic of Kenya Census Report (2009). The constituency has a rich background of agricultural activities and therefore most of the youth projects are agricultural based and they include: green-house tomatoes farming, bee-keeping, goat rearing, Potatoes farming, fish rearing and poultry farming. The youth also involve themselves in other non- agricultural farming such as charcoal burning, carpentry, car wash business and tree nursery and seedling. All this projects are sustained by the youth fund distribution in the constituency and enables the youth to earn income for sustainable development in the constituency. (District Annual Monitoring Evaluation Report (DAMER), 2010).

The constituency has a very big population of rural setting and urbanization has not affected the residents. It is an agricultural land where farming is done on large scale for both food crops, horticultural and dairy farming. The constituency is the leading supply of dairy products in the country and at times it is referred to as the country's food basket. Despite all this potential, the youths in the constituency have never reached their full potential and their independent levels are very low with high rates of unemployment (DAMER, 2010).

The number of youth groups in the constituency varies from one district to another due to difference in the population distribution and also the willingness of the youth groups to form the groups and meet all the conditions required to access the funds availed. The registered youth groups in Milangine are 20 with an average membership of between 10 and 13 members while Nyandarua Central has 35 registered groups with an average membership of between 8 and 12 members and Nyandarua West has 20 registered groups with an average membership of between 7 and 12 members. All these groups have been funded to carry out different projects in their respective districts by the constituency youth enterprise development fund. Out of the total 75 projects funded only 45% of them are fully operational and are yielding returns to the youths in the constituency while 20%

of them have stalled and 35% were never implemented. DYO progress report (2010). There is need to carry out a study to establish why some of the youth projects have started and why other have never started and why other have stalled up to now.

## **1.2 Statement of the Problem**

The overall unemployment rate for youth in Kenya is double that of the adult at about 21 percent. Statistics on joblessness suggest that the magnitude of the unemployment problem is larger for youth with 38 percent of youth neither in school nor work. The violence in early 2008 highlighted the critical importance of addressing the problem of poverty and inequality, and in particular the increasing problem of idle youth. In Kenya, it is assumed that formal education is all that is needed in response to needs of youth, therefore other options and opportunities, such as non-formal education programmes are often poorly supported or not even considered. The high return over the resources invested in youth today have both immediate and long term benefits. Rural youth programmes play an important role in building life skills of individual young people; strengthening families and communities; and working towards sustainable agricultural and rural development as a major contributor to the overall progress of a country. Therefore, there was need to carry out a research to determine factors influencing the implementation of youth projects among the youths in Ol Kalou Constituency.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate the factors influencing the implementation of the youth projects for sustainable income generation in Ol Kalou Constituency.

## **1.4 Research Objectives**

The objectives of the study were to:

1. Identify the youth projects for sustainable income generation carried in Ol Kalou constituency, Nyandarua County.

2. Establish the level of project management skills which the youth leaders of Ol Kalou Constituency need for the implementation of the youth projects for sustainable income generation, Nyandarua County.
3. Identify the economic factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency, Nyandarua County.
4. To determine the socio-cultural factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency, Nyandarua County.

### **1.5 Research Questions**

1. What youth projects for sustainable income generation are found in Ol Kalou, Constituency, Nyandarua County?
2. What project management skills do the youth have in the implementation of youth income generation projects in Ol Kalou Constituency, Nyandarua County?
3. What economics factors are influencing the implementation of the youth projects in Ol Kalou constituency, Nyandarua County.?
4. What socio-cultural factors are influencing the implementation of the youth projects for sustainable income generation in Ol Kalou constituency, Nyandarua County.?

### **1.6 Significance of the Study**

The significance of the study would be its contribution to the management of the youth projects in formulating strategies that assist the youth in reducing poverty and unemployment and increase earnings which are among the challenges facing the youths globally.

The findings of this study would help the youth in the area to identify the factors that have been hindering them from reaching their full potentials.

The government would also benefit on ways of helping the youth to be self reliant and contribute to the to the development of the nation

### **1.7 Delimitations of the Study**

The study only covered the three Districts. These are Nyandarua Central, Nyandarua West and Milangine Districts. The research study specifically focused on the youth project for sustainable income generation, the challenges faced and proposing the alternative ways of enhancing sustainable income generating projects. The target population for the study comprised of 75 Youth Groups in the constituency and various youth representative.

### **1.8 Limitations of the Study**

Transportation barriers: Due to the rainy season, some projects which are located in the interior were inaccessible since no public means were able to reach the targeted region.

Accessibility of the groups: some of the groups were inexistence on papers but not on the ground.

Illiteracy: This created a problem for rural youth who cannot read and write. This meant that someone else had to fill the questionnaire for them.

Vast study Area: The area under survey was vast and the projects are located far from each other therefore the research work required several field days.

### **1.9 Basic Assumptions of the Study**

The study was guided by the following basic assumptions:

That the study was carried out within the specified time limit and no external factors will negatively influencing the study

That the target population in Ol Kalou constituency availed the information required for the study.

### **1.10 Definition of key terms as used in the study**

**Bench Mark:** It is the process of identifying best project in relation to other projects

**Capacity Building:** Planned development to increase knowledge, output rate, management, skills, and other capabilities of a project through acquisition, incentives, technology, and/or training.

**Cost of Living:** The average cost of the basic necessities of life, such as food, shelter, and clothing.

**Government policy:** These are issues with emanate from the governmental structures which affect project implementation

**Skills:** Are ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout intended project.

**Sustainable Income:** The income needed to meet my basic needs, provide a decent standard of living and possible savings for future needs

**Youth group:** this refers to an organisation of young people aged 18 – 35 Years with a common goal. In the context of the study a youth group is formed with an aim of self uplifting through income sustainable projects

**Projects:** A project is temporary in that it has a defined beginning and end in time, and therefore defined scope and resources

## **1.11 Organization of the Study**

The research project is organized into five chapters. Chapter One: The introduction of the study which focused on the background of the study, statement of the problem, purpose of the study, research questions and objectives, significance of the study, scope of the study, basic assumptions, delimitations, limitations, definition of significant terms used in the study and organization of the study.

Chapter Two Literature Review; reviews the project implementation concept, youth and sustainable income generating projects, project management skills for income generating projects, economic factors influencing the implementation of sustainable income generating projects, and the socio-cultural factors influencing the implementation of sustainable income generating projects

Chapter Three describes the methodology that was used to conduct the study. It contains; Research design, Target population, Sample, sample size, and sampling procedures, Research instruments, Validity and reliability of the research instruments, Data collection procedures, and Data analysis procedures.

Chapter Four presents data analysis, presentations and interpretation of the data collected. The chapter is organized under sub- sections guided by the research questions. The study employs various statistical tools for extracting the factors influencing the implementation of the youth projects for sustainable income generation in Ol Kalou Constituency

Chapter Five gives the summary of the findings, the conclusions, and recommendations of the study and finally presents the suggestions for further research.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

The research study on literature review mainly focused on the factors influencing the implementation of youth projects for sustainable income generation. The chapter sought to establish the number of youth projects in Ol Kalou constituency, the level of project management skill that the youths have in order to foresee the full implementation of these projects proposed, identifying the economic factors influencing the implementation of youth projects, determine the socio-cultural cultural factors in Ol Kalou constituency influencing the youth's project and the extent to which they either boost or deter their income sustainability.

### **2.2 General Overview of the Youth Projects**

#### **2.2.1 The State of Kenyan Youths**

Youth represent 30 percent of Kenya's population and their unemployment is twice the country's average. Almost one third of Kenyans are between 15 and 29 years, and the total reached almost 11 million people in 2006 (compared to 8.5 million in 1999). (Youth policy 2008). Youth in Kenya face serious challenges, including high rates of unemployment and underemployment. The overall unemployment rate for youth is double the adult average, at about 21 percent. Statistics on joblessness suggest that the magnitude of the unemployment problem is larger for youth with 38 percent of youth neither in school nor work. The violence in early 2008 highlighted the critical importance of addressing the problem of poverty and inequality, and in particular the increasing problem of idle youth. In addition, the Country Social Analysis (World Bank, 2007) found that youth's unemployment, especially among males, is a major contributor to frustration and tension, in particular in urban areas. Clearly, unemployment among the youth has now become a matter of serious policy concern in the country. Evidence from previous an analytical work shows that lack of action on the challenges that affect youth will escalate both the social and economic costs of development in Kenya (Edwards, 2007).

The recent financial and economic crisis has prompted the GoK to renew its commitment to addressing youth issues and youth unemployment has emerged as a top priority. The GoK developed a “Marshal Plan” for youth unemployment in 2007, emphasizing the importance of a coordinated and multi-sectoral approach to addressing the problem of youth unemployment and youth idleness. In April 2009 the Kazi Kwa Vijana (KKV) program was launched, aiming to employ youth in rural and urban areas in labor intensive public works projects implemented by different line ministries. The KKV program is implemented under the overall supervision and guidance of a National Steering Committee chaired by the Prime Minister and comprising Ministers and Permanent Secretaries of Ministries with KKV sub-projects. The Office of the Prime Minister (OPM) is in charge of the overall coordination and monitoring. Priority is given to sub-projects that can be implemented rapidly using labor-intensive techniques such as road maintenance sub-projects, small-scale water supply and sanitation sub-projects, water harvesting sub-projects, afforestation sub-projects and waste collection. In addition to the KKV, the GoK continues to support the Youth Enterprise Development Fund (YEDF), established in 2006, providing young with access to finance for self employment activities and entrepreneurial skills development. Increased attention is being given to the poor and most vulnerable groups in the society, through the development of a Social Protection (SP) policy framework. This work has mainly been supported by the U.K.

Department for International Development (DfID) with some support from the Bank. There are several ongoing programs in Kenya trying to support different vulnerable groups, but the interventions are fragmented and poorly coordinated. The GoK is in the process of developing a policy framework for SP, with the Ministry of Gender, Children and Social Development leading this effort. The process is well under way and consultations have been held at national, provincial and district levels. Additional efforts are, however, needed to complete the process successfully. In addition to the policy framework, the Go K, with support from the Bank, has initiated a review of targeting

methodologies in existing programs in an effort to increase the efficiency of these programs.

The GoK's priority public policy focus on addressing youth unemployment and building their human capital is consistent with findings from the 2007 World Development Report (WDR) that focuses on development and the next generation, and the priorities set in the World Bank's Kenya Country Assistance Strategy (CAS) for 2004 -2008, giving important attention to equity and investing in people. The Bank is now in the process of developing a new CAS and it is expected that social protection concerns, including unemployed youth, will be of increased priority. The inclusion of young people in mainstream society is further defined as a priority in the Social Development Strategy of the Bank's Africa Region, and the Bank-wide Social Development Strategy highlights youth development as an important part of its thematic portfolio (World Bank, 2003a). Kenya's own Vision 2030 strives to: reduce the number of people living in poverty and guarantee equality of opportunities; increase the opportunities for youth, women and disadvantaged groups; and improve delivery of social services (including water, education etc) among others. The National Youth Policy, launched in 2006, further seeks to guide and mainstream youth related interventions in the country ([www.yedf.go.ke](http://www.yedf.go.ke) 2010/06/17)

### **2.3 Youth sustainable income generating projects**

Income generating projects are activities that are a means for gaining or increasing income. These income generating projects produce outputs and services for sale to the local community and external markets. Despite increasing urbanization in developing countries, the majority of the world's poorest people still live in rural areas. The challenge of rural poverty is enormous, rural youth make up a large segment of the total rural population, however they are often neglected and overlooked by government policy makers and international agency development strategists Trollip, A. (2001). This can be attributed in large part to the overwhelming concern for immediate solutions to problems of national development, with an accompanying inaccurate perception that youth are not

yet productive and contributing members of society. In addition, young people for the most part, have limited opportunities for participation and most often are unable to speak out on their own behalf. The funding of youth projects offer potential for helping young people in rural areas contribute to sustainable agricultural development and the betterment of their communities and their country. Government officials and policy makers need to consider some of these items as they think about the significant role that rural youth programmes can play in their countries (MoYA 2010).

In many parts of the world, rural youth are involved in economic activities. In some countries they make up a significant part of the total population. This is especially true where formal education in rural areas is limited and youth become involved in production activities at an early age. Many rural youth projects actively promote the application of technology to improve agricultural production on a sustainable basis, and the start-up of agricultural and rural-based non-agricultural income-generating activities. Any attempt to enhance the knowledge, skills and experiences of young people, and increase their access to resources through funded rural youth projects will have immediate positive impact on rural economies (UN Report 2004). In addition to helping youth acquire knowledge and skills related to sustainable agricultural development and income-generating activities, projects targeting rural youth also have the potential to help them become aware of, understand and value, people of differing ethnic and cultural backgrounds. There are too many cases in the world today where lack of appreciation of cultural diversity is tearing rural society as well as entire nations apart.

Youth sustainable projects in Ghana include: Life Skills projects, this targets all young people with the focus on skills development in three areas: Personal Competence: skills such as Self-confidence and - awareness, Planning, Taking responsibility, Improving own learning, Problem solving and decision-making, Interpersonal skills: Skills such as Teamwork, Communication skills, Active listening skills, Leadership and Negotiation, Understanding contemporary issues. Civic Awareness, Rights and responsibilities, Environment and Climate change. To acquire the skills mentioned above several Youth projects are currently in existence: Harvest Academy: The harvest academy is a football

club for boys, which consists of two groups; boys under 12 and boys under 15. The football club was set up to boost the confidence of these boys as well as improving their teamwork and communication skills. Furthermore it gives an environment where they can feel free and do not have to worry about doing hard work to help out their parents.

**Drama groups and art classes:** These classes will allow for creativity and self-expression. To be able to deal with problems creatively is very important in later life. As creativity is not encouraged in the school curriculum, it is a must that the opportunity is given to the students to think creatively. **Newsletter committee:** The newsletter committee is responsible for making the Harvest Newsletter which deals with issues concerning the youth. The committee is made up of students from the several Harvest clubs that run in the Senior High Schools. The committee serves as an example of youth participation. Responsibility is carried out by the committee and its work is supervised by a staff member. The skills acquired by being part of this committee are many e.g. planning, taking responsibility, decision-making, teamwork, communication skills, leadership. **Youth Parliament:** The Youth Parliament is a debate contest on sensitive issues concerning sexual and reproductive health and rights. Furthermore it is a way for the youth to learn how to defend their opinion and be able to speak clear and meaningful in front of an audience. When you have to speak in front of 200 students as well as the Regional Minister it is also a great boost to one's confidence. Managing the skill center will teach the young people lessons about responsibility, decision making and problem solving. (<http://www.vhfg.org/youth.html>)

Youth funded projects have the potential to empower youth to become agents of change in their local communities. Youth need to be viewed as resources for development rather than as objects of development (Magure, 2008). They have the potential to strengthen families. Although focused on young people, community-based rural youth projects easily lend themselves, with a little bit of planning and effort, to the active involvement of all family members. Rural youth funded projects can provide a safe learning environment where young boys and girls together can effectively discuss and deal with sensitive issues such as gender roles and population education. The youth can learn

together and experience proper roles that will eventually lead to attitudinal changes in the larger community in support of Women In Development (WID) goals (Magure, 2008).

It has been demonstrated over and over again that young people tend to take a special interest in conservation and the management of natural resources. They are more ready to accept and promote sound environmental practices than adults. Youth have demonstrated a readiness and ability to exert a significant influence on society as a whole in this critical area. Rural youth funded projects can become the catalyst which energizes the process of environmental education in a country leading to practical applications on a large scale, thus contributing to sustainable development (Kerera, F 2009).

#### **2.4 Project management skills for sustainable income generating projects**

The project manager requires basic skills in order to be able to plan, organize, direct and control. Other management skills include: motivation, training and coaching and employee involvement (John, 2009). The peak of the management skills pyramid, the single skill that will help a manager the most in development is leadership. The sustainability of a project is a follow up activity of sustainability analysis and is expected to indicate the way various elements of sustainability are to be identified, assessed and incorporated into a project or a programme, right at the design stage. Project management skills helps identify and analyse the problems and needs of income-generating groups who are working with and without the assistance of a facilitator. According to (Trollip, 1997; Trollip, 2001) project management skills can be attained through: A need analysis, Establishing an organisational structure, Establishing a group identity, Identifying products and developing marketable products, Skills development and training, Identifying marketing outlets.

Rowe, Mason and Dickel (1982) states that, “Key result areas and critical project management skills provide answers that help to answer the question of whether the project is able to effectively sustain income where there are conflicting sub goals, environmental uncertainty, and internal politics and constraints”. Some of the youth

funded projects are characterized with raggles that hinder them from reaching their full potential. Verma (1995, 1996) writes that communication, teamwork, and leadership are vital components of effective management of project human resources and are necessary to accomplish project objectives successfully. Crawford (2002) describes success in the following way. "The project meets the technical performance specifications and/or mission to be performed, and if there is a high level of satisfaction concerning the project outcomes."

Cleland (1986) suggested that "project success is meaningful only if considered from two vantage points: the degree to which the project's technical performance objective was attained on time and within budget; the contribution that the project made to the strategic mission of the enterprise." Freeman and Beale (1992) provided an interesting example of the different points of view of people: "An architect may consider success in terms of aesthetic appearance, an engineer in terms of technical competence, an accountant in terms of dollars spent under budget, a human resources manager in terms of employee satisfaction, and chief executive officers rate their success in the stock market." Freeman and Beale (1992) reviewed the project management skills and identified seven main criteria for measuring the success of projects; five of them are more frequently used than others: Personal growth, and Manufacturability and business performance. Scope and objectives are the guiding principles that direct the efforts of the project team and they will determine a success or failure (Ward 1995).

According to Radolph & Posner (1994), having a few key objectives focuses the team on the target and creates commitment and agreement about the project goals. According to Crawford (2002) Project Management skills greatly influence the success of the project and (Baker et al 1988), is a matter of perception and that a project will be most likely to be perceived to be an "overall success". If the project meets the technical performance specifications and/or mission to be performed and if there is a high level of satisfaction concerning the project outcome among key people on the project team, and key users or clientele of the project effort. There is also a general agreement that although schedule and budget performance alone are considered inadequate as measures of project success,

they are still important components of the overall construct. Quality is intertwined with issues of technical performance, specifications, and achievement of functional objectives and it is achievement against these criteria that will be most subject to variation in perception by multiple project stakeholders. Project management skills are an important factor leading to project success. As discussed above, many leading authors agree with this point of view and are conducting research to substantiate this grounded theory.

Project Management skills enables the monitoring sustainability to be enacted as soon as a project goes into implementation it can also be termed this as process evaluation and results-based monitoring and evaluation. The Sustainability Monitoring indicators are signposts which reveal status of sustainability at a certain stage or point of time of a project. Since the issue of sustainability concerns a variety of factors and since these are multi-dimensional (e.g. 'economic', 'community', 'equity', 'institutional', 'logistics' and 'environment'), the monitoring indicators representing each of these dimensions needs to be identified separating and measured; community.

## **2.5 Economic Factors influencing Implementation of youth Projects for sustainable Income Generation**

The economic factors affecting youth project implementations are Youth unemployment, inflation, economic development, and global fuel prices. Many reasons have been suggested for the poor rate of economic development that plagues most of the African continent Okpala and Jonsson (2002, p. 87) suggest that “the lack of sustainable economic growth and development in Africa are partly due to political, social and economic instability”. They go on to say that acts of corruption are a major factor, and “are quite pervasive in most African countries Jagnayak (1997) presents two definitions of economic development from Rogers and Shoemaker, and Okun and Richardson. Rogers and Shoemaker define economic development as “a type of social change in which new ideas are introduced into a social system in order to produce higher per capita incomes and levels of living through more modern production methods and improved social organization”(Jagnayak, 1997,). Okun and Richardson state that “economic

development is a sustained secular improvement in material well being which may consider to be reflected in an increasing flow of goods and services” (Jagnayak, 1997,). Ollawa (1977,) speaks more narrowly about rural development: “Rural development involves any clear and consciously applied strategy designed to restructure the economy in order to satisfy the material needs and aspirations of the rural masses”.

Abdul Muyeed describes nine indicators for rural development in his 1982 article, “Some reflections on education for rural development” (Muyeed, 1982,). Muyeed’s indicators highlight the importance not only of income generation, but also of employment, increased access to education and better healthcare. Muyeed’s indicators of rural development are: the rate of increase in income gained by the rural poor; the rate of increase in productivity of the small-scale farms; the degree of increased participation in decentralized administration and planning; the rate of improvement in nutritional status among the rural poor; the rate of increase in availability of employment; the rate of increase in the acquisition of functional literacy; the proportion of increase in the budget allocation to education at all levels; the degree of social demand for education services in the rural areas; and the rate of improvement in the availability of social, health, recreational and other services to the rural poor.

Youth unemployment today’s world population counts an estimated 1.2 billion people at the ages of 15 to 24 years, an increase of 17% compared to 1995, or 18% of the world population. About 87% of these young people live in countries with developing economies. In Africa, 200 million people are in this age range, comprising more than 20% of the population (United Nations 2007). In 2005, 62% of Africa’s overall population fell below the age of 25. The still very high fertility rate along with a demographic transition that is slowly taking place in the region are likely to increase the pressure African countries face for job creation over the coming decades Worldwide, and in Africa as well, the ratio of the youth-to-adult unemployment rate equals three (ILO 2006), which clearly points out the substantial difficulties of youth participation in the labor market. Yet, the youth employment elasticity to GDP growth is low and only a fifth of that observed for all workers (Kapsos 2005). As a consequence, youth made up 43.7%

of the total unemployed people in the world despite accounting for only 25% of the working population. More than one third of the youth in the world is either seeking but unable to find work, has given up on the job search entirely, or is working but still living below the \$2 a day poverty line. In Sub-Saharan Africa, 3 in 5 of the total unemployed are youth (ILO, 2006) and on average 72% of the youth population live with less than \$2 a day.

Young people in Africa are not a homogeneous group and their employment prospects vary according to region, gender, age, educational level, ethnicity, and health status, thus requiring different sets of policy interventions. However, the typical African youth, as given by medians (2009), is easily identifiable she is an 18.5-year-old female, living in a rural area, and literate but not attending school. As a way to escape poverty, many youth look for better opportunities by migrating. Indeed, migration to urban areas is unavoidable and even desirable as a way to improve allocation of human resources, especially in land-scarce countries. While youth are more likely than older people to move from rural to urban areas or to move across urban areas. Given that about 70% of the African youth population is still in rural areas, and that urban areas have been very slow to create job opportunities for most new job seekers, there is a need for an integrated, coherent approach in which policies appropriate for the youth in urban areas are closely connected with policies appropriate for the youth in rural areas.

## **2.6 Socio-Cultural Factors influencing the implementation of youth projects for sustainable income generation**

Guth and MacMillan (1986) found that the level of effort that an individual manager will apply to the implementation of a particular strategy depends on his perception of his and the organization's potential to perform, and his perception of the likelihood that successful performance will lead to an outcome that he desires.. Judge and Stahl (1995) have set up a conceptual model of implementation effort project leader in the development context identifying the relative importance of the three determinants of implementation effort: perceived ability, perceived probability of success, and perceived

consistency between personal goals and the strategic change goals. The personal characteristics of the project leaders influence project perception.

National culture characteristics influence the perceptions of leaders, Heracleous (2000) found that if the implementers do not think the strategy is the right one, or do not feel that they have the requisite skills to implement it, then they are likely to sabotage its implementation. He refers to groups within the organization who will inevitably disagree with the strategy. These groups may sabotage strategy implementation by deliberate actions or inactions, if implementing the strategy may reduce their power and influence. Thus, Heracleous (2000) also sees the perceived ability and perceived consistency between personal goals and the strategic change goals as the decisive „soft“ factor.

Waldersee & Sheather (1996) believe that the approach of matching strategy and managers“ style ignores the causal role of the organizational context or the interaction of personality and context on implementation actions. It is widely accepted that different strategies need to be implemented in different ways.

Gender norms in many societies tend to make men “macho”, women passive, and marginalize transgender people – making all of them vulnerable in different ways to SRH problems, and inhibiting access to services. For example, men may associate masculinity with taking risks in their sexual relations which expose them to HIV and STIs, and may be reluctant or too embarrassed to seek out appropriate health information and care (these are often focused on women). Women who are financially, materially or socially dependent on men may have limited power to exercise control in relationships, such as negotiating the use of condoms during sex. Social expectations about how women should behave can place women in subordinate roles and increase their risk of being sexually assaulted, contracting STIs and having unwanted pregnancies, and also limit their access to SRH services. In Zanzibar, unmarried women are denied contraceptives from health professionals, while in Botswana and Senegal married women are restricted from using contraceptives without the permission of their husbands. In many societies, women’s health concerns are often considered less important than those of men and children, and

household responsibilities can prevent them from spending time visiting a clinic and hence negative influence on the women active participation in the development projects in the society (Human Development Report 2008)

Noble & Mokwa (1999) put forward three dimensions of commitment that emerged as central factors which directly influence strategic outcomes: organizational commitment, strategy commitment and role commitment. Organizational commitment is defined as the extent to which a person identifies with and works toward organization-related goals and values (e.g., Michaels et al., 1988, cited in Noble and Mokwa, 1999). Strategy commitment is defined as the extent to which a manager comprehends and supports the goals and objectives of a marketing strategy. Role commitment is defined as the extent to which a manager is determined to perform his individual implementation responsibilities well, regardless of his beliefs about the overall strategy. The primary dependent variable in Noble and Mokwa's (1999) study is implementation success, which they define as the extent to which an implementation effort is considered successful by the organization. At the individual level, role performance is a critical outcome which they define as the degree to which a manager achieves the goals and objectives of a particular role and facilitates the overall success of the implementation effort.

Odingo (2010), carried out research on factors affecting sustainability of income generating activities among women in Nyando division. The findings were as follows: low borrowing capacity have negative consequences for women due to lack of collateral information, the traditional belief do not influence the choice of IGAs. for suggestion for further research, the following areas were identified: Government policy, effective participatory models, role played by the group cohesion and the role of technology. This research is different from the current research study as the research was based on women projects and yet the current study is based on the income sustainability of the youth projects, the suggestions for further study did not mention the need to carry out the same on the youth projects and therefore there is need to carry out the research study.

Kirera (2009) assessed the process of accessing the YEDF on youth employment and found out that, Technical/professional education was insufficient among the youths, loans accessed from the YEDF is inadequate. For suggestions for further research the following was identified: economic competitive and market accessibility, loan default rate among the beneficiaries. The study is different from the current study as it assessed the accessibility of the fund and suggestions for further research did not mention the need to research on sustainability of these youth projects after getting the funds and hence the research study.

Rogito (2010) carried out a research on the influence of monitoring and evaluation on YEDF projects and found out that projects are poorly implemented because few implementers have trainings in M&E, poorly done baseline survey study leading to the failure of the projects, and in his suggestions for further research the following was noted: how can M&E be availed to the youth projects, how can baseline survey be done efficiently on the youth projects. The research is different from the current study as the research focused purely on the need for M&E as the only factor in the youth projects hence the need to carry out this research and identify other factors.

## **2.7 Conceptual Framework**

The research study was guided by the following perceived conceptual framework. According to this study the independent factors influencing the implementation of the youth fund in OI Kalou Constituency include: the youth projects, project management skills economic and socio-cultural factors and the dependent factor is the implementation of youth projects for sustainable income generating projects.

*Independent Variables*

*Moderating Variables*

*Dependent Variable*

*Intervening Variables*

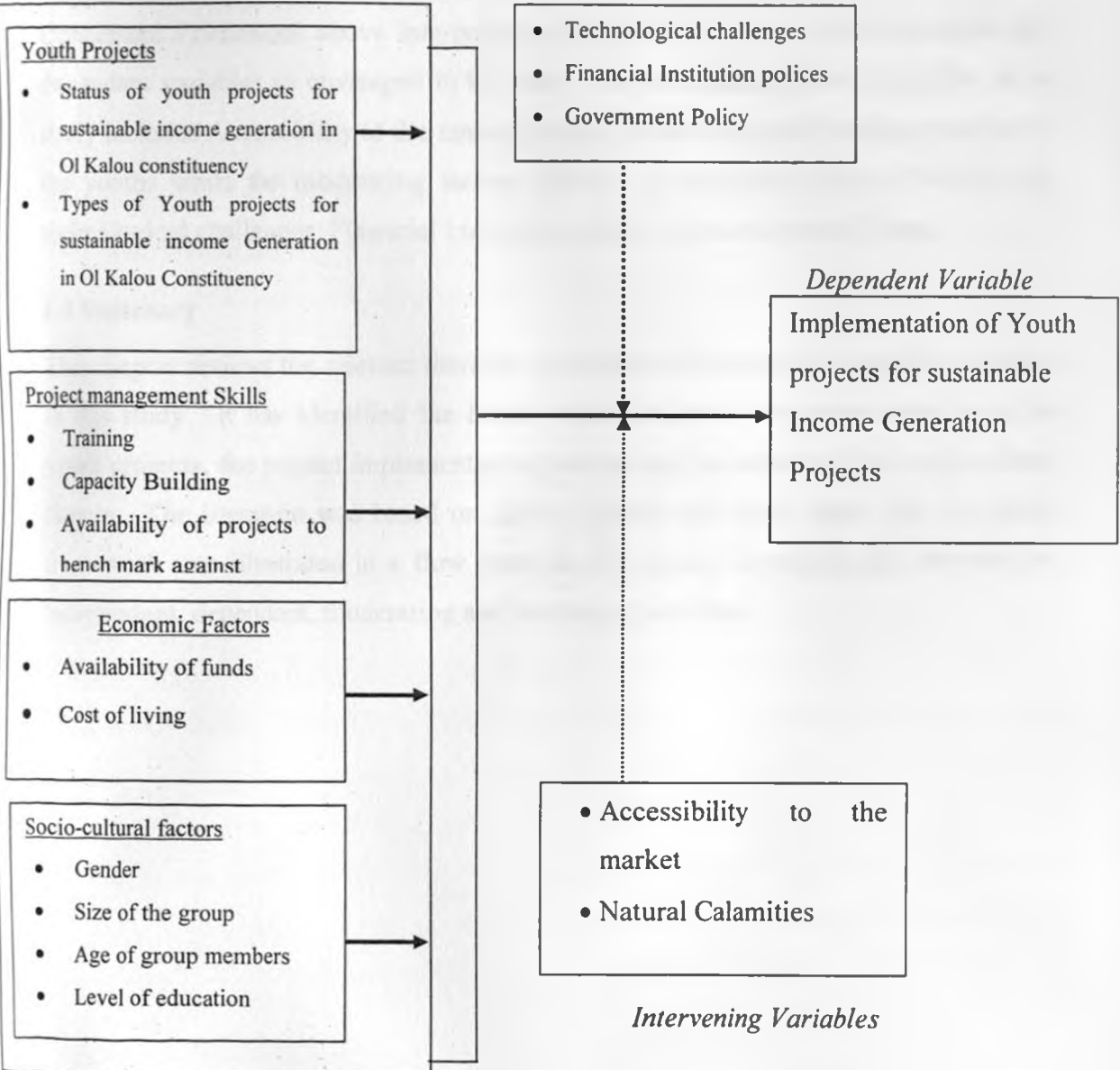


Figure 1 : Conceptual Framework

The conceptual framework helps user of the research study to observe the perceived relationship in socio-cultural science research, (Mugenda: 2008). The Perceived Conceptual Framework above interprets the relationship between the independent and dependant variables as envisaged in the study. The intervening factors identified in the study includes Accessibility to the market, Natural Calamities other funding available for the youths while the moderating factors include: Government policies, Political and technological challenges, Financial Institution polices, Increased cost of living.

## **2.8 Summary**

This chapter reviews the relevant literature in relation to the research objectives presented in this study. It has identified the factors which influence the implementation of the youth projects, the project implementation process, and the economic and socio-cultural factors. The literature was based on global, regional and local cases. The conceptual framework was illustrated in a flow chart diagram giving the relationship between the independent, dependant, moderating and intervening variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the research methodology that was used in carrying out the research study. The chapter describes the research design, target population, sample and sampling procedures and data collection methods as well as data collection instruments, processing and the data analysis techniques to fulfill the research objectives.

#### **3.2 Research Design**

Research design refers to the systematic steps set up to accomplish the purpose of the study. Kothari, (2004) describes research design as constitutes the blue print for the collection measurement and analysis of data. The study employed descriptive survey design. It is a method used for collecting information by interviewing or administering a questionnaire to a sample of individuals and projects (Orodho, 2003). This enabled the data to be collected from the three study districts in Ol Kalou constituency. The advantage of descriptive survey is that it allows prudent comparison of the research findings. In descriptive survey design, people chosen to represent some larger population are asked a series of questions about their behavior, thoughts and attitudes. The principle behind the descriptive design is that it describes what, how and why something is happening (Van Dalen & Mayer, 1979).

#### **3.3 Target Population**

The study sought to get an insight into the factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou Constituency, Nyandarua County. The study targeted the youth projects in Ol Kalou constituency with the aim of sustaining their incomes and improving the standards of living. The youth in the constituency have undertaken variety of projects with an aim of becoming income sustainable and independent. To get the information, the most suitable respondents were

deemed to be the youth groups' members in Ol Kalou constituency. This formed the population of the study

The study population was 75 registered youths groups (equal gender representation), with 10 members per group hence 750 members. The study also targeted information from the three DDO's, DYOs, DYTO's, DO's and District Industrial Officers in Ol Kalou Constituency. The entire population of study was 765.

### **3.4 Sample Size and Sampling Procedure**

Oso and Onen (2005) describe a sample as a part of the accessible target population that has been procedurally selected to represent the greater population while (Wiersma, 1995) refer to sample as a subset of the target population to which the researcher intends to generalize the results.

In statistics, a simple random sample is a group of subjects (a sample) chosen from a larger group (a population). Each subject from the population is chosen randomly and entirely by chance, such that each subject has the same probability (or chance) of being chosen at any stage during the sampling process. In small populations such sampling is typically done "without replacement", i.e., one deliberately avoids choosing any member of the population more than once. Simple random sampling merely allows one to draw externally valid conclusions about the entire population based on the sample. The research study adopted probability sampling technique and use simple random sampling to select the sample. The technique is the only type of samples where the results can be generalized from the sample population. The sample yields research data that can be generalized to a large population (Kombo & Tromp 2009). A properly designed probability sample however provides a reliable means of inferring information about a population without examining every member or element. The sampling technique is more accurate than a census of the entire population. The smaller sampling operation lends itself to the application of more rigorous controls, thus ensuring better accuracy. These rigorous controls allows the researcher to reduce non-sampling errors such as interviewer

bias and mistakes, non-response problems, questionnaire design flaws and data processing and data analysis errors.

The study employed purposive sampling or judgmental sampling to select the key informants who were the DDOs, DYOs, DYTOS, DOs and DIOs in Ol Kalou Constituency and are working with the youth in income generating activities. Purposive sampling is where the researcher consciously decides ho to include in the sample (Oso and Onen, 2008). The technique was used to collect focused information. This sampling technique was appropriate because it enabled the researcher to use their judgment to select a person which best enabled the researcher answer the research question to meet the objective. According to Saunders, Lewis, and Thornhill (2007), this form of sampling is used when working with very small samples and researcher wishes to select cases that are particularly informative. It was preferred for this study because it saves time and money and selects only useful cases.

The study sampled 10% of the youth groups which was consistent with what Mugenda, and Mugenda (1999) suggested. They suggested that a sample size of 10 – 15% is enough for a survey. The study used the systematic random sampling to get the 7 youth group from the list in appendix V. Systematic random sampling is a statistical method involving the selection of elements from an ordered sampling frame. The most common form of systematic sampling is an equal-probability method, in which every  $k^{\text{th}}$  element in the frame is selected where  $k$  is the sampling interval.

$$k = \frac{N}{n}$$

where:

$n$  is the sample size

and

$N$  is the population size.

$N = 75$  groups

$n = 10\%$  of the 75 groups = 7.5 rounded off to 7

Thus, the sample size was 7 Youth groups

$$k=70/7=10$$

The study thus used a sampling interval of 10 groups where a group was picked after every tenth listed groups of the total population of registered groups in Ol Kalou constituency till the desired sample size is obtained as shown in appendix V. The researcher administered the questionnaires to members of these 7 groups. This added up to 70 respondents. The researcher also interviewed three DDO's, three DYOs, three DOs and three DIO's in the Constituency, who were key informants in the study. Thus, the entire study had 85 respondents

### **3.5 Research Instruments**

The research study used questionnaires and key informant interview guides with rating scales as the main tools to collect data. The selection of data collection tool was guided by the type of data to be collected, time available as well as the objective of the study. The overall aim of this study was to find out the factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency, Nyandarua County. Research on views, opinions, perception, feelings, and attitudes is best done using questionnaires and interview guides (Toulitos and Compton, 1988).

The data was collected using questionnaires that were self-developed. The questionnaire had five sections which consisted of open ended questions on bio data and objectives items. The instrument was suitable since the researcher was concerned with views, opinions, and facts, which can best be conducted using questionnaires. The main purpose of this was to fulfill objectives i, ii, iii, and iv. The interview guides were also used in the study for the government officials dealing with the youth. They consisted of oral questions by interviewer and oral responses by the officers in the constituency.

### **3.5.1 Validity of the Research Instruments**

Validity refers to the degree to which evidence supports any inferences a researcher makes based on the data he or she collects using a particular instrument. Cook and Campbell (1997) define validity as the 'best available approximation to the truth or falsity of a given inference, proposition or conclusion'. Taylor, Sinha and Ghoshal (2008) define validity as the success of a method in probing or assessing what it sets out to probe or assess. For this study, instrument validity ensured content items are representative through a pilot study conducted by administering the questionnaire to four youth groups in Kabete constituency. The experience gained from the pilot survey within four youth groups at the convenience of the researcher, were analyzed, used to fine tune and write questionnaire in a more simple language. There was training of the research assistants so that all the codes were clearly understood and both the assistant and the respondent have the same understanding of the questionnaire.

### **3.5.2 Reliability of the Research Instruments**

Reliability refers to the consistence of the scores obtained. Reliability is the level of internal consistency or stability of the measuring device over time (Borg and Gall, 1986). A measuring instrument is reliable if it provides consistent results. The study measured the reliability using test-retest method which involves administering the same test twice to the same group after a time period of one month has elapsed since the previous test. A reliability coefficient was then calculated to indicate the relationship between the two sets of scores obtained. A coefficient value of 0.8 was attained. According to Fraenkel and Wallen, (2000), and alpha value of 0.7 and above is considered suitable to make inferences that are accurate enough. The instrument was therefore considered reliable for use.

### **3.6 Data Collection Procedures**

The Researcher first started by getting the introduction letter from the University of Nairobi introducing her as a master of Art in Project Planning student and then the field introduction letter from the Ministry of Education, science and technology. A copy of the letter was taken to Kabete Constituency where the researcher did pre-test of the pilot

study and made necessary adjustments. The Questionnaire was then administered in the research area. The study mainly used primary data to undertake the study. The qualitative and quantitative data was collected from primary and secondary sources. Research on views, opinions, perceptions, feelings and attitudes was the best done using questionnaires and interview guide. (Toulitos and Comptons, 1988, Bell 1995). The interview guide was used to collect information from key informants in the constituency this is because the information required from these officers was quality information hence needed to use this method.

### **3.7 Data Analysis Techniques**

The study used qualitative and quantitative methods of data analysis. The researcher coded the data from questionnaires used for qualitative analysis and grouped them under broad themes and converted them into frequency counts. The study data was cleared by the researcher, coded based on samples collected, placed the code material under the major themes and topics identified then developed a summary report. The coded data was summarized using analyzed using Statistical Package for social Scientists (SPSS). Descriptive statistics and simple statistical presentations were used such as frequencies and percentages for quantitative data. The Key informant data was used for inferential analysis to aid draw conclusion concerning the relationship and difference found in the research results where the researcher used the simple statistic from SPSS to draw conclusion about the population from which the sample was drawn.

### **3.8 Operational Definition of variables**

Kothari, (2004) defines measurement as a process of assigning numbers to objects or observations with the level of measurement being a function of the rules under which the numbers are assigned. The rules of measurement depend on the scale to be used that is, whether nominal, ordinal, interval or ratio scale.

The table below provides an operationalised relationship between the various variables of the study. The table illustrates: the study objectives, variables applied, indicators, measurement, measuring scale, types of analysis and tools of analysis used

Table 3.1:Operationalization of variables Table

S/No	Objectives	Independent Variables	Dependent Variables	Indicators	Measurement Scale	Type Analysis
1.	The sustainable income generating projects found in OI Kalou constituency	No. of youth funds in the constituency	Implementation of Youth projects for sustainable	No. Of active members	Nominal Ordinal	Descriptive
		No. of successful projects	Income Generation	No. Projects giving returns	Nominal Ordinal	Descriptive
		No. of stalled projects		No. of projects not operational	Nominal Ordinal	Descriptive
		No. of projects that never started but were funded		No. of projects not yet started	Nominal Ordinal	Descriptive
		No. of youth funds in the constituency		No. of Projects	Nominal Ordinal	Descriptive
2.	The level of project management skill which the youth leaders of OI Kalou constituency have in implementing sustainable income generating projects	Training	Implementation of Youth projects for sustainable	No. of youth training seminars held	Nominal Ordinal	Descriptive
		Capacity Building	Income Generation	No. of youth capacity building workshops carried out	Nominal Ordinal	Descriptive
		Availability of projects to bench mark against		No. of successful youth projects	Nominal Ordinal	Descriptive
3.	Economic factors influencing the implementations of sustainable income generating projects in OI Kalou constituency.	Availability of funds	Implementation of Youth projects for sustainable	Amt. of funds availed	Nominal Ordinal	Descriptive
		Cost of living	Income Generation	% change of inflation rate	Nominal Ordinal	Descriptive
4.	Determine the socio-cultural factors influencing the implementation of sustainable income generating projects in OI Kalou constituency	Gender	Implementation of Youth projects for sustainable	Female/ Male	Nominal Ordinal	Descriptive
		Size of the group	Income Generation	No. of members per group	Nominal Ordinal	Descriptive
		Age of group members			Nominal Ordinal	Descriptive

### 3.9 Summary

This chapter describes the methodology that was used in carrying out the study. The research design was descriptive study focusing on the youth projects in Ol Kalou constituency youth projects. The population was the youth group members in Ol Kalou constituency. The sample size, the sampling techniques and questionnaire as primary data collection instrument have also been described. The chapter also indicated the procedure involved in data analysis, presentation, and the operational of variables table.

## CHAPTER FOUR DATA ANALYSIS, PRESENTATION, DISCUSSION AND INTERPRETATION

### 4.1 Introduction

This chapter presents analysis findings and interpretations of the study as set out in the research objectives. There were four research objectives which guided the study. The data was gathered exclusively from questionnaires and interview schedules as the research instrument. The questionnaire was designed in line with the objectives of the study. The chapter is organized under sub-sections guided by the research questions. The study employs various statistical tools for extracting the factors influencing the implementation of the youth projects for sustainable income generation in Ol Kalou Constituency, Nyandarua County.

### 4.2 Response Return Rate

Response return rate is the extent to which the final data set includes all sample members and it is calculated as from the number of people with whom interviews are completed divided by the total number of people in the entire sample, including those who refused to participate and those who were unavailable. The study targeted a total of 85 respondents comprising of 15 youth representatives in the constituency and 70 youth members in collecting data with regard to the factors influencing the implementation of the youth generating projects in Ol Kalou Constituency as set out in the methodology.

Table 4.1 presents the response return rate:

**Table 4.1 Response Return Rate**

Respondents	Issued Questionnaires	Returned Questionnaires	Proportion Rate (%)
Youth Group	70	70	100
Key Informants	15	14	93
<b>Totals</b>	<b>85</b>	<b>84</b>	<b>98</b>

Out of a total of 85 questionnaires issued 84 were returned, representing an average of 98% return rate. The response return rate for youth members was 100% while that of the key informants was 93%. The unreturned questionnaire was due to reason that the officer had travelled out of town for study. A return rate of 98 was a reliable score according to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting. This commendable response rate was made a reality after the researcher made personal calls and visits to remind the respondent to fill-in and return the questionnaires as well as explaining the importance of their participation in this study. This commendable response rate can be attributed to the data collection procedure, where the researcher personally administered questionnaires and waited for respondents to fill in, kept reminding the respondents to fill in the questionnaires through frequent phone calls and picked the questionnaires once fully filled.

### 4.3 Demographic Characteristics of Respondents

#### 4.3.1 Gender and age of the respondents

The research sought to find out the gender and age of the respondents. As shown in Table 4.2, the respondents were reasonably distributed across both genders.

**Table 4.2: Gender and age of the Respondents**

Age		
Age Bracket	Frequency	Percent
20-30 years	24	34.3
31-40 years	44	62.9
41-50 years	2	2.9
51 and above	0	0
<b>Total</b>	<b>70</b>	<b>100</b>
Gender		
Male	44	62.9
Female	26	37.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

From the analysis 97.2% of the respondents were found to be in the age bracket of 20-40 years an indication that that study was carried out from the right respondents. The male dominance in the groups is shown by 62.9% of the youth members been male only while 37.1% of them were females. Therefore there is need to encourage the girl child to vigorously engage in youth projects in order to become income sustainable/independent like there male counterparts in the constituency.

#### 4.3.2 The level of education of the respondents

The study sought to establish the highest academic qualifications attained by the respondents. The responses on this question are depicted in Table 4.3

**Table 4.3 Level of Education of respondents**

Level of Education	Frequency	Percent
Primary	21	30.0
Secondary	43	61.4
College	6	8.6
<b>Total</b>	<b>70</b>	<b>100.0</b>

The study finding reveal that, 61.4% of the respondents had acquired a secondary level of education, 30.0% of them indicated that they had acquired primary certificates as their highest level of education, while only 8.6% of the respondents indicated that they had acquired college diplomas. The findings indicate that most of the youth group members were educated to modest levels implying that the response given was reliable as over 70% of them could read, understand and write.

#### 4.3.3 The length of time the respondents had been involved in the group

The study further sought to establish the length of time they have been involved in the group. The results are depicted in Table 4.4

**Table 4.4: Length of Time the Respondents had been involved in the Group**

Duration	Frequency	Percent
Less than 3 years	34	48.6
3-5 Years	34	48.6
More than 5 years	2	2.9
<b>Total</b>	<b>70</b>	<b>100.0</b>

The number of years in the any group gives an indication of how successfully they have operated together building cohesion among members hence an effective group which is able to generate and sustain income. According to the results, 51.5% of the respondents indicated that they had been involved in the group for a period of more than 3 years. This also shown that the respondents are well informed on the topic of the study and hence reliable and credible findings.

#### 4.3.4 Knowledge about the group existence

The study sought to know how the respondents got to be involved in the group,

**Table 4.5: Knowledge about Group Projects**

Sources of Knowledge	Frequency	Percent
Peers	44	62.9
Poster Advertisements	21	30.0
Gathering held by Officials	5	7.1
<b>Total</b>	<b>70</b>	<b>100.0</b>

On how the respondents knew about the group projects, an overwhelming majority of them (comprising of 62.9% of the respondents) indicated that they knew about the group projects through their peers, 30.1% of them learned about the group projects through poster advertisements, while 7.1% of them indicate that they learned about the group projects through gathering held by officials.

#### 4.3.5 Position held by the respondents

The researcher also sought to establish the position of the respondent in various groups. As shown by Table 4.6

**Table 4.6: Positions held by the Respondents in the Group**

Positions	Frequency	Percent
Member	64	91
Official	6	9
<b>Total</b>	<b>70</b>	<b>100.0</b>

From the findings, majority (91%) of the respondents unanimously indicated that they were just members in the youth groups, while 9% of them comprised of respondents who held other positions like chairpersons, treasurers and secretaries in the youth groups. This was relevant for the study in that the information gathered was not only from group leaders but every members view.

#### 4.4 Types of youth projects for sustainable income generation in Ol Kalou Constituency

The study further sought to establish the kind of projects or businesses that the youth groups undertake. As shown in Table 4.7

**Table 4.7 Project Types**

<b>Project Types</b>		
<b>Project</b>	<b>Frequency</b>	<b>Percent</b>
Farming	12	17.1
Poultry Keeping	2	2.9
Fish farming (in ponds)	9	12.9
Horticulture	8	11.4
Potatoes farming	10	14.3
Green house tomatoes farming	5	7.1
Dairy farming (Cows and goats)	7	10.0
Car wash business	2	2.9
Rabbit Rearing	5	7.1
Tree planting	10	14.3
<b>Total</b>	<b>70</b>	<b>100</b>

From the study, the youth groups in the constituency are seen to be engaged averagely in various activities with and aim of generation sustainable incomes. The region is an agricultural zone with enough rainfall although the year and hence and agricultural initiated project is sustainable.

#### **4.4.1 Income Sustainability**

The study further sought to establish whether the income from the youth projects sustain the members. The results are depicted in table 4.3.8.

**Table 4.8: Whether the Income from the Youth Projects Sustain the Members**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	17	24.3
No	53	75.7
<b>Total</b>	<b>70</b>	<b>100.0</b>

From the findings, 75.7% of the respondents indicated that the income from the youth projects does not sustain the members, while 24.3% of the respondents indicated that the income from the youth projects sustain the members. The statistics show that there is need to either diversify the projects been carried out or inject more capital into these businesses in order to create sustainable income among the youth in the constituency

#### 4.4.2 Other sources of income of respondents

The study further sought to establish whether the youth had any other source of income as illustrated by Table 4.9

**Table 4.9 The availability of other sources of income**

Availability of Sources of income	Frequency	Percent
Yes	2	3
No	63	90
No response	5	7
<b>Total</b>	<b>70</b>	<b>100</b>

95% of the respondents indicated that they didn't have other sources of income and only 2% of them indicated that they had other sources of income. While the remaining 3% did not respond to the question. This is an indication that the youths in these constituency are living under very low standards since over 90% can not sustain or afford basic necessities from their only source of income year in year out.

#### 4.4.3 Source of funding for the youth projects

The study sought to find the funding sources as shown by Table 4.10

**Table 4.10 Table showing source of funding for youth projects**

Source of funding	Frequency	Percentage
YEDF	41	58.6
CDF	7	10.0
KKV	6	8.6
Bank Loan	4	5.7
MFI	3	4.3
Merry go round	7	10.0
Personal savings	2	2.9
No response	70	100

The findings revealed that the funds available for youths projects in Constituency include YEDF, CDF, KKV funds, MFI funds, merry go round funds, personal savings and bank loans.

Out of the total respondents interviewed, 75.2% of the youth groups receive funding from the government while the youths have very low saving tendencies with only 2.9% funding the projects from personal savings.

#### 4.5 Project management skills and their influence to implementation of youth projects for sustainable income generation

The second objective of the study was to establish the level of project management skills which the youth members in Ol kalou have for the implementation of youth projects for sustainable income generation. The youths were required to identify whether they had any training on the project management.

#### 4.5.1 Training on project undertaken

The researcher sought to establish whether the youth groups have been trained either as a group or as an individual and the results are indicated in Table 4.11

**Table 4.11 Training on undertaken projects**

<b>Training on project Management Skills</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	8	11.4
No	56	80.0
No Response	6	8.6
<b>Total</b>	<b>70</b>	<b>100</b>

In order to efficiently carry out a successful project there is need to have the basic knowledge of project management skill and according to analysis above 80% of the interviewed youth do not have and project management skill.

#### 4.5.2 Capacity Building

The were required to indicate the capacity building workshops they have attended in form of days and the results were as follows in Table 4.12

**Table 4.12 Capacity Building**

<b>Capacity Building Seminar/ Workshop</b>		
<b>Time Frame</b>	<b>Frequency</b>	<b>Percentage</b>
0-1 years	5	7.1
1-2 years	5	7.1
2-3 years	15	21.4
3-4 years	10	14.3
4-5 years	15	21.4
None	20	28.6
<b>Total</b>	<b>70</b>	<b>100</b>

From the field data collected, a great percentage of the youth members have never been trained or heard of capacity building represented by 28.6%. Capacity building is an ongoing process through which individuals, groups, organizations and societies enhance their ability to identify and meet development challenges. This is very low among the youth in income generating projects in Ol Kalou.

#### 4.5.3. Projects to bench mark

The researcher sought to find out if the youth in the region have any projects which have succeeded in the same area or different that they can benchmark from the response is shown in Table 4.13

As such the respondents were provided with various statements that describe their level of agreement with the statements where a scale of 1 to 5 was provided such that 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5 is strongly agree.

**Table 4.13 Projects to bench mark**

<b>The availability of projects to benchmark in the area</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>Std dev</b>
There are enough projects to benchmark from	4.3	65.7	20	8.6	1.4	2.3714	.76464
The youth representatives pr	0	7.1	17.1	67.1	8.6	3.7714	.70549
The youth projects have greatly improved the standards of Living among the youth in the constituency	0	11.4	8.6	22.9	7.1	4.2571	1.0311
The youth projects gets sufficient funding to Undertake the project	4.3	10	42.9	30	2.9	3.3714	.98056

#### 4.6 Economic Factors Influencing the Implementation of youth projects for sustainable income generation

The research study sought to identify the economic factors influencing the implementation of youth projects for sustainable income generation as illustrated by the Table 4.14

**Table 4.14 Economic Factors**

Statements on the Nature of the Youth Projects in the Constituency	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
The availability of youth fund is a challenge in the constituency	2.6	4.5	12.3	32.3	48.3	4.1952	0.992
The increased cost of living is a challenge	4.5	19	27.5	37.9	11.2	3.3213	1.045
The market price for goods and services are A major challenge to development among the youth	0	0	8.6	65.7	25.7	4.1714	.56393
The youth unemployment is still a challenge in the Constituency	0	0	2.9	31.4	65.7	4.6286	.54298
The youth projects have greatly improved the standards of Living among the youth in the constituency	0	11.4	8.6	22.9	7.1	4.2571	1.0311

Accordingly, majority of the respondents agreed that the youth projects have greatly improved the standards of living among the youth in the constituency as shown by a 22% of the respondents in agreement, while majority of the respondents strongly agreed that the youth unemployment is still a challenge in the Constituency as shown by 31.4% in agreement and they agreed that the market price for goods and services are a major challenge to development among the youth as shown by 65.7%.

The main economic factors identified as hindering the implementation of youth projects for sustainable income generation as lack of funding, high cost of living, lack of market for produced goods, unemployment and high standards of living

#### 4.7 Social Cultural Factors influencing the Implementation of youth projects for sustainable income generation

The study determine whether socio cultural factor have any influence on the implementation of youth projects for sustainable income generation this is illustrated in table

**Table 4.14 Socio cultural factors**

Statements on Socio-Cultural factors	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Std dev
The youth groups have fair gender representation	0	0	15.7	72.9	11.4	3.9571	.52297
The size of the group is convenient	0	0	11.4	81.4	7.1	3.9571	.43191
All members have equal representation	0	0	2.9	85.7	11.4	4.0857	.37078
The age of members is not a main consideration in Admission of new members	0	11.4	51.4	25.7	11.4	3.3714	.83703

From the study, majority of the respondents agreed that all members have equal representation as shown by 72.9% of the respondents, the youth groups have fair gender representation as shown by 85.7% in agreement and that the size of the group is convenient as shown by 81.4% in agreement, while they indicated neutrality that the age of members is not a main consideration in admission of new members as shown by 25.7%.

The study determined that there is fair gender representation, the group number is convenient, the gender representation is fair and age is not a hindrance for members admission

#### **4.7 Challenges Faced in the Implementation of Youth Projects**

From the youth representatives, the study established that the representatives offer project implementation training to either the group leader or to the group members. The study further established that this training is offered annually and as frequently as quarterly, semi-annually and periodically. Some of the social factors that influence the implementation of income generation youth projects in the locality include limited access to information, lack of sufficient schools and colleges, drug and substance abuse, unequal gender representation, poverty, low self esteem, lack of training, family disputes, unemployment and lack of social amenities. The social remedies to curb the above listed factors are creation of channels of information and high education colleges in the Constituency, offering of rehabilitation services, creation of employment opportunities, increase women representation and offering of funding.

The respondents were required to indicate the challenges they face in the implementation of the project that they were undertaking. Most of the respondents cited challenges like lack of enough capital, others indicated lack of raw materials, lack of market for their goods and services, poor infrastructure, expensive inputs like drugs for the livestock reared, lack of managerial skills, lack of funds for veterinary extension services, lack of water for farming and animal rearing, unavailability of skilled labour and lack of storage facilities.

On the possible solutions to the listed challenges, the respondents suggested that the youth groups should be provided with sufficient funds, there is need for creation of ready market by advertising the youth projects to sensitize the consumers of the products offered, subsidize the farm inputs like animal drugs, provide training on managerial skills, the government authorities should work hard to improve the infrastructure so as to enhance the youth groups, the authorities should establish proper methods of fighting pests and diseases and that there is need to standardize the markets.

## 4.8 Summary

The chapter gives data analysis, presentations and interpretation of the data collected which were organized into sub- sections guided by the research questions.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1 Introduction

This is the final chapter in this study which gives the summary of the findings, the conclusions and recommendations of the study. It comes after identifying the background, problem at hand and the objectives in chapter one, literature review was done in chapter two, chapter three set out the methodology that the study used to collect data and chapter four analyzed the data obtained from the study. This chapter provides the summary of the findings, the conclusions and recommendations of the study based on the objectives of the study. The chapter finally presents the suggestions for further studies. The specific objectives of this study were to identify the youth projects carried in Ol Kalou constituency, to establish the level of project management skill which the youth leaders of Ol Kalou constituency have in implementation of the youth projects, to identify, the economic factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency and to determine the socio-cultural factors influencing the implementation of youth projects for sustainable income generation in Ol Kalou constituency.

#### 5.2 Summary of the Findings

The study found that majority of the youth group members had acquired secondary level of education and they had been involved in the group for a period of 3 to 5 years. The members knew about the group projects through their peers, poster advertisements and gathering held by officials. The youth groups studied engaged in various activities such as fish farming, dairy farming, tree planting, potato farming, car wash, horticulture, pottery, pig farming, and beauty shops. Majority of the respondents indicated that their group members had not been varying in terms of numbers. The youth groups don't have other sources of income and the income from the youth projects does not sustain the members.

The study found out the major sources of funds available for youths in Constituency include YEDF, CDF, KKV funds, MFI funds, merry go round funds, personal savings and bank loans. The various projects that are sustained in the Constituency include horticulture projects, farming projects, commercial projects and green house projects.

The study on factors influencing implementation of youth projects for sustainable income generation in OI Kalou Constituency found out that 80% of the group member have never been trained on projects management skill while only 11.4% of the respondents have received training on project management skills on capacity building an overwhelming 28% of the respondents have never received any capacity building input. The study further found that the youth projects have greatly improved the standards of living among the youth in the constituency as shown by a mean score of 4.2571 and that the number successful youth projects have increased in the constituency in the past 3 years as shown by a mean score of 3.7714. There was neither agreement nor disagreement on that the youth projects gets sufficient funding to undertake the project and disagreed that the number of youth projects in the Constituency have increased in the past 3 years. the project management skills greatly influence implementation for sustainable income generation.

The study found that on the economic factors are a main influence to youth projects for sustainable income generation in the constituency, the study found that the youth unemployment is still a challenge in the Constituency and the market price for goods and services are a major challenge to development among the youth.

There was neutrality on that on that the socio-cultural factors are an influence to youth projects in the constituency and that the youth projects are making sustainable income.

On the socio-cultural factors the study found that all members have equal representation, the youth groups have fair gender representation and that the size of the group is convenient while it was not clear whether the age of members is a main consideration in admission of new members or not. The study also found that the group members are

desegregated in to genders and the youth groups are currently income sustainable. However there are many registered youth projects where a significant proportion of youth projects that have been registered but never started are recorded.

The study established that the youth groups experience challenges like lack of enough capital, others indicated lack of raw materials, lack of market for their goods and services, poor infrastructure, expensive inputs like drugs for the livestock reared, lack of managerial skills, lack of funds for veterinary extension services, lack of water for farming and animal rearing, unavailability of skilled labour and lack of storage facilities.

The respondents were required to indicate the projects carried out by the groups that are to a greater extent sustainable. They indicated that the various projects that are sustained in the Constituency include horticulture projects, farming projects, commercial projects and green house projects.

### **5.3 Discussion of Findings**

Based on the study findings the following discussion makes a link with other study finding in the subject under study.

The study observed that nature of projects carried out by the youth groups were found to be facilitative of provision of sustainable income among the youths but are hindered by both institutional as well as governmental factors. Despite the obstacles posed by the institutional and governmental factors, overall projects undertaken by youth groups were found to be slightly successful and this can be attributed to the project management skill that the youth members have which enables them to effectively run the projects and get sustainable income. The study findings on the role of project management skills in business and project implementation is consistent with Mellor (1999) who argued that skills facilities the growth of small businesses. As noted by Turnbull et al., (2001) there is a broad network of institutional factors which encompasses political representation, licensing informal training, access to infrastructure and even tax collection. All these

issues were found to hinder implementation of youth projects for sustainable income generation

#### **5.4 Conclusions**

The study concludes that the youth groups comprise young members with low educational levels and are involved in various economic activities. However there are many registered youth projects where a significant proportion of youth projects that have been registered but never started. The study also concludes that the youth projects have greatly improved the standards of living among the youth in the constituency, the number successful youth projects have increased in the constituency and the youth projects gets sufficient funding to undertake the project and disagreed that the number of youth projects in the Constituency have increased.

The study deduces that the economic factors are a main influence to youth projects in the constituency, the project management skills greatly influence project success, there are youth projects which have been registered but never started and that the socio-cultural factors are an influence to youth projects in the constituency and that the youth projects are making sustainable income. The study further concludes that the youth unemployment is still a challenge in the Constituency and the market price for goods and services are a major challenge to development among the youth.

The study finally concludes that socio-cultural factors are influential in the implementation of youth projects for sustainable income generation projects. As such all members have equal representation, the youth groups have fair gender representation and that the size of the group is convenient. Further the age of members is not a main consideration in admission of new members.

## 5.4 Recommendations

From the findings and conclusions of the study the following recommendations are suggested.

1. The youth groups engaged in various activities with an aim of generating sustainable income. However, there various factors that affect the implementation of their projects. The study therefore recommends that the youth groups should be provided with sufficient funds, there is need for creation of ready market by advertising the youth projects to sensitize the consumers of the products offered, subsidize the farm inputs like animal drugs, provide training on managerial skills, the government authorities should work hard to improve the infrastructure so as to enhance the youth groups, the authorities should establish proper methods of fighting pests and diseases and that there is need to standardize the markets.
2. The study also recommends that for the youth groups to overcome the socio-cultural factors that influence the implementation of their projects there is need for creation of channels of information and high education colleges in the Constituency, offering of rehabilitation services, creation of employment opportunities, increase women representation and offering of funding.
3. The study also recommends that there is need to carry out training needs analyses amongst the youth groups. This owes to the fact that some the youth members find it not useful in running their businesses. Such an approach would include streamlining the financial / cash management, sales and marketing, book / records keeping, strategic management, customer care, purchasing and supplies and business start-up which can facilitate the employment opportunities creation among the youth groups and business enterprises. There is also need to sensitize the members on the importance of this trainings taking place in their constituency.

Members should also be encouraged to personally pursue education that is important in running of their businesses.

4. The study further recommends that there is need of enhancing marketing of youth enterprise products / services. The focus should be on forging marketing strategies such as trade fairs for generating leads, closing sales and making new contacts with buyers. Others include exhibitions as an attractive marketing tool that offers face-to-face customer contact coupled with the allure of increased sales and promotion and advertising of their goods/services.

### **5.5 Suggestion for further research**

From the above analysis, the youth projects in the rural areas have been limited by poor market for their product and hence the researcher recommend that further study to be conducted on factors influencing youth participation in the income generating projects for sustainable income generation.

The study also proposes the same study to be carried out in different constituencies and establish whether the situation in OI Kalou is representative of the situation countrywide.

## REFERENCES

- Bamberger, M. and Cheema, S. (1990). *Case Studies of Project Sustainability, Implications for Policy and Operations from Asian Experience*. The World Bank, Washington D.C. 1990.
- Binswanger, H. (2003) *Measuring empowerment in national CDD programmes in the Africa region*. Presentation made to the Workshop on Measuring Empowerment: Cross-Disciplinary Perspectives, held at the World Bank, Washington, D.C., 4-5 February 2003. World Bank.
- Brundtland, G.H. (1987) *Our common future: Report of the World Commission on Environment and Development*. Oxford, UK: Oxford University Press.
- Brinkerhoff, D.W. and Goldsmith, A. A. (1992). *Promoting the sustainability of development institutions: a framework for strategy*. World development 20, 369-383
- Boswell P. (2009). *Guide to improving sustainability*. Retrieved from <http://www.spminternational.com>
- Belassi, W., and Tukel, O.I. (1996). *A new framework for determining critical success/failure factors in projects*. International Journal of Project Management, 14(3), 141-151.
- Borg and Gall (1986). Educational research, *An introduction 4<sup>th</sup> edition*, Longman London.
- Burkey, S. 1993. *People first: a guide to self-reliant participatory rural development*. London. Zed.
- Bysworth J. (2003) *socio-cultural sustainability in transformational development Indicators. supplementary programme Resource Guide*. Monrovia, world vision international
- Cascio, J. (2007). *The Resilient World open the Future*, 23 February 2007, [http://openthefuture.com/2007/02/the\\_resilient\\_world.html](http://openthefuture.com/2007/02/the_resilient_world.html).
- CEDPA (2000) *Socio-cultural mobilization for reproductive health: A trainer's manual*. Washington, D.C.: Centre for Development and Population Activities.
- Chivati (2009) *Monitoring & Evaluation Handbook*. Nairobi Signal Press Ltd

- Clarke, A. (1999). *A practical use of key success factors to improve the effectiveness of project management*, International Journal of Project Management, 17(3), 139-145.
- Cohen, L & Marion, L (1994) *Research Methods in Education (4<sup>th</sup> Edition)* London Routledge Publishers.
- Cook, T. D., & Campbell D.T., (1979). *Quasi –Experimentation: Design & Analysis Issues for field setting*. Boston: Houghton Mifflin Company
- Elhaut, T. (2007) *Sustainability, the 'via crucis' of poverty reduction: More questions Than answers*. Presentation made to the annual World Bank/IFAD South-Asia Partnership Review, Bangkok, Thailand, 12 November.
- Frankfort-Nachmias, C., & Nachmias, D. (1992). *Research methods in the socio-cultural Sciences (4th Ed.)*. New York: St. Martin's Press.
- Geoffrey R & P. Walker ent (2005). *Project Risk Management Guidelines*. Broadleaf Capital International, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, England
- Human Rights Watch. 2005. "Youth, Poverty and Blood: The Lethal Legacy of West Africa's Regional Warriors." Vol. 17, No. 5.
- Kenya Vision 2030 first edition published by the government of Kenya in 2007
- Haziri, E. K., and Heather, K. (2007) *Measuring and accounting for community capabilities in Kordofan, Sudan*.
- ILO. 2007. "African Employment Trends." Geneva.
- ILO. 2006. "Global Employment Trends for Youth 2006." Geneva.
- Kerlinger, F (1973) *Foundations of behavioral research* New York. Rinehart & Winstar Int.
- Khan, M. Adil (1993). "Managing Project Sustainability: Key concepts and Issues in Development Administration", in *Asia-Pacific Journal of Rural Development*. CIRDA. Dhaka. 1993 Spring issue.
- Khan, M., Western J. and Hossain, p (1992) *Sustainability of Socio-cultural Sector*

- Projects: The Asian Experience*. The World Bank. Washington D.C. 1992
- Mugenda, A. (2008). *Socio-cultural Science Research, Standards for Project Management Guide (4<sup>th</sup> Edition)*.
- Mulwa, F (2009), *Participatory Monitoring & Evaluation of Community projects* Nairobi.Numbi Pauline Publishers.
- Orodho A.J and Kombo D.K. (2002): *Research methods* Masola Publishers, Nairobi University press, Nairobi.
- Oso. W.Y and Onen, D. (2005) *A general guide to writing a research proposal and report, A handbook for beginning researchers*. Opton Press and Publishers, Kisumu, Kenya.
- Roscoe J. (1983) *Fundamental research statistics for behavioural sciences*. New York Shama et al (1989) *Descriptive survey*
- Theis, J & Grady, HM. 1991. *Participatory rapid appraisal for community development*. A training manual based on experiences in the Middle East and North Africa. London. International Institute for Environment and Development.
- Trollip, AM. 1997. *Towards developing a model for the empowerment of rural South African women*. *Journal of Dietetics and Home Economics* 25(1):2-10, 18.
- Trollip, AM. 2001. *The development of a strategy for the facilitation of income-generating projects in rural communities: an insider account*. *Journal of Family Ecology and Consumer Sciences* 29:45-51.
- Toulitos J.S and Compton N.H (1998) *Research methods in Human economics*. Iowa State University Press/AMES
- Wiersma, M. (1995). *Research Methods in Education 3<sup>rd</sup> Edition*. Routledge. London
- Van Dalen, D. B., & Mayer, J. (1979). *Understanding Educational Research – An Introduction*. New York. Mc Graw-Hill Book Co. 1979.

## APPENDICES

### Appendix 1: Letter of Introduction

P. O. Box 3 -20303

Ol Kalou

Tel: 0723933099

Email: muthonivirgy@yahoo.com

Date: 20<sup>th</sup> June 2012

TO WHOM IT MAY CONCERN

My names are Muthoni Virginiah and am a Master of Arts in project Planning and Management student at the University of Nairobi currently doing research on the “Factors Influencing Implementation of Youth Projects for Sustainable Income Generation In Ol Kalou Constituency, Nyandarua County”.

You have been identified as a potential respondent in this research. The information you will give is expected to help in developing policies and strategies that will ensure active involvement of the youth in community development projects.

Please take time to complete the questionnaire and the information given will be treated with utmost confidentiality and used for academic purposes. Your genuine responses will be appreciated.

Thank you in advance

Yours Faithfully,

Muthoni Virginiah

**Appendix II: Letter of Transmittal**

Muthoni Virginiah Njeri

University of Nairobi

P.O.Box 3 – 20303

Oi Kalou

muthonivirgy@yahoo.com

0723933099

May 2012

Dear Sir/ Madam,

**Re: Factors Influencing Implementation of Youth Projects For Sustainable Income Generating Projects In Oi Kalou Constituency, Nvandarua County**

Am a Master of Arts Project Planning and Management student at the University of Nairobi. Am undertaking a research on the above topic. it is my humble request that you assist me by filling in the questionnaires correctly and honestly as possible. Be assured that your identity and responses will be treated with utmost confidentiality, for this reason kindly do not write your name on the questionnaire. I take this opportunity to thank you in advance for your willingness to participate in this important exercise.

Yours Faithfully,

Muthoni Virginiah Njeri.

## Appendix III: Questionnaire for Youth Members

### Section A: Demographic Information

1. What is your gender?

Male

Female

2. What is your age bracket?

20-30 years

31-40 years

41-50 years

51 and above

3. What is your highest Level of Education?

Primary

Secondary

College

Undergraduate

4. How long have you been involved in the group?

Less than 3 years

3-5 Years

More than 5 years

5. How did you know about this group Projects?

Peers

Poster Advertisements

Gathering held by Officials [ ]

6. What kind of project or business does your group undertake?
7. What position do you hold in the group?
8. Do u have any other source of income?

**SECTION B: Youth Projects in the constituency**

9. What type of project do you undertake?
10. What is the source of your funds
11. Do the income obtained from the projects sustain you?

**SECTION C: Economic Factors influencing the implementation of youth projects for sustainable income generation**

Statement	1	2	3	4	5
12. The funds for projects implementation are sustainable					
13. The youth unemployment is still a challenge in the Constituency					
14. The increased cost of living have hindered projects success					

**Section D: Socio-cultural Factors influencing the implementation of youth projects for sustainable income generation**

Statement	1	2	3	4	5
15. The youth groups have fair gender representation					
16. The size of the group is convenient					
17. The age of members is not a main consideration in Admission of new members					
18. The level of education affects projects implementation					

**Section E: Challenges influencing the implementation of youth projects for sustainable income generation**

19. What challenges do you face in the implementation of the project that you are currently undertaking?

.....  
.....  
.....

20. What are the possible solution to the above listed challenges

.....  
.....

**Appendix IV:**

**Interview Schedule for key informants in the Constituency**

(DDO, DYO, DYTO, DIO, DO)

1. Are the youth projects which have been registered but never started?
2. What is the minimum and the maximum number of members in the registered groups?
3. Are group members desegregated in to gender?  
If yes, above how many females..... and how many men.....
4. How many youth groups are currently Income Sustainable?
5. How many youth projects have been registered but never started?
6. How many youth projects have been registered but stalled?
7. Which projects are more sustainable?
8. Do you offer any project implementation training to either the group leader of to the group members? Yes [ ] No [ ]  
If yes above how often?
9. What are some of the social factors that influence the implementation of income generation youth projects in your locality?
10. What are the social remedied to curb the above listed factors?

## Appendix V:

### Sampled Groups

#### Sampled Groups

NO	GROUP
1	Moa Vision youth group
2	Mutamaiyu youth group
3	Jordan youth group
4	Gathiriga youth group
5	Vuka Uvukishe youth group
6	Young Generation youth group
7	Maxmum youth group
8	Errands HIV/AIDS youth group
9	Ril'ient youth group
10	Dundori Potatoes Dealers youth group
11	Wecamema youth group
12	Sabugo Vision youth group
13	Matunda youth group
14	Mirangine bidii youth group
15	Maturubari youth group
16	St James youth group
17	Venus youth group
18	Farmers youth group
19	Juhudi Mirangine youth group
20	Matindiri environment youth group
21	Millennium youth group
22	Mwireri youth group
23	Tujijenge youth group
24	Nyaituga hope youth group
25	Mazingira youth group

26	Changamka youth group
27	Uhuru classic mifugo youth group safi
28	Nguba youth group
29	Witima youth group
30	Pamoja youth group
31	Kihago youth group
32	Mars youth group
33	Umoja peace youth group
34	mwhiko youth group
35	Milangine vision youth group
36	Kangathia youth group
37	Okoa jahazi youth group
38	Mwhiko youth group
39	Huruma youth group
40	Bidii youth group
41	Rutara youth group
42	Pamoja Youth Group
43	Olkalou Market Youth Group
44	Captein jua kali venture credit
45	Mathiru-ini Youth Group
46	Passenga Township Youth Group
47	Ol'kalou Furniture and Joinery Youth Group
48	Gitira Umoja SHG
49	Mwireri Youth Group
50	Ol'kalou Pioneer Youth Enterprise Club
51	Kanyiriri Development Youth Group
52	Nyano Youth Group
53	Promise Youth Group
54	Urumwe Youth Self Help Group
55	Mukimaka Youth Group

56	Mahua-ini Youth Group
57	Karutu Prevention Against Alcohol And drugs Youth Group
58	Ol'kalou Stage Motor Cycle Youth Group
59	Ol'kalou Winners Youth SHG
60	Githunguri Mabadiliko Youth Group
61	Rising Stars Melodies Youth Group
62	Mwangaza Kangui Youth Groups
63	Greens Youth Tree Nursery Groups
64	Nyano Youth Group
65	Happy youth self help group
66	Junior Youth Group
67	Silanga Corner Youth Group
68	Kirima Youth self help Group
69	Victorious Youth Group
70	Nyandarua Youth Empowerment Group
71	Mihuti Youth Group
72	Jua Kali Youth Group
73	Mukimaka Youth Group
74	Gatitu Youth Group
75	Kagaa Youth Group

UNIVERSITY OF NAIROBI  
 KIKUYU LIBRARY  
 P. BOX 3010  
 NAIROBI

**Appendix VI: Activities that the Youth in Ol Kalou Engage in for Income Sustainability**

<b>S/N</b>	<b>ACTIVITY</b>
1.	Farming
2.	Poultry Keeping
3.	Fish farming (in ponds)
4.	Horticulture
5.	Bee keeping
6.	Potatoes farming
7.	Green house tomatoes farming
8.	Dairy farming (Cows and goats)
9.	Car wash business
10.	Carpentry
11.	Rabbit Rearing
12.	Tree planting
13.	Pig Rearing