Determinants of the Implementation of Youth Projects for Sustainable Peace: A Case of Tana River County, Kenya

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Abstract

This study was guided by four objectives: to establish how capacity building influence implementation of youth projects for sustainable peace; to determine how financial availability influence implementation of youth projects for sustainable peace; to assess how education for empowerment influence implementation of youth projects for sustainable peace and to examine how practical skills influence implementation of youth projects for sustainable peace. This study adopted a descriptive research design. The target population was 640 participants where a random sample of 64 respondents was utilized. Data analysis was carried out through descriptive statistics with the help of SPSS to test hypothesis and measure variables. The study established that there was a statistically significant relationship between capacity building, financial availability; education for empowerment and practical skills and their influence on the implementation of youth projects for sustainable peace. The majority of the respondents strongly agreed that financial availability is a fundamental aspect of the implementation of youth projects for sustainable peace at above 85% based on data drawn from the statements. This was confirmed statistically on the test of the hypothesis as: there was a statistically significant association between capacity building and implementation of youth projects for sustainable peace ($\chi2(22) = 28.869$, $p < .05$). The null hypothesis at 5% level of significance and conclude that there is a significant relationship between capacity building and successful implementation of youth programs for sustainable peace. Financial availability and implementation of youth programs for sustainable peace was ($\chi2(33) = 25.289$, $p < .05$). Therefore, we reject the null hypothesis at 5% level of significance. Education for empowerment and success in the implementation of youth projects for sustainable peace was ($\chi2(22) = 11.783$, $p < .05$). As a result, we reject the null hypothesis at 5% level of significance. Practical skills and implementation of youth programmes for sustainable peace was ($\chi2(44) = 47.84$, $p < .05$). Consequently, we reject the null hypothesis at a 5% level of significance and conclude that there is a significant association between practical skills and the successful implementation of youth programs for sustainable peace. The study recommended the execution of capacity building schemes like the development of training programs to facilitate youth on required capabilities. It also recommended training on entrepreneurship skills, information awareness campaigns, peacebuilding awareness, and youth development training programs that will enhance youth capabilities for effective implementation of youth projects. The research recommended that future researchers could

also consider looking into the impacts of these factors on youth projects for sustainable peace.

Keywords: *Implementation, Capacity building, Financial availability, Education empowerment, Practical skills, and Sustainable peace.*

1.1 Background of the study

In global circles, youths are the most vulnerable population. Information from the International Labour Organization (2008) cites, most of the opportunities available to the youth are low paid, uncertain, and with no plans, benefits or forecasts for self-development. Through their commercial events, they generate jobs, projects and in that, increase standards of their employees or siblings associated with them. According to Sunje, (2005), Small Medium Enterprises (SMEs) contribute to sustainable growth and employment generation in a significant manner and with a focus on giving support to youths.

Kuratko and Hodgetts (2004) observed that one of the reasons why the United States of America is the most developed country was because it laid a lot of emphasis on the entrepreneurial sector such that many American citizens adopted the culture of entrepreneurship. Ryan (2003) stated that, once the corrected legal and policy framework has been adopted in the country, entrepreneurship is not only going to create many employment opportunities for the youth, but it is also viewed as one of the strategies that individuals can use to create additional incomes to their households and keep the young people busy. In Tajudin and Raviandrans (2007) views, the republic of Malaysia became one of the Asian economic tigers by simply supporting the entrepreneurial activities of its people. The country did this by financing the business-related projects run by young people.

Chiquita (2002) pointed out that the importance of supporting entrepreneurship was as follows: creating job opportunities for the jobless youths; creating a source of additional income for the already employed to make their ends meet; providing a source of revenue to the government among others. The result of this according to Awoghbentle & Iwuamadi, (2010) is that it will improve the standards of living of the people. The World Bank (2007) report acknowledged the fact that employment is the biggest source of income for many households in the Sub Saharan Africa, it's this same employment that helps the young people to transit from being dependent to being independent of their parents. This also helps the country to prosper as well as to realize faster development.

Youth empowerment according to the African Union Report (2011) refers to those deliberate actions that are taken by both state and state agencies as well as the non-state actors with a view of creating and supporting an enabling environment under which the young people (aged between 15 and 40 years) can act on their own without much instruction from others. United States Institute of Peace (2012) contends that there are three ways in which youth empowerment, reconstruction programming takes place. These are the right based approach, economic approach, and social-political approach. The right-based approach takes care of the children less than 18 years by protecting their human rights.

The economic and social approach targets the youth by providing vocational training and micro-financing schemes for them to be active members in the community so that they are no longer idle. Social political approach views have a mixed perception about the youths both as agents of progress or agents of regress. This means that they can play a significant role in

fostering peace or destabilizing society. This approach enhances the engagement of the youth in their community and to rebuild the status quo by influencing positively their peers and other community members. The youths according to the report are going through a lot of serious challenges as a result of them being unemployed, therefore the report calls for a speedy action that is geared towards youth empowerment. The report suggests that this empowerment should take the form of skills development, poverty eradication, and sensitization. This will discourage young people from engaging in criminal activities to make ends meet.

UN Youths Agenda (2007) highlights, many youths across the world are so enthusiastic and passionate about making their contribution to the development of their societies. They can make their contributions when empowered socially, economically and politically. Empowered youth can make their own choices, decisions and accept responsibilities and consequences of their choices. They are also able to get employment in formal or informal sectors. It is, therefore, a mandatory requirement that the government allocate adequate resources for youth empowerment, have supportive legal frameworks and administrative structures.

Education can be used as a tool to promote social cohesion and peace. Education instills in the youth knowledge and skills that enhance empowerment. The knowledge that they acquire enables them to get employment hence self-independence. Young people who are engaged in some form of employment are active members of society and therefore no longer idle. The extent to which youths are vulnerable was highlighted by the UN Secretary-General report of 2001 which cites the idleness of the youths and the state of poverty which makes unscrupulous people manipulate them. Skills, on the other hand, are essential in facilitating self- reliance in the youth through self-employment. Practical skills can be inculcated through vocational training in institutions such as polytechnics. The institutions can be revived or established and be well equipped. Garcia and Fares, (2008) states that since labor is the most abundant asset of the poor, it is only by harnessing youth's energy, motivation, capabilities, resilience, and ideas that Africa can accomplish the daunting task of moving out of poverty. Employment of the youth is a way to improve their living standards and deal with idleness thereby enhancing upward mobility.

The Plan of Action (2006) which is a framework that implements the African Youth Charter describes youth empowerment as building knowledge and education through awareness-raising, capacity, and skills-building enhancing accessibility to various opportunities that shape the future youth. Its goal is to empower the youth in Africa. The charter serves as a strategic framework to give direction for youth empowerment and development at different levels that is continental, regional and national levels. Due to unemployment, the youth engage in activities that undermine peace such as robbery and unless they are empowered they may never realize their dreams of becoming self- independent. There are programs to empower the youth in Africa for example in Zambia, Barker et al. (2000) report on the Youth Skills Enterprise Initiative Program which integrates basic business and life skills training and which also provides access to small loans as a way to empower young people by providing financial support.

The same case applies to East Africa where the rising cases of inter-state and intra-state conflicts have been continuously reported. Waal. (2012) for instance observe, the civil war in South Sudan and Sudan was highly propagated by young people who were jobless, poor, uneducated as well as neglected, this made these two countries to suffer a big economic loss as well as degenerate into anarchy. However, with the intervention of the international community and the regional bodies, calm and peace have been restored in these two countries. That said, calmness in a state should not be confused by peace, although a peaceful nation stands a high chance of realizing economic development, chances of the gains made can easily be reversed by an outbreak of another round of fresh conflicts, the serious challenges that both countries of Sudan and South Sudan experiences is the growing number of youth unemployment, high levels of illiteracy among the youth as well as high levels of dependency among the youth are the biggest threats as far as peacebuilding is concerned, therefore the issue of youth empowerment in these two countries is no longer a luxury but a necessity (Waal, 2012).

The research by Country Social analysis by the World Bank (2007) confirms that youth unemployment, especially among males, is a major contributor to frustration and tensions, particularly in urban areas and a matter of serious policy concerns in Kenya. It is therefore relevant to urgently put in place measures that will help realize youth empowerment in all areas in the country especially now that the youth are being recruited into illegal groups responsible for terrorism. When the young people are financially independent they will be able to afford necessities, fight poverty and eventually keep them off petty crimes which will contribute greatly to sustainable peace.

In the Maji Mazuri area in Nairobi, there is Maji Mazuri Mathare Youth Group Program (M.M.M.Y.G.P) that facilitates the members with financial support, guidance and expertise. The youth involved in the program did not engage in violence and initiated activities to promote peace and community cohesion during and right after the conflict erupted (Maji Mazuri, 2012). They have programs such as Stop Bullet Peace Program (SBPP) which promotes peace, cohesion, and security in the community. Financial support provided by the program is a strategy to empower the youth financially. Experts provide them with the skills that they can use to establish businesses and other kinds of projects such as garbage collection in towns.

Wanjohi, (2004) makes his contribution by stating that the challenges faced by the youth are breeding frustration, anxiety, and despair, culminating in crimes, drug addiction, and alcoholism. Hopelessness and depression are responsible for the youth joining armed rebel groups and movements. These groups in a way undermine peace for example Mungiki. According to De Boeck and Honwana (2005), Mungiki repositions themselves as a young group and creates an alternative space from which they speak. It gives them an avenue to communicate their dissatisfaction within their sense of societal marginalization of the youth. This group sometimes vent out their anger on the local people in Kikuyu Sub County causing them to live in fear.

In Kenya, according to Gakuria (2012), there are number of conflicts that exists, namely inter-ethnic conflicts, class conflicts as well as social conflicts, these conflicts usually manifest itself during the electioneering periods, this according to the GOK report, (2010) has

led to quite a several initiatives by the national government and the county governments as well as other concerned bodies in promoting youth empowerment activities. The major aim of these is to strengthen the various peace-building initiatives in the troublesome areas. According to Kipkemboi, Nyamasya and Musingi (2017), Tana-river County is one of the notable hotspots of violence in Kenya since the advent of Multi-party politics in 1992.

These conflicts have continued to pit all the 23 communities living within the county against each other. However since the promulgation of the new constitution in 2010, The authors acknowledge that some elements of political stability have been witnessed as the occurrence of these ethnic conflicts has been contained by the county government to a greater extent, however, several multiple states and non-state agencies such as the Kenya Human Rights report (2012) have continued to warn that unless the root causes of the ethnic conflicts in Tana River County are addressed, chances are very high that such conflicts are likely to occur shortly.

1.2 Statement of the Problem

According to a report released by the Kenya National Bureau of Statistics (KNBS) in 2018, 68% of the Kenyan population is composed of young people under the age of 40 years. The report went further to observe that it's this population that is highly neglected in such a way that that they have no jobs and meaningful sources of income, a huge size of this population is illiterate and semi-illiterate, these population is also struggling with quite a several social problems such as drug abuse, prostitution, gambling, crime, and other anti-social behaviors just to mention but a few. According to KNBS (2018), 50 % of youths in Kenya have no substantial economic undertaking. This unemployment in Kenya undermines social stability and cohesion as the idle youth engage in criminal activities responsible for insecurity. In recent years, youth radicalization and terror attacks have demonstrated the state of insecurity in the country. Empowerment of the youth in the country is critical in enabling them to take active roles in the development of their country. They can be empowered through education, skills, and funds for self-employment. These efforts would prove significant in keeping the youth away from engaging in criminal activities and ensure they are no longer idle.

The report concurs with that of UNDP (2017) which argued that one of the main causes of the 2007/2008 post-election violence in Kenya was the neglect of the Kenyan youths in socio-economic and political matters. The report noted that although the key politicians were the ones calling the shots, the executors of the politician's orders in various camps were the young people. As a result of these two reports, Mukuria (2012) notes that the government of Kenya through the grand coalition government embarked on aggressive policies of youth empowerment, these policies include Kazi Kwa Vijana (KKV), Youth Enterprise Development Fund (YEDF), supporting the SMEs, Economic stimulus programs, among others.

From these examples, it is evident that the government's heavy investment in policy and programs meant to improve the lives of the youths and contribute to the development and sustainable peace, few studies have focused on this issue hence a need for such study. This study was therefore carried out to investigate determinants of the implementation of youths' projects for sustainable peace; a case of Tana River County.

1.3 Objectives of the Study

The study was guided by the following objectives:

 i. To establish how capacity building influences the implementation of youth projects for sustainable peace.

 ii. To determine how financial availability influences the implementation of youth projects for sustainable peace.

 iii. To assess how education for empowerment influences the implementation of youth projects for sustainable peace.

 iv. To examine how practical skills influence the implementation of youth projects for sustainable peace.

2.0 Literature Review

2.1 Empirical Review

2.1.1 Capacity Building and Project Implementation.

According to the UNDP report on the youth strategy, over 70% of the young people across the world are below the age of 30 years. Hence the rationale for the UNDP to adopt its definition of the youths as those persons between the ages of 15-24 years, however, this definition is not a unanimous one since each country has got its characteristics and varied populations, therefore the definition of the youths should be according to the features of the respective country.

According to the rhetoric to action, most youths across the African continent have formed various youth's self-help groups. However, the report of the NGO notes that these youth groups are experiencing a lot of incapacities in terms of finances, the organization as well as mentorship. In addition to these, most of the countries have not embraced the culture of democratization whereby freedom of expression is valued as a result of these most youths are part of the marginalized groups in these countries. Therefore, the youths whether they are laborers, students, civil servants, self-employed as well as entrepreneurs ought to be given all the necessary support they need to be self-dependent. Such will greatly reduce their levels of vulnerability hence makes them empowered to make choices. It will, therefore, be very difficult for anybody to attempt to infringe on the rights of these young people. This will greatly protect t the young people from bearing the huge costs of corruption in their respective countries and any style of discrimination from anyone.

In those countries which are faced by wars and conflicts, its mostly the young people who are used to fight these wars, they have been reduced to work as the military wing of the leaders who are engaging in wars. It should also be noted that during wars and conflicts, it's these young people who are mostly raped, killed or maimed. Apart from these, in the war-torn country, there is no meaningful education that can take place or any meaningful business activity. These groups also are affected by the problem of disease, sexual violence among others.

According to Labs (2015) any youth policy that supports young people to rise is not only providing for the basic human right but also moral support. This is because 70% of the global population is characterized by the young people therefore each young person must be mentored, supported and assisted to stand on his or her two feet. They should be empowered by getting the proper education, securing meaningful employment as well as being allowed to participate in the democratization of their countries. All these activities will enable young people to realize their full potential in a more meaningful manner and at a faster rate.

According to the state of the World Population report (2014), addressing the plight of young people is another way of promoting inclusivity in society. This is how the national fabric of a country is strengthened. This will have ripple effects of boosting the standards of living of the people and lowering the levels of poverty in that particular society. In the past, history provides enough evidence that young people have contributed immensely to the growth and development of their communities through massive innovations and critical thinking. In fact, in some countries, these youths who felt sidelined by the mainstream leaders have been at the forefront in fighting off these unjust governments hence promoting intergenerational change.

2.1.2 Financial Empowerment and Project Implementation.

For the youth to be independent, participate actively in society and live poverty-free lives, it is imperative to empower them. According to Atwood (2005), there is a strong correlation between the absence of material well-being and the prospect for violence, from crime in the inner-city neighborhood to political instability and social conflict in poor nations. When the youth are empowered financially they can establish their businesses hence can afford basic needs and are independent. Research by Abbing (2005) says that youth in Africa are growing up in conditions of mass unemployment and are facing social, economic and political exclusion, health problems, crises within the family due to poverty and HIV/ AIDS, lack of education and skills. Unemployment makes the youth vulnerable to crimes and poverty which undermine peace in a country.

A study by Word Bank (2009) observed that 72% of Africa's young generation lives on less than $ 2.00 in a day. It characterizes poverty as a state of being powerless, lack of representation and freedom, a situation people want to escape. Poverty makes it hard for the youth to afford the basic needs hence a probable cause of their involvement in crimes. A study by Collier and Hoeffier (2002) observed that often poor and marginalized youth have legitimate grievances against the state which are often manipulated by political elites to create violent conflict like in 2007/8 post-election violence in Kenya. According to Parsons, (2004) argued that unemployed youth are more susceptible to militarization and armed violence. Young people in Kenya are being recruited into illegal groups responsible for undermining security. The study by World Bank (2008), noted that creating viable jobs for young people is a reconstruction for African's poverty eradication, sustainable development, and peace. In countries emerging from conflict, access to employment for youth is integrated into peacebuilding processes. Unemployment is an issue that affects many countries in the world. It is a global challenge that should be tackled to ensure the financial independence of the youth, handle idleness, drug abuse, and insecurity. A study by Atwood (2005) stated that the condition of poverty may not be sufficient in itself to cause widespread conflict, but these studies show that poverty more than any other factor contributes to feelings of alienation, exploitation and dependency and these, in turn, contribute to a breakdown of social cohesion and violent conflict.

Disfranchised youth are easily manipulated by political elites for their self-interest. Ngaribo and Nkurunziza (2005) reported that in Burundi, youth unemployment and poverty are cited as contributing towards insecurity in a post-conflict country, especially the ongoing incidences of banditry. According to Kimalu et al. (2002) poverty is defined as a lack of sufficient income required to meet the expenditure for purchasing a specified bundle of basic requirements. Poverty or unemployment may not necessarily be responsible for conflicts but greatly influence the occurrence. The poor, homeless and unemployed when desperate may use desperate means to redress their plights for example through demonstrations. The government should create employment opportunities for the youth to be empowered. They can be provided with funds for self-employment. The learning institutions can also empower them through education and training which would enable them to secure jobs in the future for financial independence. High rates of unemployment, especially in Africa, pose a serious threat to political and social cohesion hence unsustainable peace. Given that one of the biggest contributors to idleness and frustration among the African's young people is unemployment and underemployment, numerous studies have been conducted to understand how more jobs can be created (Garcia & Fares 2008; Word Bank, 2009).

In Kenya, the majority of the unemployed are young people and are usually easy targets of manipulation by political elites especially during elections. According to the Educational Development Centre (2009) in Kenya 70% of the participants in 2007/8 post-election violence were youths. Due to their unemployment, they were easily lured to engage in violence for some money. This kind of manipulation can be prevented when the youth are financially independent. School discontinuation as asserted by Garcia and Fares (2008) should receive significant government attention because it highly limits and restricts youth's upward mobility with adverse effects on not only the individual but on national economies as well. The majority of students do not proceed to higher education levels due to various reasons such as lack of fees and few vacancies. According to of Ministry of State Youth Affairs (2007) many students discontinue education either after primary or within the first few years of high school due to in particular the high cost of education, poverty, poor returns on investments in education and lack of re-admission policy for teenage mothers. Education should be affordable and re-admission policy for young mothers to be properly implemented.

Ogwae (2002) cites, the requirements that the youth must have collateral security before they can access any forms of loans limits their abilities to excel. All the registered youth groups are required by law to have mobilized a certain amount of resources before getting any loan from the government. This has made it very difficult for the youth to effectively participate in economic affairs.

Chinguta (2002) argued that the lack of access to finance and a credit facility remains the biggest challenge to the Kenyan youths in developing themselves. Therefore with little finances, the youths are unable to survive in the turbulent business well that is characterized by competition, decreased consumption, and regulatory changes. This means that it is only practical skills that the youth can leverage on to survive and ensure whatever projects they engage in becomes sustainable.

Funds should be made available and accessible such as loans and credit facilities for youth to start their businesses and pay for their education. The notion of availing loans and financial support to employ young entrepreneurs is also supported by Mudavadi (2002) and Barker et al. (2000). The conditions for acquiring the loans should be flexible for the youth to access. As per MSYA (2007) contend that empowerment of the youth requires economic and social base, political will, adequate resources and supportive legal and administrative framework, a

stable environment of equality, peace, and democracy, access to knowledge, information, and skills and a positive value system. Financial empowerment of the youth will go a long way in fighting poverty, unemployment, youth radicalization, and even idleness among the youth in the country which contributes to their engagement in crimes thereby undermining peace. MSYA (2007) acknowledges that a comprehensive policy to guide youth programs in Kenya is lacking and those youth programs need to be youth-centered and to reflect their needs. Although the Kenyan government has put in place policies and programs to empower the youth such as Kenya National Youth Policy (KNYP) and Kazi Kwa Vijana (KKV) much still needs to be done to deal with youth issues in the country.

The Uwezo Fund established in 2003 provides financial support to the youth for them to venture into entrepreneurship for financial independence and sustainability. The funds provided by the government are low-cost credit but the challenge is the repayment period which is not favorable as they have to start repaying it before they establish their businesses. This should be looked into if the youth are to benefit as envisioned. The youth in Garsen constituency are shying away from taking the loans due to such factors and hence its' paramount to look into that especially by making the rules flexible on loan uptake. The youth can be self- employed and at the same time employ others.

2.1.3 Education for Empowerment and Project Implementation.

The UN reports of 2016 showed that close to billion young people have negatively been affected by the ongoing wars and conflicts across the world. This is because they are either displaced, killed or their parents are killed, maimed or kidnapped. The areas they live as hideouts are usually unsafe areas at times these young people are separated from their families for a very long period. Therefore, the report recommended that more emphasis should be put on the education of these young people this is because, through education, they will be able to attain most of the required skills which are useful in helping them to be self-reliant. besides these, education can protect these children and young people by empowering them to reject the injustices which are being committed in society.

The World Bank report of 2011 acknowledged the fact that these conflicts hinder young people from acquiring education. This is because there is no meaningful education that can take place. The report reiterated that in any country where there is conflict or war, there is no single Millennium Development Goal which has ever been achieved. This report, therefore, suggests that an alternative strategy of giving education to the young people should be adopted with a view of ensuring that these young people living in war-torn areas can attend school despite the ongoing conflicts. The suggested strategies include but are not limited to; setting up schools in the refugee camps, informal schools s as the communities migrate from one area to another. This will ensure that the informal education system will complement the formal education system even as they migrate.

World Bank report of 2010 noted that most countries that were characterized by conflicts had the challenges of improving their infrastructure. Without these, most children and the youths fail to go to school, hence join the rebel groups as child soldiers, armed warriors, and become refugees among others. This situation further complicates matters since there are no peacebuilding activities that can take place in such a conflict-ridden environment. What such a society needs are counseling services and psycho-social assistance.

Morlue Sylvester (2013) found out that Youths in Liberia do not understand what empowerment is all about and therefore they are not aware of the various government

policies and those of the NGOs in as far as empowering them is concerned. The study also established that the Liberian government had done very little in empowering the Liberian youths, finally, the author warned that unless the Liberian youths are empowered, there is a likelihood of the recurrence of violence since the issue of youth unemployment and youth bulge is a major factor that accelerates conflicts.

Ndung'u (2017) while studying the Youth Enterprise Fund found out that most youths in that locality were not empowered this was reflected in high rates of unemployment, poverty as well as high dependency levels. This was partly contributed by less education among the youth, and lack of youth involvement in the formulation of government policies that focused on youth empowerment programs. His study helps the researcher to understand the dynamics of the various categories of the youth and the challenges the government faces in trying to empower the youth at the grassroots.

According to Kogo (2000) 8-4-4, the education curriculum has failed because of the high dropout rates of both primary and secondary schools. Education should be accessible to the poor and vulnerable which is not always the case due to the high charges by the schools regardless of the introduction of free primary and secondary education by the government. The question of affordability has not been addressed fully hence the need to consider it seriously. After the 2008 KCPE, only 64% proceded with higher school education due to limited vacancies and financial costs from families (Kenya Examination Council, 2009) on the other hand those students pursuing higher education are smaller.

2.1.4 Practical Skills and Project Implementation

Playfoot and Hall (2009) contend that in South Africa it is estimated that 70% of those leaving the education system lack basic literacy and numeracy skills. The relevance of the skills to the job market would enhance youth employability hence fight idleness, crimes, and enticement to join illegal groups. The skills are important for them to start their businesses for self-employment.

According to Mihiyo and Ogbo (2000) rampant poverty and poor economic performance in Africa are due to lack of skills. The youth acquisition of relevant skills would facilitate their employability, fight idleness and unemployment which greatly contribute to insecurity. They also state that to spearhead Africa's entry into the global society they suggest equipping youth with information and technology skills and proper methodologies to transfer such skills. Technological skills cannot be avoided in our society and they play a great role in ensuring young people are engaged in some form of employment by being competitive.

According to Mudavadi (2002), the kind of skills imparted to the youth should be compatible with current market needs, for example, computer technology. Skills training may include sewing and metalwork while traditional skills that were taught before should be included in the school curriculum such as carpentry, tailoring, pottery, and curving. This is because the majority of the school leavers from either high school and primary school are not well equipped for employment when they leave school hence are not able to find jobs thereby cultivating some vulnerability to crimes. Skills that are transmitted to the youth would facilitate their employment either informally. Youth polytechnics have to be revived and equipped to facilitate youth training and acquisition of skills that will prepare them for employment in whatever form.

Mudavadi (2002) believes that village polytechnics could be set up on a large scale to dispense more skills and training that can be utilized in entrepreneurial enterprises. The more

skilled the youth are the more they will be employable hence reduction of insecurity as a result of crimes. In Kenya, the education system does not equip the youth with skills but theoretical knowledge which leaves those who are not good in sciences to be left out hence are ill-prepared to do other kinds of jobs. Skills are essential in empowering the youth for self-employment. ICT is a strategy for the economic empowerment of the youth to work in different sectors such as Mobile banking, data entry and online research and computer repair. Therefore, it is imperative to establish institutions to offer skills and skills training for youth empowerment.

The National youth service was also established to train the youth to acquire relevant skills that will enable them to be of service to society. This has made it possible for several Kenyan youths to find jobs both within the country and outside the country. The Uwezo fund and Kazi Kwa Vijana initiatives were established in 2013 and 2009 respectively by the GoK under these two programs, the Kenyan youths were involved in several activities such as tree planting, agents of national cohesion and integration, road construction, however, the effectiveness of these two programs were hampered by corruption and mismanagement of funds hence it never realized their intended objectives of empowering the youths.

Chinguta (2001) argued that government programs such as the YEDF failed partly because they did not factor in the social-cultural constraint which limits the participation of the youth in particular young women in engaging in income-generating activities also in many developing countries, the youths have a big challenge in accessing credit to run various enterprises. This is because they don't have technical skills that are relevant to the market needs. They, therefore, are forced to rely on international consultants who do not understand their societal expectations.

This view is reinforced by that of Staudt (1991) who argued that understanding people's cultures is the starting pant of understanding development, the values that shape people's behavior and the actions of the administrators. Therefore, the success of programs and government policies must adhere to people's cultures from the stages of project design, technological transfers and the styles of management. Once this is done it will avoid matters of conflict of interests, pressurizing the executives, and lost opportunities. This study agrees with the above scholars since adherence to people's cultures will reduce project opposition.

Olvoch (1982) defined education as that process whereby knowledge and skills are acquired and transmitted. The mode of imparting knowledge, skills, and attitudes could be formal, non-formal or informal. According to the United Nations Economic Commission for Africa, there is a high level of illiteracy in the African continent which makes it difficult for young people to increase their formal resources since they do not have the necessary skills to double up their resources. Since they lack critical thinking, analytical or problem-solving skills with this kind of insufficiencies, they are unable to participate in any meaningful decision-making process.

According to Kimando (2012), the Kenyan education system (8-4-4) is meant to create job seekers as opposed to job creators. It was introduced in 1985 where it wanted to change the academic bias of the previous system with a strong emphasis on practical and technical subjects. However, it should be noted that due to high costs, of education, poverty and lack of appropriate facilities, most youths are forced to drop out and those who graduate do not possess adequate skills to facilitate employment.

Woodraw (2007) argued that in Kenya, the youths are view with a lot of negativity by several actors, for instance, political party members view the youth as intolerant, suspicious, skeptics

and vide. At the various companies and organizations, the youth viewed as corrupt, lazy and lack managerial skills. All these political views only serve to kill the morale of the said youths. To address these issues, this study suggests that training of the youths in political as well as administrative leadership should be prioritized. A lot of emphases should be put a managerial skill that promotes accountability.

Mugo (2018) established that entrepreneurial skills, online financing, internal controls, online marketing influence the sustainability of youth empowerment projects. Whereas her study dealt so much on how Technology influences youth empowerment, it greatly helps this study in understanding what strategies to adopt in enhancing youth empowerment as a strategy of enhancing peacebuilding.

3.1 Research Methodology

The study used a descriptive survey design. This study target population was 600 youths aged between 18 to 30 years, within Bilisa and Tarasaa location in Garsen West and South Wards respectively of Garsen constituency, 20 civil servants from youth affairs ministry officials and 20 Official from NGOs that support youths to engage in economic activities to boost peacebuilding all totaling to 640. Mugenda and Mugenda (2003) suggested that if objectively selected, a sample targeting 10-30% and which is not more than 10,000 of the targeted population is considered suitable for undertaking the study. Therefore, based on this the study adapted to simple random sampling technique by selecting 10% which was 64 respondents

4. 0. Research Findings and Discussion

4.1 Capacity Building

4.1.1 Descriptive statistics on how capacity building influences the implementation of youth projects for sustainable peace.

Several factors were used to gauge the extent to which capacity building has influenced the implementation of youth projects for sustainable peace. The survey items were measured on a 5-point Likert scale, ranging from (1) = Strongly Disagree to (5) = Strongly Agree. The summary of the responses is presented in table 1 and 2

Table 1: Responses on the influence of capacity building on the implementation of youth projects for sustainable peace

Statement	Very Strongly Disagree (1)	Strongly Disagree (2)	Agree (3)	Strongly Agree (4)	Very Strongly Agree (5)
Strengthening entrepreneurship skills influences implementation of youth projects for sustainable peace	0	0	0	18.8% (n=12)	81.3% (n = 52)
Information awareness campaigns influence the implementation of youth projects for sustainable peace	0	0	0	7.8% (n = 5)	92.2 (n = 59)
Peacebuilding awareness influences implementation of youth projects for sustainable peace	0	0	0	7.8% (n = 5)	92.2% (n = 59)

From the analysis in Table 1, the study concludes all the respondents agree with all the constructs. This shows that all the respondents concur that capacity building influences the implementation of youth projects for sustainable peace in Tana River county.

Table 2: Descriptive statistics for capacity building

Descriptive Statistics	Mean	Std. Deviation
Strengthening entrepreneurship skills influences implementation of youth projects for sustainable peace	4.81	.393
Information awareness campaigns influence the implementation of youth projects for sustainable peace	4.92	.270
Peacebuilding awareness influences implementation of youth projects for sustainable peace	4.92	.270
Overall Mean and Standard Deviation	**4.88**	**0.311**

From Table 2 above, the descriptive statics show that each of the constructs had mean > 4.8 points, which shows that the respondents very strongly agree that capacity building is an important factor in the implementation of youth projects for sustainable peace. There was a small deviation from the mean (0.31), which is good.

4.1.2 Inferential statistic on the capacity building

The first objective of this study was to establish the influence of capacity building on the implementation of youth projects for sustainable peace in the Tana River. Consequently, we tested the following null hypothesis.

H_0: Capacity building does not influence the implementation of youth projects for sustainable peace. The association between capacity building and implementation of youth projects was tested using the Chi-Square test of association. The results are presented in Table 3.

Table 3: Association between capacity building and implementation of youth projects for sustainable peace

Chi-Square Tests	Test statistic	df	p-value
Pearson Chi-Square	28.869[a]	22	.019
Likelihood Ratio	23.505	22	.074
Linear-by-Linear Association	.602	1	.038
N of Valid Cases	64		

The findings from Table 3 show a statistically significant association between capacity building and implementation of youth projects for sustainable peace ($\chi^2(22) = 28.869$, $p < .05$). Therefore, we reject the null hypothesis at 5% level of significance and conclude that there is a significant relationship between capacity building and successful implementation of youth programs for sustainable peace.

4.2 Financial Availability

4.2.1 Descriptive statistics on the influence of financial availability and implementation of youth projects for sustainable peace.

The researcher established the influence of financial availability in the implementation of youth projects for sustainable peace. The findings are presented in Tables 4 and 5.

Table 4: Responses on Financial availability influence on the implementation of youth projects for sustainable peace

Statement	Very Strongly Disagree (1)	Strongly Disagree (2)	Agree (3)	Strongly Agree (4)	Very Strongly Agree (5)
Funding for start-ups influences implementation of youth projects for sustainable peace	0	0	0	12.5% (n = 8)	87.5% (n = 56)
Funding for education influences implementation of youth projects for sustainable peace	0	0	0	12.5% (n = 8)	87.5% (n = 56)
Funding for self-help groups influences implementation of youth projects for sustainable peace	0	0	0	9.4% (n = 6)	90.6% (n = 58)

As per Table 4, the research findings indicate that almost all the respondents very strongly agreed with all the indicators of financial availability. This implies that financial availability is a fundamental aspect of the implementation of youth projects for sustainable peace.

Table 5: Descriptive Statistics for Financial availability

Descriptive Statistics	Mean	Std. Deviation
Funding for start-ups influence implementation of youth projects for sustainable peace	4.88	.333
Funding for education influence the implementation of youth projects for sustainable peace	4.88	.333
Funding as self-help groups influence the implementation of youth projects for sustainable peace	4.91	.294
Overall Mean and Standard Deviation	**4.89**	**0.32**

As depicted in Table 5, each of the constructs had mean > 4.8, which implies that almost all the respondents very strongly agreed that the financial availability is paramount in the implementation of youth projects for sustainable peace in Tana River County.

4.2.2 Inferential statistic on the Financial Availability

The test of the second hypothesis was guided by the second objective of the study, which was to determine the influence of financial availability on the implementation of youth projects for sustainable peace in the Tana River. Consequently, we tested the following null hypothesis.

H_0: Financial availability is not associated with the successful implementation of youth projects for sustainable peace. Chi-Square test of association was used to test the association's financial availability and implementation of youth projects. The results are presented in Table 6.

Table 6: Chi-square test of association between financial availability and implementation of youth projects

Chi-Square Tests	test statistic	df	p-value
Pearson Chi-Square	25.289[a]	33	.003
Likelihood Ratio	21.287	33	.002
Linear-by-Linear Association	.740	1	.041
N of Valid Cases	64		

The results from Tables 6 show that there was a statistically significant association between financial availability and implementation of youth programs for sustainable peace ($\chi^2(33) = 25.289$, $p < .05$). Therefore, we reject the null hypothesis at 5% level of significance.

4.3 Education for Empowerment

4.3.1 Descriptive statistics on how education for empowerment influences the implementation of youth projects for sustainable peace.

The researcher aimed at establishing the influence of education for empowerment in the implementation of youth projects for sustainable peace. The research findings were displayed in Tables 7 and 8

Table 7: Responses on the influence of education for empowerment on implementation of youth projects for sustainable peace

Statement	Very Strongly Disagree (1)	Strongly Disagree (2)	Agree (3)	Strongly Agree (4)	Very Strongly Agree (5)
Basic education influence the implementation of youth projects for sustainable peace	0	0	0	10.9% (n = 7)	87.5% (n = 56)
University education influence the implementation of youth projects for sustainable peace	0	0	0	9.4% (n = 6)	89.1% (n = 57)
Artistic skills influence the implementation of youth projects for sustainable peace	0	0	0	9.4% (n = 6)	89.1% (n = 57)

The summary of responses in Table 7 shows that 87.5 % agreed very strongly that basic education influences the implementation of youth projects for sustainable peace, while 89.1 % also agreed very strongly that university education and artistic skills influence the implementation of youth projects for sustainable peace. This indicates that education for empowerment is a fundamental aspect of the implementation of youth projects for sustainable peace in Tana River County.

Table 8: Descriptive Statistics for education for empowerment

Descriptive Statistics	Mean	Std. Deviation
Basic education influence the implementation of youth projects for sustainable peace	4.89	.317
University education influence the implementation of youth projects for sustainable peace	4.90	.296
Artistic skills influence the implementation of youth projects for sustainable peace	4.90	.296
Overall Mean and Standard Deviation	**4.89**	**0.303**

Findings, as described in Table 8, indicates that the average mean was 4.89±.30, which shows that almost all respondents very strongly agreed that the education for empowerment is vital in the implementation of youth projects for sustainable peace in Tana River County.

4.3.2 Inferential statistic on the education for empowerment

The test of the third hypothesis results as guided by the third objective of the study, which was to determine the influence of education for empowerment on the implementation of youth projects for sustainable peace in Tana River. As a result, we tested the following null hypothesis.

H_0: There is no relationship between education for empowerment and the implementation of youth projects for sustainable peace. Chi-Square test was used to test the association between education for empowerment and the implementation of youth projects. The results of the test are summarized in Table 9.

Table 9: Chi-square test of association between education for empowerment and implementation of youth projects for sustainable peace

Chi-Square Tests	test statistic	df	p-value
Pearson Chi-Square	11.783[a]	22	.001
Likelihood Ratio	14.285	22	.032
Linear-by-Linear Association	.274	1	.006
N of Valid Cases	63		

The Chi-square test from Table 9 shows a statistically significant association between education for empowerment and success in the implementation of youth projects for sustainable peace ($\chi^2(22) = 11.783$, p < .05). As a result, we reject the null hypothesis at 5% level of significance.

4.4 Practical Skills

4.4 Descriptive statistics practical skills influence the implementation of youth projects for sustainable peace.
Tables 10 and 11 provide a summary of the responses for each of the survey items used to measure the influence of practical skills on the implementation of youth projects for sustainable peace.

Table 10: Responses on practical skills influence the implementation of youth projects for sustainable peace

Statement	Very Strongly Disagree (1)	Strongly Disagree (2)	Agree (3)	Strongly Agree (4)	Very Strongly Agree (5)
Computer skills training influence the implementation of youth projects for sustainable peace	0	0	1.6% (n = 1)	14.1% (n = 9)	84.4% (n = 54)
Vocational training influence implementation of youth projects for sustainable peace	0	0	0	21.9% (n = 14)	78.1% (n = 50)
Tailoring skills training influence the implementation of youth projects for sustainable peace	0	0	1.6% (n = 1)	25.0% (n = 16)	73.4% (n = 47)
Communication skills influence the implementation of youth projects for sustainable peace	0	0	0	14.1% (n = 9)	84.4% (n = 54)

The summary of responses shown in table 10 indicates that most of the respondents (over 80%) agreed strongly or agreed very strongly that practical skills are crucial for the implementation of youth projects for sustainable peace. All the respondents agreed with all the indicators of practical skills.

Table 11: Descriptive statistics for practical skills

Descriptive Statistics	Mean	Std. Deviation
Computer skills training influence the implementation of youth projects for sustainable peace	4.83	.420
Vocational training influence implementation of youth projects for sustainable peace	4.78	.417
Tailoring skills Training influence implementation of youth projects for sustainable peace	4.72	.487
Communication skills influence the implementation of youth projects for sustainable peace	4.86	.353
Overall Mean and Standard Deviation	**4.80**	**0.42**

Table 11 indicates that each of the items had mean > 4.70, which implies that most respondents agreed very strongly that practical skills are crucial in the implementation of youth projects for sustainable peace in Tana River County.

4.4.2 Inferential statistic on practical skills
The test of the fourth hypothesis results as guided by the fourth objective of the study, which was to determine the influence of practical skills on implementation of youth projects for

sustainable peace in Tana River was the fourth objective. Therefore, we tested the following null hypothesis.

H_0: There is no relationship between practical skills and the implementation of youth projects for sustainable peace.

Chi-square test of association was used to assess the relationship between practical skills on peacebuilding and implementation of youth projects for sustainable peace. The results are summarized in Table 12

Table 12: Chi-square results for practical skills on Implementation of youth projects

Chi-Square Tests	test statistic	df	p-value
Pearson Chi-Square	47.840[a]	44	.000
Likelihood Ratio	41.739	44	.039
Linear-by-Linear Association	2.544	1	.004
N of Valid Cases	64		

Table 12 above shows a statistically significant association between practical skills and implementation of youth Programmes for sustainable peace ($\chi^2(44) = 47.84$, $p < .05$). Consequently, we reject the null hypothesis at a 5% level of significance and conclude that there is a significant association between practical skills and the successful implementation of youth Programmes for sustainable peace.

5.1 Conclusion

The major aim of this study work was to establish the determinants of the implementation of youth projects for sustainable peace. According to the study findings from the field and literature reviewed, availability and proper management of financial resources are a major factor in the survival of the youth project implementation. The study also revealed that capacity development plays a great part in the implementation of youth projects. The respondents agreed that youth should be empowered through regular training to enhance efficiency in the management of the projects, thus promoting peace. Entrepreneurial skills and information awareness campaigns were found to be important to the youth since they sharpen their minds in matters of project management. The study also revealed that practical skills are a major factor in influencing the implementation of youth projects; therefore, training like vocational training, computer training, etc should be conducted regularly to equip youth with different skills that can enable them effectively implement and manage projects.

Lastly, the study revealed that education for empowerment is a significant success factor for the implementation of youth projects for sustainable peace. Basic education and general knowledge are paramount for every youth to acquire know-how for making sound decisions. Therefore, youth should be encouraged to acquire higher education probably up to the tertiary level to enable them to acquire greater knowledge that can help them start and run projects efficiently.

6.1 Recommendations

Following the research results obtained from the field and the empirical review of this study, the researcher has come up with the following recommendations: Financial resources is the key influencer and should be availed to support youth projects in Tana River County; and youths, project team, and team leaders should be well educated to enable them effectively manage projects. Therefore, the Tana River county administration should set up programs that enable the youth to acquire basic education and even pursue higher education to increase

their capacity to execute their mandate effectively. Besides, the county administration should always organize regular training for the youth to equip them with various skills that will contribute towards effective project management and implementation.

Lastly, Tana River County should establish capacity building initiatives like youth training and development centers to facilitate youth in acquiring skills such as entrepreneurship skills among other skills. The county should also conduct regular and targeted information awareness campaigns, peacebuilding awareness in various locations across the county to enhance the youth's capabilities for effective implementation of youth projects.

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