

**Factors Affecting the Success of Youth Enterprise Development Funded
Projects in Kenya; A Survey of Kigumo District Muranga County**

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Abstract

The research investigated factors affecting success of projects funded by youth enterprises development projects in Kenya using a case study of Kigumo District. The study indicated that most of those who succeed in entrepreneurship are either trained on the kind of businesses they venture into or continue business training as they progress. Therefore, for the YEDF to succeed, both short and long term measures must be embraced. From the findings, the study concludes that skills in entrepreneurship, business planning and financial management must elaborately be imparted before any funds are disbursed by the board.

Keywords: *Youth, training, Youth Enterprise Development Fund, unemployment.*

1. Introduction

1.1 Background of the Study

Youth definitions are contextual, depending on the social, cultural, political and economic environment. According to Durham, Deborah (2000), the concept “youth” is a “social shifter”, it is a relational concept situated in a dynamic context, a social landscape of power, knowledge, rights, and cultural notions of agency and personhood. The experiences of youth in various socio economic and political conditions and their outcomes largely define youth. Certain experiences such as war, conflict, poverty and the HIV/AIDS pandemic blur the social divide between youth and adult. Within these environments, young people constantly cross the frontier between childhood and adulthood, as they actively create and recreate their roles in the face of changing conditions (Boeck and Honwana, 2005). While these views construct youth as a fluid concept, other definitions look at youth as static category in the society, with distinctive responsibilities based on their age. Consequently, youth-hood is viewed as a specific stage between childhood and adulthood when people have to negotiate a complex interplay of both personal and socio-economic changes in order to maneuver the “transition” from dependence to independent, take effective control of their own lives and assume social commitments (UNESCO, 2004).

The United Nations defines youth as persons between 15 and 24 years. The World Health Organization (WHO) identifies three categories of youth adolescents (10-19), youth (15-24 years), and young people (10-24 years). The African Union (AU) considers youth as persons between 15 and 34 years. In Kenya, there are various aged-based definitions of youth. NYP defines youth as persons aged 15-30 years. This definition is universally accepted and applied by international agencies involved in youth programmes and activities.

Most African governments use this definition as a basis for developing their specific age markers, which often reflect high upper age limits in account of the physical, psychological, cultural, social, biological and political aspects, which explain the Kenyan youth situation. The new Constitution defines youth as all individuals in the republic of Kenya who have attained the age of 18 years but have not attained the age of 35 years (GOK, 2010). The youth development programmes which the government has been implementing target persons aged 15 to 35 years. Lack of consistency in the definition of Kenyan youth reflects the difficulty that most African societies have in specifying the age bracket of youth. In African societies, responsibilities such as marriage are more important in defining the category where one belongs - adult or youth. Biological age has been used to define policies and laws of inclusion and exclusion, in

contest such as obligatory schooling, right to vote, obtain identity cards and driving license and drink alcohol (Hansen, Karen, 2008). The exclusionary tendencies of policies targeting youth have denied youth opportunities to contribute in development and also exposed them to tight regulations whose interpretation and implementation is left to the law enforcing authorities. Rather than promote young people's well-being and development, certain policies have been used to constrain and deny them rights which are integral to their transition process.

Essential, youth transition is presented as a linear, psychosocial development process starting in late childhood, which progresses in a piecemeal fashion towards the conventional goals of adulthood (Barry, Monica (2005). According to them, the four main transitional stages include: Leaving the parental home and establishing new living arrangements; completing full time education; Forming close stable personal relationships outside the family; and testing the labour market, finding work and possibly settling into a career, and achieving a more or less stable livelihood. These transitions are interconnected. For instance, leaving parental home and setting up a personal home require an independent source of income, and to reach this stage, a young person generally has to have acquired qualifications and to have qualifications and to have succeeded in demonstrating his or her skills in the labour market or some equivalent subsection of the society (United Nations, 2007).

The transition model assumes a predictable linear progression to mainstream endpoint-adulthood (Barry, Monica 2005). Ironically, the transition between home and work has become less discontinuous with many young people delineating the course of their lives (Leccardi, 2005 cited in Hansen Karen, 2008). The uncertainty of the process compels young people to draw on diverse resources (economic, social cultural and political), depending on where and who they are in gender and class terms, as they negotiate their everyday lives and orient themselves toward the future (Hansen Karen, 2008). Significantly, debates about youth have raised concerns about the existence of youth as a distinct stage of life, since the realities facing most young people have negated the theoretical description of youth-hood. According to Bynner et al (1997 cited in Barry, Monica (2005), youth is just an additional bridging stage between childhood and adulthood to exemplify the protracted transition brought about by tighter labor market restrictions on school leavers, extended education and often compulsory training. It thus offers a convenient sociological bridge between the widening poles of childhood and adulthood in the Western world (Barry, Monica, 2005)

This sociological bridge is dynamic, and sometimes too weak to support youth to cross over without falling off course. In the contemporary society, a large proportion of young people do not experience the transition that the previous generation took for granted when they left school and went straight into full-time jobs. Thus, they enter adulthood much earlier than defined chronologically and biologically by dint of the responsibilities and roles they assume in the absence of proper functioning labour markets and in the face of changing social and political conditions.

For Africa's youth, experience in adult responsibilities begins early, since children actively participate in productive tasks, paid labour, household chores and taking care of younger siblings (Riesman, 1995 cited in Honwana and Boeck, (2005); and United Nations, 2007). Consequently, they do not enjoy the luxury of living under the care and protection of parents or guardians so as to gain education and skills to prepare them to live independently as adults as implied by the transition model. Rather, they become care givers, providers, parents and defenders of society at an age when they should be in school learning. Moreover, the

household and other skills acquired by young people at an early age are generally inadequate to prepare them for work in the modern economy, or more generally, for effective participation in a globalised world (United Nations, 2007). Wyn, Johana and White (2008) emphatically argues that the term “transition” is a misleading concept in the contemporary society where the boundaries between youth and adulthood are blurred, employment insecure and often temporary and the conventional markers of adulthood (for example marriage and child rearing) are often purposely delayed.

African youth, within the “transition model” this paper considers youth to refer to a series of transitions from adolescence to adulthood, from dependence to independence, and from being recipients of society’s services to becoming contributors to national economic, political and cultural life (United Nations, 2007). The definition is more encompassing since it recognizes that youth is a social process and young people are active agents in making the process more wholesome and meaningful. The definition is also realistic in recognizing the fact that the route to adulthood can be a continual maze of cyclical, reversible and uncertain pathways (Stephen and Squires, 2003 cited in Barry, Monica, 2005).

Kenya’s population is largely youthful. 75% of the country’s population is made up of persons aged 1 to 30 years. Youth number 10.1 million, accounting for 32% of the country’s population. Of these, 51.7% are female and 48.3% male. Youth form about 60% of the total labour force in the country, but a majority, about 65% is unemployed. Out of 750,000 youth who graduate from various tertiary institutions in the country, only 25% access employment. The rest, 75% have to bear the burden of unemployment. Furthermore, some of those absorbed in the labour market have jobs that do not match their qualifications and personal development goals (GoK, 2006). A high level of youth unemployment is associated with lack of adequate education and marketable skills, fluctuating demand for labour, demand for experience by potential employers and the relatively high youth population.

While youth have been “labeled” criminals and received universal condemnation for executing violence, politicians have not been punished for incitement, hate speech, bribes and manipulations of ethnicity, which are strongly linked to political and electoral violence (Ibid). The Youth Enterprise Development Fund was established in year 2006 with the sole purpose of reducing unemployment among the youth who account for over 61% of the unemployed in the country. The target of the fund is young within the age bracket of 18 to 35 years whose number is 13 million. The fund was then transformed into a State Corporation on 11th May 2007. The fund had developed a 3 year strategic plan to address varied needs and aspirations of the youth, and to address the challenges it had faced in the past. The fund is constantly reviewing its operational mechanisms from time to time in order to make it responsive to needs and expectations of the target clients (MOYA, 2007). Unemployment is one of the most daunting economic challenges facing Kenya. The government has consequently placed job creation at the top of its policy agenda. The youth account for 61% of the unemployed. Ninety two percent (92%) of the unemployed, Youth have no job training other than formal schooling. Hence, unemployment is not just lack of jobs, but also lack of job skills due to inadequacy of the training infrastructure as well as the means to acquire skills, due to poverty (Gok, 2007).

It is in recognition of the above facts the government conceived by the idea of institutional financing as a way of addressing unemployment which essentially is a youth problem. The concept is based on the premise that micro, small and medium enterprise development initiatives are likely to have the biggest impact on job creation. Young people who constitute the largest segment of our society, is the future of any economy and a key driver of employment growth and economic activities. Youth Enterprise

Development Fund was established in December 2006 by the government as an initiative that is hopped to address the unemployment rate among the youth. The twin strategic pillars of this initiative are enterprise development and externally focused employment creation through Youth Employment Scheme Abroad (YESA).

The government's resolve in ensuring sustainability and professional management was evident on 11th May 2007 when the Fund which is 60% private-sector is composed of young professionals drawn from diverse backgrounds relevant to the objectives of the fund (MOYA, 2007).

Hence, this study aims at investigations the factors affecting the success of projects funded by youth enterprise development funded in Kigumo District.

1.2 Statement of the Problem

Youth who account for a third of Kenya's population, are increasingly viewed as a problem in the society, which the government and other non-state actors need to ameliorate. In fact, being young is widely and constantly perceived as problematic (Abbink, J and Ineke Van Kessel, 2005). Boeck and Honwana (2005) noted that youth often appears as "breakers" in various ways: as risk factors for themselves through suicide, drug abuse, alcohol and unsafe sex; by breaking societal norms, conventions, sometimes by breaking limbs and lives; and sometimes by breaking the chains of oppression. Thus, policies and programmes should seek to integrate the youth factor as a necessary and autonomous element in the society, as well as actors capable of reshaping social relations and power formations.

Youth unemployment in Kenya is compounded by substantial levels of underemployment and poor quality jobs in the informal sector. Coupled with this, youth are confronted with other social problems such as poverty, HIV/AIDS, drug and substance abuse and crime and violence. This situation presents youth as needy, helpless and unprepared to make any contribution to national development affairs. Consequently, they are marginalized in national state policies and have a weak legal position (Abbink, J and Ineke Van Kessel, 2005).

Recently funding of youth enterprise development projects in the 210 constituencies has been receiving increasing attention from the government, donors and multilateral agencies as an alternative job creating strategy. In addition, the scale and complexity of successful management of youth enterprise fund projects is no doubt a daunting task, which needs the joint efforts of all. Given the limited absorptive capacities of the existing formal labour market in the country, promotion of youth entrepreneurship and self-employment is one of the few feasible options to create employment opportunities both in the formal and informal economy (Youth Agenda, 2007)

However, the studies dealing with the success of projects funded by youth enterprise fund are limited and hence, assessment of factors affecting their viability. Therefore, there is no sufficient evidence on successful projects funded by youth enterprise development fund in Kenya. Hence, this study aims at investigations the factors affecting the success of projects funded by youth enterprise development funded in Kigumo District.

1.3 Purpose of the Study

The purpose of the study was to identify the factors affecting success of projects funded by youth enterprise fund in Kigumo District.

1.4. Objectives of the Study

1. To examine the extent to which youth entrepreneurship training affects the success of projects funded by youth enterprise development fund.

1.5 Research Question

The study seeks information to address the following question:

To what extent does youth entrepreneurship training affects the success of projects funded by youth enterprise development fund?

1.6 Significance of the Study

Success of projects funded by youth enterprise development fund is very critical in stimulating economic growth in marginal parts of the country and providing employment opportunities for the ever increasing population of unemployed youth. The study will help understand the factors that affect success of projects funded by youth enterprise development fund using Kigumo District as a case study. Recommendations will be use by the youth enterprise development fund board and other stakeholders at constituency level to enhance feasibility of these projects as a step towards increasing economic opportunities for, and participation by Kenyan youth in nation building.

1.7. Defination of Terms

1. Entrepreneurship training: Teaching or imparting enterprising skills.
2. Group Dynamics: Interactions that influence people's behavior and attitudes when they are grouped.
3. Resource utilization: Use of limited resources to increase output and profits
4. Stock turnover: Measure of times inventory is sold
5. Success of youth enterprise: Accomplishment of activities directed towards making profits by young people.
6. Youth enterprise: Activities by young people towards making profits.

2. Literature Review

2.1 Introduction

This section will look at theoretical review; empirical review and conceptual frame work of the subject are in order to identify gaps to be filled by the current study.

2.2 Theoretical Literature Review

The scale of the problems facing a large proportion of youth in Kenya make planning and implementing polices and programmes a daunting but urgent task for the state and non-state actors. This is because youth are constantly shaken and shaped, pulled and pushed into various actions by encompassing structures and processes over which they have little or no control (Honwana and Boeck 2005). Consequently, youth, despite their numeric strength and high degree of mobility, versatility and adaptability lack adequate space to organize in order to design their own credible path towards realizing their potential and meeting their needs. (Akwetey,2006). Youth-focused policies and programmes have been indented as fundamental in defining a suitable path and putting in place structures which enable youth to utilize their skills, develop their potential and contribute in the mainstream economy, polices

and other affairs of public life. Well-designed policies have the ability to transform an environment which has hitherto been repellent to youth development and participation, to one where youth are recognized, supported and encouraged to actively contribute to national development.

Youth policies are therefore viewed as critical in consolidating and amplifying young people's voices so that wrong assumptions and perceptions that have long persisted can give room for more informed ways of planning and meeting the needs of youth. Writing about Rarry Boy Culture in Sierra Leone, Abdallah, (2005) notes that colonial officials, through Rarry Boy Culture in Serra Leone, Abdullah (2005) notes that colonial officials, through a process of social engineering, targeted two groups of youth, those in formal education and the "deviant youth". In educational institutions, attempts were made to promote leisure through recreational facilities, while reformist institutions were established to tackle the problem of juvenile delinquency and promote rehabilitation of delinquents (Abdullah, 2005; Wyn and White, 2008/04). The Western world on the other hand, emphasized legislation work (prohibition of children of a certain age from working) and education (introduction of compulsory education) (Wyn and White, 2008).

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

According to UNESCO (2004), a national youth policy should embody strategies that empower youth to actively influence and shape the political agenda. A progressive national youth policy obliges traditional decision-makers to work not only for young people but with them and let their experiences inform the development of appropriate interventions and services (Ibid). An integrated and cross-cutting youth policy strengthens the capacity and effectiveness of government to respond to the needs of youth (UN-Habitat, 2004). The development of a sound youth policy requires the involvement of a wide variety of social actors and large-scale cross-sectoral consultation with the civil society (UNESCO, 2004) In addition, young people must be considered as primary actors with whom to develop partnerships, not as spectators or advisers, but as active agents of change. Such a policy ought to be gender sensitive and pay special attention to the needs and experiences of the most vulnerable youth, those in conflict with the law, those living with HIV/AIDS, or in the most vulnerable and risky situations.

Despite the wide range of benefits associated with youth policies, they often suffer from limitations which impact their effectiveness in terms of allowing youth to meaningfully engage in decision making process. Wyn and Whiet (2004) argue that policies affecting youth share a common theme of futurity- the valuing of young people for what they will become. They are based on the common view that young people are not important as youth, but as future adults. Their language draws on youth development to assert that young people are important because they represent the future cultural and social capital of the society.

In her study on Youth Polytechnics (YP) in Kenya, Kinyanjui (2007) points out that YP education is not necessarily a direct or immediate route to employment, rather it is a futuristic investment that parents and households make to equip their children with skills in the hope that they will have a better life than themselves. Policies that locate young people's value in the their future as adults also tend to emphasize

“governmentality” (Kelly,2001, cited in Wyn and White, 2008), whereby, they provide a rationale for monitoring and controlling young people’s lives in the interest of protecting the future of young people and of the society.

The NYP for example states that “the government is obliged to carefully plan and be involved in developing youth to be responsible and available to contribute to the current and future nation-building efforts” Accordingly, the state is obliged to “be the lead agent in supporting the implementation of the youth policy, by creating sufficient employment opportunities and education and health facilities for youth.” It also requires the state to provide the necessary framework for young people to fulfill their obligations. These include: Be patriotic and loyal to Kenya and promote the country’s well-being; Contribute to social-economic development at all levels including through volunteerism; Create and promote respect for humanity, sustain peaceful co-existence, national unity and stability; Protect the environment; Help to support and protect those who are disadvantaged and vulnerable; Promote democracy and the rule of law; Create gainful employment; Take advantage of available education and training opportunities; Develop a positive attitude towards work; Avoid careless and irresponsible sex; and Take responsible charge of their lives.

Underlying the development of a youth policy is often the assumption that young people should not be taken seriously because they are not yet adults (Wyn and White, 2008). This tendency is definitely in tension with the increasing acknowledgement that young people should participate in decision-making, as espoused in many national and global youth policies and initiatives. In addition, there is contestation about the extent to which young people can be regarded as citizens in any sense or whether they are “simply citizens in training” (Ibid).

Consequently, youth are trained for their future roles and not equipped with skills and understanding that can be given expression immediately (Owen, 1996 cited in Wyn and White, 2008) This reduces them to either non-citizens or at best, apprentice-citizens (Ibid). To be relevant to youth, training should encompass issues that help young people to play roles in forming, maintaining and changing their societies. From this perspective, youth would be valued and valuable citizens in the present, as well as citizens of; the future. The NYP proposes the formation of the NYC to help “coordinate youth organizations, design youth programmes and continuously review the implementation of youth-focused polices and programmes”

In addition, the NYC is meant to mobilize, sensitize and organize youth, in order to consolidate their voice regarding political, economic and socio-cultural activities. However, almost five years since the operationalization of the NYP, the NYC has not been formed, and the government, through the Ministry of Youth Affairs and Sports, still oversees the implementation of the NYP and other youth related programmes.

Parliament passed the legislation establishing the NYC in August 2010, but it was shelved awaiting further consultations within the government about its operationalization. Notably, the youth policy and programme implementation process has proceeded without proper mechanisms to accommodate the voice of youth, and effectively mobilize them towards setting a progressive and comprehensive youth development agenda. Pais (2003) describes youth transition and trajectories in recent years as a maze, and policies are developed to help them out of the maze. However, he argues that often times policies could lead to misleading trajectories and outcomes, whenever their primary focus is just to get youth out of the maze, without making any effort to support them within the maze. Supporting transition process,

rather than focusing on the end point, is more beneficial since it recognizes young people's agency and allow them to actively take part in managing their lives as youth.

In any case, a number of youth may already be undertaking "adulthood" responsibilities such as parenting, marriage and work but lacking a support environment to effectively carry on with these responsibilities. Thus, youth need to secure access to appropriate forms of social support, which are flexible enough to meet the different needs of various categories of youth. While the language of youth policies reflects efforts to foster inclusivity in public affair, there is usually conflict with other existing legal provisions which threaten to undermine the trust that youth may have in the policies.

For instance, the need to maintain security and order in the society may target youth who want to "hang out" in the streets through arbitrary arrests, instituting curfews or other restrictive measures. Consequently, youth are denied the right to leisure, free movement and other fundamental freedoms even they are accorded opportunities to participate in work, education and training. Conflict between policy and practice reduces the trust that youth have in the institutions offering support and increases resentment of programmes targeting their needs.

The NYP broadly proposes a mechanism to harmonise sectoral policies and adapt all government programmes towards youth development, including promotion and protection of their rights. However, this has not been fully and effectively operationalized. This is reflected by the delays in establishing the NYC, reforming the justice and security agencies and failure to recognize other non-state actors working towards youth empowerment. Indeed, the government has raised its own suspicions about the youth development programmes that are supported by international agencies and implemented by NGOs and local community based organizations (CBOs)

A new legislation, the Prevention of Organized Crimes Act, 2010, which seeks to criminalize all groups undertaking organized crime, could have unprecedented consequences for youth, who are required to network and mobilize in order to meet their collective needs (Gok, 2010). The law identifies 33 organized criminal groups, which are mainly composed of youth. It criminalizes even non-members who abet or aid the group's activities by allowing them to use their property to carry out their activities (ibid). Unlike the law providing the establishment of the national youth council, which was passed by parliament but shelved without specific details on implementation, the law on organized crime took effect immediately.

While the NYP and other programmes, such as Youth Enterprise Development Fund (YEDF) and Kenya Youth Empowerment Project (KYEP), encourage youth to network and form groups, the new law could lead to isolation of some youth who belong or formerly belonged to criminalized groups. The law has received criticism, especially regarding the groups identified as criminal. The prime minister pointed out that Kamukunji Youth Group, which is listed as an illegal group was not criminal group, but a platform for people especially youth, to debate public affairs and seek solutions to the problems facing them.

2.3 Information on Youth Development Fund (YEDF)

The Youth Enterprise Development Fund (YEDF) was established in December 8, 2006 through legal notice no. 167. It was transformed into a state corporation in May 11 2007 through legal notice no. 63. The fund focuses on enterprise development as a key strategy for increasing economic opportunities for youth as a way of enabling them to participate in nation building. Realizing that not all young people have a keen interest in entrepreneurship, YEDF has broadened its focus to include facilitation of employment of young people (skilled and semi-skilled) in the local and international labour market.

The 2009 status report of YEDF outlines a number of successes that have so far been achieved in supporting youth entrepreneurs. Notably, about 1.53 billion Kenya Shillings had, by March 31, 2009 been disbursed to finance 57,075 youth enterprises countrywide. In addition, the Fund provided other services such as training and mentoring, business incubation, holding a business plan competition, and developing partnership with private and public institutions. Acknowledging the challenges confronting youth entrepreneurship, the report stresses that, the “growth and sustainability of the Fund is pegged on development of multiple and quality partnerships with diverse state and non-state development players.

Table 2.1: Funds Disbursed

Province	Female	Amount	Male	Amount	Total Male and Female	Total Amount Disbursed
Central	5,629	141,224,750	6,016	197,161,894	11,645	338,386,644
Coast	4,241	87,711,863	1,475	50,520,781	5,716	138,232,644
Eastern	6,000	116,226,397	5,561	163,027,957	11,561	279,254,354
Nairobi	2,437	98,817,535	3,032	137,826,321	5,469	236,643,856
North Eastern	186	6,767,472	465	18,387,477	651	25,154,949
Nyanza	3,434	74,109,791	2,141	57,145,798	5,575	131,255,589
Rift Valley	8,791	149,875,266	3,985	148,057,313	12,776	297,932,579
Western	2,376	47,110,645	1,306	39,776,436	3,682	86,887,081
TOTAL	33,094	721,843,719	23,981	811,903,977	57,075	1,533,747,696

From the table, it appears that more young women (33,094), than young men (23,981) accessed the funds disbursed through financial intermediaries. This is positive, given that female youth are harder to engage, and even locate, particularly in cities, where many female youth tend to live more private lives (Sommers, 2007:17), mostly as domestic workers. The figures also reveal high regional disparities, with some regions such as North Eastern recording less than 1000 loan beneficiaries. While the women beneficiaries were more than men, they received less money than men. Women received 47% of the monies disbursed, while men, even with fewer enterprises, assessed 53% of the Fund. The most plausible explanation behind this outcome is that young women propose low capital ventures in order to minimize their risks and to be able to repay the loans granted.

Marginalized male youth are thought of being the most potentially violent population, so they appear to have become the primary target group of youth development programmes (Ibid). Overall, the impact of YEDF among the youth population is still too small given their numbers and the magnitude of unemployment.

A proper evaluation report, capturing the voices of youth, would serve to improve the Funds’ delivery mechanisms and enhance the well-being of youth who have an entrepreneurial spirit, and the ability to sustain a successful business venture. A sound, unbiased, professional, independent, and youth-inclusive assessment, monitoring and evaluation work should be mainstreamed in all youth employment activities

2.4. Effects of Entrepreneurship Training on success of projects funded by YEDF

The system of education and training in Kenya has been blamed for failing to impart appropriate skills for enhancing self employment. The 8-4-4 system of education was introduced in 1985, and comprises 8 years of primary education followed by 4 years each for secondary and university education. It was geared towards changing the “academic” bias of the previous system with a strong emphasis on practical and technical subjects (Ikiara et al, 1995). However, due to high costs of education, poverty and lack of appropriate facilities, most youth are forced to drop out, and those who graduate do not possess adequate skills to facilitate employment (Gok, 2006). According to the United Nations Development Programme (UNDP) Report of 2006, four out of eight provinces recorded an increase in poverty levels while Kenyans living in abject poverty deepened. These people are subsequently incapable of acquisition of proper dietary needs, medical care and clean habitats (Achoka et al. 2005)

The country’s training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for the challenging labour market demands (Gok, 2006); In addition, training institutions have no linkages with the labour market. The society’s negative attitudes towards the informal sector discourages some youth from venturing into it. To enhance education and training for the youth, the NYP proposes to: improve affordability and accessibility of quality education, promote non-formal education, enforce re-admission policy for girls who drop out of school due to pregnancy and create linkages between educational institutions and the private sector through research, technical education, internship opportunities and financing.

Most of the youth either drop out of school or graduate without necessary skills for self-employment. Many girls drop out of school due to pregnancy. Recently, sub-standard institutions have come up to take advantage of shortage of training opportunities to exploit desperate youth. Youth trained in these institutions cannot, therefore, be immediately absorbed into the job market. Provision and improvement of existing training as well as vocational training and imparting life skills are among strategies to be used to empower the youth. Other strategies are involving the youth in formulating and reviewing of the education and training policy as well as creating linkages between training institutions and the private sector through research internship opportunities and finance and encouraging the private sector to get involved in technical education and training (MOYA Strategic plan-2007).

2.5 Summary

There is no linkage between the training institutions and either the formal or informal (jua kali) sector. Youth trained in these institutions cannot, be immediately absorbed into the job market. Besides this, society’s attitude towards the Jua Kali sector discourages many youth from venturing into it, as they do not want to be regarded as failures in life. To enhance education and training for the youth, strategies that will be applied include developing a curriculum for use in youth polytechnics, identifying, supporting and partnering efforts of communities the board has invested heavily in public sensitization and education on the fund’s operation and progress since inception.

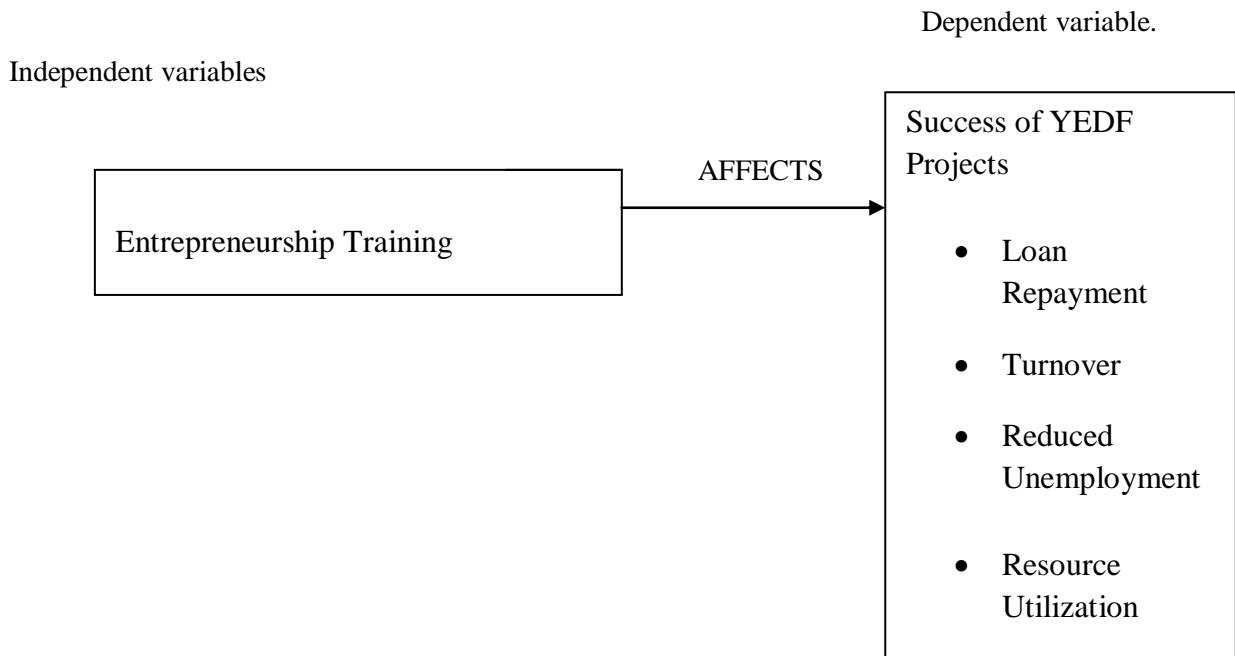
The absence of public space for individuals to communicate their needs, interests and aspirations reduces the ability of formal institutions to understand which forms of participation are meaningful to youth and how they can be integrate into the established societal institutions. This view has been used to legitimize young people’ restricted scope of participation. This is especially manifested in politics, whereby, youth are locked out of political parties’ decision making processes. However, the studies dealing with the success of projects funded by youth enterprise fund are limited and hence assessment of factors affecting

their viability. Hence, this study aims at investigating the factors affecting the success of projects funded by youth enterprise development fund. .

2.5 Conceptual Framework

The researchers expected a linear relationship between independent variables and the dependent variable.

. But the sampled data couldn't support all the variables.



Entrepreneurship training was assessed using fund management skills, training intervals and training effectiveness

3. Methodology

3.1 Introduction

This section will focus on research design, population, sampling design, data collection instruments, data collection procedures and data analysis of the subject area.

3.2 Research Design

Descriptive research design was employed since this study was meant to provide further insights into the research problem. The study attempted to describe what exists in terms of practices, trends, attitudes and beliefs among youth enterprise development fund in Kigumo District.

3.3 Population

The target population was composed of 45 youth groups from Kigumo District. Each group was comprised of three officials and nine members making a total of 12 members per group and overall population size of 540.

Table 3.1: *Distribution of Population*

Population Category	Population Size	Percentage
Officials	135	25
Members	405	75.25
TOTALS	540	100

Source: YEDF (2010)

3.4 Sampling Design

A sample of 25% (135) of the members of youth groups was selected for the purpose of this study. For our case of youth groups purposive sampling method was employed due to homogeneity nature of youth groups in Kigumo District.

Table 3.2 *Sampling Design*

Group Category	Population Frequency	Population Ratio	Sample Size
Officials	135	0.25	34
Members	405	0.75	101
TOTALS	540	1.00	135

Source: YEDF (2010)

3.5 Data Collection Instruments

Questionnaires were used during the study as the only convenient means for data collection. Open-ended questionnaires were used because they create freedom of expression, no bias due to limited response ranges and respondents can further explain their answers. Closed ended questions were used where the response types have been predetermined and organized.

3.6 Data Collection Procedures

A combination of open ended and closed ended questions were used in the questionnaire. This Multifaceted approach was of great help in this study where there was a need to collect data while minimizing chances of low responsiveness.

3.7 Data Analysis

Descriptive statistics such as frequency, means and percentages were used to summarize the data. Factor analysis was done using ANOVA and Chi-square respectively to determine relationships between dependent and independent variables. Statistical package for social sciences (SPSS) was used data analysis.

4. Results and Analysis

4.1. Introduction

The survey took place in the month of June and August 2010. The purpose of the study was to examine the extent to which youth entrepreneurship training affects the success of projects funded by youth enterprise development fund.

4.2.1 Response Rate

Due poor response in some areas, the researcher came up with 150 questionnaires in order to meet the thresh-hold set out in sampling of 135 questionnaires. This later led to 100% sample response. 54% of the respondent agreed that the projects in the area have been successful.

4.2.2 Background Information

This study used loan repayment, stock turnover, reduced unemployment and resource utilization to measure success of projects funded by youth enterprise development fund. These measures are very significant in implementation of youth entrepreneurship projects. Loan Repayment when regular ensures that the fund board is able to maintain healthy lending. Higher turnover of youth project portrays stability f a given project which is also a prospect of continuous revenue inflow.

4.3 Perception of Entrepreneurship Training on YEDF Projects Success

Table 4.1 Entrepreneurship Training

This table shows majority of respondents agree that entrepreneurship training contributes to the success of YEDF projects mainly through better resource utilization and enhanced loan repayment.

STATEMENTS	Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
Projects turnover has greatly improved due to enhanced entrepreneurship training within the last six (5) years	38(29%)	58 (44%)	29 (22%)	8 (6%)	133	2.9

The resource utilization in YEDF projects is more effective due to enhanced entrepreneurship training	46(35%)	54(41%)	22(17%)	11(8%)	133	3.0
Loan repayment in YEDF projects has greatly improved due to enhanced entrepreneurship training	52(39%)	45(33%)	27(20%)	11(8%)	135	3.0
The enterprise projects have reduced their reliance of public agencies or youth enterprise Development funding than they were five years ago due to enhanced entrepreneurship training	49(36%)	27(20%)	42(31%)	17(13%)	135	2.8
The youth unemployment had greatly reduced over the last five years due to enhanced entrepreneurship training	65(50%)	29(22%)	10(8%)	27(21%)	131	3.0
Total Respondents					135	

Source: Survey data 2011

4.4 Perception on YEDF Project Success

Table 4.5 YEDF project Success

This table shows that majority of the respondents believe that YEDEF projects have been successful as shown by better resource utilization and reduced reliance on public funds.

STATEMENTS	Responses					
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	Mean
Success of Youth projects has greatly improved within the last five (5) years.	44(34%)	55(43%)	21(16%)	9(7%)	129	3.0
The resource utilization in youth projects is more effectively than five years ago	36(28)	74(57%)	12(9%)	7(5%)	129	3.1
The youth enterprises have reduced their reliance of public agencies of Youth enterprise Development funding than they were five years ago.	51(39%)	52(39%)	14(11%)	15(11%)	131	3.1
The YEDF projects in Kigumo district have been successful.	30(23%)	36(28%)	42(33%)	21(16%)	129	2.6
Total Respondents					135	

Source survey data 2011

Finally, the dependent categorical variable which measures the project success has given an average mean of 3 which shows that majority of the respondents agree that YEDF projects have been successful.

4.5 Measures of Variables Central Tendencies

Table 4.6: the frequency distribution of Variables

This table show how values of the factors are distributed in the data set and also help us to see where the centre of the distribution lies, by looking at the measures of the central tendency, the mean, median and mode. The mode of 3 indicates that all the factors were rated consistently with YEDF project success which also had a mean of 3(agree).

	YEDF	Entrepreneurship
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	project Success	training
N Valid	131	135
Missing	4	0
Mean	2.87	3.07
Median	3.00	3.00
Mode	3	3
St. deviation	-748	-687
Sleekness	-.343	-.937
Std. error of Sleekness	-.212	-.209
Kurtosis	-0.37	3.037
Std. Error of Kurtosis	-.420	.414

Source: survey data 2011

Looking at the standard deviation of 0.743 comparing to the means of 2.87, we can conclude that the data points are quite distant from the mean and more spread. Therefore, the mean is not such an accurate representation of the data overall.

5. Summary, Conclusion and Recommendations

5.1 Introduction

This chapter presents summary of the study findings, conclusion and recommendations.

5.2 Summary

The Youth Enterprise Development Fund has noble call strategy of increasing economic opportunities for youth as a way of enabling them to participate in nation building. YEDF put more emphasis on multiple areas, namely to provide capital to young entrepreneurs, avail business development services, facilitate linkages in supply chain and create market opportunities for goods and services produces by youth services such as training and mentorship, business plan competition and developing partnership with public and private institutions.

Kigumo District like many other districts in Kenya has also been in the fore front of this noble cause. The study reveals significant progress has been made in the road to success of these youth empowerment projects.

5.3 Conclusion

The government's introduction of an entrepreneurship development fund with a view to encouraging the youth to venture into self employment, is very generous move which deserves all the support from various stakeholders. Long term measure like continuous entrepreneurship training should be put in place to improve chances of success. The study indicated that most of those who succeed in entrepreneurship

are either trained on the kind of businesses they venture into or continue business training as they progress. Therefore, for the YEDF to succeed, both short and long term measures must be embraced.

5.4 Recommendations

The community has shown laxity in development of entrepreneurship culture due to fund perception as a political kitty which was only introduced by the government to propel its political interest. In realization that money is only one of the resources that apply to a project, it is inevitable that entrepreneurship culture and expertise be first inculcated to the youth and the prospective entrepreneurs of this country. This means that skills in entrepreneurship, business planning and financial management must elaborately be imparted before any funds are disbursed by the board.

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Annex 2

The questionnaire

1. ENTREPRENEURSHIP TRAINING

- a) Please indicate your degree of agreement with the following statements: Members of your group have been effectively trained on various skills and management of YEDF Projects.
- Strongly Agree ()

- Agree ()
- Disagree ()
- Strongly Disagree ()

b) Please indicate your degree of agreement with the following statements: The training programme has been effective in making YEDF initiatives readily understood by your members.

- Strongly Agree ()
- Agree ()
- Disagree ()
- Strongly Disagree ()

a) Please indicate your degree of agreement with the following statements on YEDF Projects successes in relation to entrepreneurship taking. Kindly, use the following criteria.

- Strongly disagree 1
- Slightly Disagree 2
- Slightly Disagree 3
- Strongly Agree 4

(i) Projects turnover has greatly improved due to enhanced entrepreneurship within the last five (5 years)

(ii) The resource utilization in YEDF projects is more effective due to enhanced entrepreneurship training.

(iii) Loan repayment in YEDF Projects has greatly improved due to enhanced entrepreneurship training.

(iv) The enterprise projects have reduced their reliance of public agencies or Youth Enterprise Development funding than they were five years ago due to enhanced entrepreneurship training.

(v) The youth unemployment has greatly reduced over the last five years due to enhanced entrepreneurship training

2. YEDF projects success

a. Has the group carried out any project evaluation survey in the recent past?

Yes

No

b) How would you grade the level of successes of completed project? Use the following.

- Very Satisfied ()
- Satisfied ()
- Not Satisfied ()

C) How do you ensure team work within the group?

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.....

b) What are your recommendations for the successful implementation YEDF Projects in Kigumo District?

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.....
.....

c) How do the goals set by your group respond to the youth empowerment goals identified under YEDF?

i) In your opinion, do the activities set out in the group objectives support these goals?

- Yes ()
- No ()
- don't know ()

If no kindly explain

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

d. Please indicate your degree of agreement with the following statements on YEDF projects success. Kindly Use the following criteria.

- Strongly disagree 1
- Slightly Disagree 2
- Slightly Agree 3
- Strongly Agree 4

i) Success of Youth projects has greatly improved within the last five (5) Years.

ii. The source utilization in Youth projects is more effectively than five years ago.

iii. Turnover in Youth enterprise has greatly improved within the last five (5) years.

iv. The youth enterprise has reduced their reliance of public agencies or Youth Enterprise Development Funding than they were five years ago.