

THE INTERNATIONAL JOURNAL OF HUMANITIES & SOCIAL STUDIES

Role of NGOs in Youth Economic Empowerment: Case Study of Charles Lwanga Centre Kibera, Kenya

Perpetua A. Madu

M. A. Student, Department of Development Studies, Catholic University of Eastern Africa, Kenya

Wilkins Ndege Muhingi

Lecturer, St. Paul's University, Limuru, Kenya

Abstract:

In the last decade, non-governmental organizations (NGOs) have become increasingly important and one of the key stakeholders that foster youth economic empowerment, in all their main areas of work such as humanitarian relief, long-term development, and policy formation. This study explored the Role of Charles Lwanga Center in economic empowerment of the youth in Kibera, Nairobi County. Two theories were used to inform the study and these include; The Stakeholders' theory by Richard Edward Freeman (1980) and Social capital theory by Alex de Tocqueville (1840). The use of Triangulation helped the researcher to gain a round view of both dependent and independent variables. The study used descriptive survey which describes current situation. Probability random sampling and non-probabilistic sampling techniques were used to select the Youth and youth heads. The study was justified because previous studies focused on individual aspects of economic empowerment. Data was collected using questionnaire and interview guide. To control validity, the instrument was subjected to content and face validity and to attain reliability, pilot study was conducted. The reliability of the questionnaire was tested by using the internal consistency method and reliability coefficient of 0.7. Both the qualitative and the quantitative data were analyzed separately and results were converged during interpretation. Quantitative data were analyzed using descriptive statistics with the help of Statistical Package for Social Science software version 20.0 and were summarized using simple frequencies, and graphical representations. The qualitative data were analyzed and presented using narrative description. Majority of the respondents 89 (91%) agreed that the Centre provides entrepreneurship education for the youth in Kibera. Those interviewed indicated that the entrepreneurship education enabled her to have capacity to search for repair jobs and also get some contracts from other places. Another respondent indicated that through financial support he was able to employ another youth to assist him in the business. According to the research findings, it was concluded that Charles Lwanga Centre provides technical skills for the youth. The technical skills provided include sewing, rug making, carpentry training and mentorship training. Other trainings offered include electrical installation, food processing, motor vehicle repair and computer studies. The study recommended that the Centre should develop policies that will guide their role in youth economic empowerment to ensure that all aspects of the empowerment programs are taken care of. This will ensure wholistic view and implementation of the programs to fully support the economic empowerment. The study further recommends that the Centre should consider diversifying the technical skills and trainings offered. This will enable more youth to benefit from the programme. Another recommendation is that the Centre should increase the loan limit available to the youth so that they are able to access the finances to enable them start their own businesses.

Keywords: Youth empowerment, economic empowerment, wholistic training

1. Background of the Study

Youth economic empowerment is a global concern and the efforts to support youths 'healthy development and integration into the community have experienced several shifts in focus over the past few decades although they still face a number of challenges (Small, 2004). The 2014 Global Youth Wellbeing Index revealed that youth face a global crisis of overall well-being with 12.7% unemployment rate. Researcher shows that 72% of Youth population lives on less than \$2 per day because they are not economically empowered to gain employment. Economic empowerment is ability to engage freely in economic activity levels (UNDP, 1993).

Vavrus et al, (2006) conceptualize youth empowerment as an attitudinal, structural and cultural process that enables young people to gain ability and urgency to make decisions and implement change in their own lives and the lives of others. Youth empowerment takes place in two ways; First, when they are given power to make decisions or to act on behalf of an organization and second, when they are equipped with knowledge such as being taught a skill. In this sense empowerment takes place when the youth is facilitated to rely on themselves rather than others (Tasli, 2007).

However, in the last decade, non-governmental organizations (NGOs) have become increasingly important and one of the key stakeholders that foster youth economic empowerment, in all their main areas of work such as humanitarian relief, long-term development, policy formation and political advocacy (Attack, 1999). In order to gain economic sustainability, NGOs through microfinance help to reduce poverty, create jobs, and promote income generation. In the developing countries, sustainability is linked more closely to issues of poverty and the gross inequalities of power and resources (Hamnett and Hassan 2003).

In USA, YES (Youth Empowerment Scheme), an international non-profit organization in Massachusetts leads a campaign aimed at nurturing and empowering the youth to lead a global movement that collectively address unemployment problem among the youth by providing them with opportunities to develop their leadership skills, gaining in marketable job oriented skills, access to resources and linkages needed to enable them realize their potential as entrepreneurs. This has been achieved through encouraging diverse stakeholder groups to support youth-led country networks to identify, design and implement specific training and development programs for promoting youth employment and entrepreneurship. The YES network programs have built youth capacities through training of over 400 youth led projects and programs in over 55 countries (World Bank, 1997).

In United Kingdom the government is partnering with private sector in economically empowering the youth. In 1976, Prince's Youth Business Trust (YBT) was established to give practical and financial support to young people between the ages of 14-30 years of old. In United Kingdom, Prince's Youth Business Trust (YBT) was established to give practical and financial support to young people between the ages of 14-30 years of old. Since its inception the Trust has helped 575,000 young people. More than 78% which were supported in 2008 went into education and training, 68% opened their own businesses. In the same year, the Trust helped 40,000 in the following areas: 11,500 young people benefited through their clubs operating in 550 schools and centers throughout UK; almost 8,000 young people benefited through a program aimed at providing young people with workplace skills; a total of 9,300 young people benefited from the business program, which 2,400 started their own business and 6,900 gained through ongoing mentorship support; 3,200 young people received awards used for skills and employability development program. (Global Entrepreneurship Monitor United Kingdom Report, 2008).

In South Africa, Entrepreneurship remains underdeveloped and less seen as a viable option by young people to economically empower themselves. South Africa is faced with the complex challenges of poor economic participation of young people, which inhibits the country's economic development and possess a larger burden on the state to provide social assistance. Entrepreneurial activity in South Africa is low; this is reflected in the latest Global Entrepreneurship Monitor (GEM) Report. One of every 9 in South Africans starting an enterprise is a youth. It is in this context that the entrepreneurship education, promotion and awareness program will be relevant to raise youth entrepreneurship as well as promote youth economic empowerment in general by raising awareness of the aspects. The entrepreneurship education, promotion and awareness program will be carried out using various marketing and communication tools such as, exhibitions, workshops, conferences, networking sessions/seminars, study tours among others. (Republic of South Africa, 2011). In general, youth economic empowerment is a concept that is least supported and appreciated by institutions and all relevant stakeholders, both within the public and private sector.

Owing to the lack of collateral and business experience, young people are considered a very high risky by lenders. Private institutions, especially non-profit organizations, also play an important role in training and funding young entrepreneurs. One example of this is Techno Service's business plan competition: Believe, Begin, 'Become', which is supported by the Google Foundation, and now active in Ghana and Swaziland. Since 2002, Techno Services competitions have helped launch or expand 165 small and medium-scale enterprises that have generated US\$8.2 million in additional revenues and created more than 1,000 new jobs (Youth and Economic Development in Africa, 2006).

Uganda has prioritized youth economic development which has made it rank number 2 in the world in terms of the 2005 GEM Report. This responsibility of promoting youth economic empowerment is the mandate of the Ministry of Gender, Labor and Social Development. This Ministry is responsible for Youth affairs and spearheads the overall policy implementation, Monitoring, evaluation and review, in addition to mobilizing resources necessary for the implementation of the programs. The Ministry developed the National Youth Policy to promote youth economic development. (Ugandan National Youth Policy, Kampala, 2001).

The purpose of youth empowerment is threefold: to build their capacity to realize their aspirations and boost their self-motivation and awareness, facilitate youth to forge partnerships with other groups in the society and instill a sense of ownership in the efforts to improve their wellbeing (GoK, 2006). A number of initiatives have been attempted. Several policy interventions have been formulated and variously implemented, since independence, to address the growing employment problem in Kenya. Key among those policies is the growth-oriented development strategy augmented by a high wage and Kenyanization policies adopted at independence (Republic of Kenya, 1964). The government undertook to engage in direct employment creation, regulate wages, operate employment exchange program, improve labor market information systems, and re-orient education and training systems to vocational and technical training areas as a means of promoting employment creation.

In 2012 Vijana Na Ajira Foundation Youth Economic Empowerment Initiative sponsored by a large organization based in the Global North, embarked on a youth program Entrepreneurship Education Training (EET) program in Nairobi, Kenya, which was intended to directly benefit 10,000 economically disadvantaged youth over a five year period. Since youth

unemployment in Kenya like in most of Africa, is more prevalent in urban areas (Salami, 2011), VNAF's EET program specifically targets 17-25 out-of-school youths. It describes as school dropouts, unemployed secondary school youth (street) youth, retrenched workers, migrant youth, and youth who come from the poorest sections of Kenya's population. Although EET programs are increasingly viewed by scholars of international development education as a fostering entrepreneurial skill and attitudes among the youth for job creation and economic empowerment, there still seems to be a gap utilizing this approach to tackle the problems of poverty and youth unemployment, (Odhiambo, T. 2013).

Charles Lwanga Centre is a faith based non-government organization which invests in building new features by equipping youth to become responsible, productive and contributing members of society. This study sought to evaluate the role of Charles Lwanga Centre in the economic empowerment of youth in Kibera, Nairobi County.

2. Review of Empirical Studies

2.1. Provision of Technical Skill

According to European Journal of Social Sciences Education and Research Sep to Dec 2015 Vol.5, No. 1 307, a well-oriented and empowered youth would have been well educated, informed and equipped with necessary vocational competence, industrial experiences and professional standards from senior secondary schools, tertiary educational institutions and innovation enterprise institutions. Such an enterprising and self-reliant manpower can apply their expertise to raise their productivity, solve human and environmental problems, and generate income to enhance their well-being. New actors outside government are emerging players in the skills development arena. For example, there are private foundations, both African and international, that are sponsoring new initiatives to create economic opportunities, and youth are often a target group for these programs. The private sector is also involved in skills development by providing training through commercial institutes. The extent to which commercial trainers are used for the delivery of technical training varies by country.

Skills development is the most common youth employment intervention in sub-Saharan Africa. These programs can provide young people with technical skills, general employability skills, and basic competencies and qualifications that were not acquired in their formal schooling. A variety of interventions fall into the skills development category: second chance education programs; classroom-based technical and vocational education and training; workplace training; formal and non-formal apprenticeship schemes; soft- and life-skills training, (AfDB 2012).

Adams et al. (2013) conclude that workers in informal employment are largely underserved by training opportunities and that this situation needs more attention. This does seem to be happening in some countries where there are growing numbers of privately-run, unregistered, and small-scale non formal training outfits which are part of the informal sector themselves. Skills development programs have an important part to play in improving the employment prospects of young people in Sub Saharan Africa. The quality of these programs is often a concern, though rigorous evaluations are scarce. International evidence highlights the importance of the private sector working with government on determining skill needs and how they can best be met. Skills training can improve youth's employment prospects. For instance, the Uganda Government has recognized the need to develop skills in the informal sector as part of the country's Poverty Eradication Action Plan (Republic of Uganda, 2014).

Mwanje (2016) argues that the number of unemployed youth in Kenya could rise to 14 million over the next seven years. He further stated that this high number of jobless youth could spark off a people's revolution if it is not tamed on time. Kenya's statistics indicate that over two million youths in the country are out of work and another 75, 0000 join this lot every year from educational institutions. This shows that if youth unemployment is not addressed now, we are creating a class problem. (GoK,2006), However, due to high cost of education, poverty and lack of appropriate facilities, most youth are forced to drop out, and those who graduated do not possess adequate skills to facilitate employment. The country's training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for the challenging labor market, including the informal sector.

The long term solution to unemployment lies in the equipping of young people with technical and vocational skills (Opiyo, 2013). Towards this, the Ministry of Youth Affairs and Sports embarked on an ambitious program of reviving and equipping Kenya youth polytechnics. In addition, MOYAS has provided trained instructors to youth polytechnics throughout the country. Besides providing tools and equipment to some youth polytechnics, the ministry has also constructed workshops and dormitories with the support of development partners such as Kenya Italy Debt for Development Program (KIDDP), (MOYAS 2009). This revitalization of Youth Polytechnics facilitates the training of youth in technical skills in an effort to equip them with skills to increase their productivity. In addition, youth also get equipped with creative skills to deal with advances in technology (MOYAS, 2008-2012). The above study failed to put into consideration the youths who cannot afford to attend University education. This current study therefore will examine vocational skill and entrepreneurship education in line with those youth who gain this knowledge through informal sector.

While noting that the modern day economy is driven largely by craft exemplified in SMEs, Honeywell Flour Mills Plc believed that unemployment would reduce considerably if youths shunned the quest for non-existent white-collar jobs and rediscovered themselves through entrepreneurial training in life-sustaining vocations. This why an exposure to Technical Vocational Education and Training (TVET) will empower the youths and adults with learning experiences which are relevant

to the vibrant world of work thereby enhancing sustainable human resource development, industrial productivity and quality of life for all (Okwelle and Ayonmike, 2014).

As vibrant workers or employers of labor someday, youths are crucial to balanced development and sustainable wealth creation of nations. Herein it is instructive that youth empowerment in the changing digital and technology landscape of the 21st Century must be committed to driving inclusive economic growth and industrial development for shared prosperity and harmony of the society. This would facilitate strategic planning, collaborative engagement and effective deployment of technological tools for development of creative talents, skills and visions of youths towards human capacity building and self-reliant employment, (Sam O. 2015).

2.2. *Employment Creation and Referral for the Youths*

According to (Betcherman and Khan, 2015) Job creation initiatives for youth have not played a big role in the region. While public works have been widely used, they have typically been designed as a safety net for poor or vulnerable households rather than as an intervention to increase youth employment. However, by reducing labor costs, they may offer some promise since they can partially mitigate the risks employers face in hiring youth. Programs in this category include public works and wage subsidies. From a labour market perspective, the underlying rationale for these programs is that the demand for youth labour is insufficient and interventions can increase this demand, at least in the short run.

Among NGOs supporting youth entrepreneurship, Techno Serve Swaziland has centered its activities on training, mentoring, and networking as well as on the provision of seed capital. Despite this increase in the involvement of non-governmental organizations, Youth unemployment has remained a disturbing phenomenon that threatens socio-economic progress in sub-Saharan Africa. For a sub-region that is already enmeshed in widespread poverty, the inability of the vast majority of the youth to give full vent to their potentials in the form of gainful employment, paints a gloomy picture of the sub-regional economy. In recent years, many African countries have experienced a growth revival, but this has not necessarily generated decent jobs. Unemployment remained high among youth and the adult African population. The prominence of the informal sector in most African economies stems from the opportunities it offers to the most vulnerable populations such as the poorest, women and youth. (African development Bank Group, 2013).

The study of (Nnadi et al, 2012) entitled rural youth empowerment a panacea to rural-urban drift in Nigeria was carried out to X-ray the available economic opportunities for empowering rural youths to curb migration to the city. The study used random sampling technique to select youths from communities with high number of youths who often travel. A sample size of 150 youths was selected and data collected using questionnaire were analysed using frequency counts, mean and percentages presented on tabular form. The findings revealed that lack of employment opportunities, lack of social amenities, absence of industries, boredom in agriculture are reasons for rural-urban drift. To curb urban-drift, it was recommended that basic social amenities be provided, creation of credit and loan schemes and entrepreneurship activities. However, (Offorma, 2005) asserts that the growing dependence of our youth on white-collar jobs which are difficult to come by these days, job employers do not emphasize certificates but what one can do and urged youth to seek self-reliance through self-employment.

Yuchen (2012) carried out a study on empowering youth in resource poor Community in Kenya through (ICT) Information and Computer Technology training. The study consists of a one-month field study in Kenya and applied case study method. The study findings showed that the interventions for economic empowerment of the project are not sufficient due to lack of linkage to employers. Moreover, there can be a misperception that very advanced levels of training and education are required by employers, the economic empowerment of the project is evaluated following the last three guidelines of pathway model. The trainees perceive possibility to get employed after the training. However, the statics data shows that less than 40% of graduated trainees have found a job.

The bias of the cognitive is resulted in trainees' lack of knowledge about the labor, market in ICT related industry and the needs of the employers. The researcher proposed that it is necessary for the training to develop adequate connection with local employers in the sector in order to promote youth employment. Amidst other challenges hindering the youth from harnessing this ICT program, (O'Donnell et al, 2003), posits that ICT training program fail to keep track of the changes in business and industry, they are out-of-date and trainees could not get benefit from the training. However, the study was carried out within limited time which could have jeopardized the findings.

Zepeda et al.(2012), argues that Kenya has accumulated significant experience in tackling youth employment challenges. The government, for example, has recently launched another important youth employment initiative. Are present policies enough or does Kenya needs to do more to tackle youth unemployment? The overall sense from this study is that analysis and evaluation need to be more fully incorporated into policy making and that a strong focus must be kept on certain sub-groups of the youth population. This study suggests that Kenya's youth unemployment problems are not simply a reflection of the general unemployment challenge that most developing countries face on their path to development but, rather, a particularly severe problem brought on by the combination over several decades of only modest economic expansion with enormous population growth which created a very high ratio of new entrants to existing participants in the labour force. The initially very small formal sector has not increased quickly enough to absorb the majority of these entrants, nor has the informal sector been able to provide adequate incomes to the bulk of them.

According to (World Bank, 2012), employment refers to services intended to improve the functioning of the labour market through better intermediation between job-seekers and employers. These include labour market information and job

search assistance (e.g., counselling and placement). The rationale for these services is based on information failures in the labour market. Traditionally, employment services have been directly provided by public employment agencies but, in many parts of the world, private agencies are now important players. Youth who face economic disadvantage find it far more difficult to accumulate cultural capital, make valuable contacts and reproduce the appropriate normative behaviour by which to increase their stocks of social capital.

Studies such as that of (Stone, 2003) show that capital often follows patterns of socioeconomic disadvantage, with individuals from lower socioeconomic backgrounds often having fewer networks, showing poor community engagement, and tending to distrust more, with their offspring following these patterns. For young people, socio-economic disadvantage also means the inability to access youth culture. The present study will also explore how the existing program can be strengthened so that they can gain valuable contacts.

2.3. Access to Credit

According to (EJSD, 2013) Despite all the programs and access to specialist support, if one wants to start a business, access to a wide range of free and discounted products and services are still critical to achieve. In South Africa, National Youth Development Agency (NDYA 2011), outlined its mandate which include; advancing youth development through guidance and support to initiatives across sectors of society and spheres of government, embarking on initiatives that seek to advance the economic development of young people and developing and coordinating the implementation of the Integrated Youth Development Plan and Strategy for the country. The NYDA activities have propelled young people to reach their personal goals and develop their full capacity. Numerous young people have been assisted since the NYDA's establishment including; Disbursing loans to microfinance enterprises, disbursing Small and Medium Enterprise loans, disbursing Business Consultancy Services Vouchers and engaging youth under the National Youth Service Programs.

Youth empowerment has been recognized as a catalyst for achieving pro-poor growth among the less Developed Countries (LDCs). This led (Sacerdoti, 2005) to argue that faster economic growth will not be possible without deepening of the financial system and, in particular, more support from the banking system. He further showed that there is strong association between access to bank credit and overall economic development of a country. Access to finance can help poor youth to increase income, build viable business, and reduce their vulnerability to external shocks. It can also be a powerful instrument for self-empowerment by enabling the poor, especially youth, to become economic agents of change (Bashir, 2008). As noted by (De la Torre Schmukler, 2006), the discussion of the plausible channels through which financial depth could cause economic empowerment often resorts to access related stories. Through broader access to external funds, talented newcomers are empowered and freed from the disadvantages that would otherwise arise from their lack of inherited wealth and absence of connection to the network of well off incumbents (Rajan and Zingales, 2003).

Susan(2012), asserts that Youth Enterprise Development Fund which was meant to enhance youth participation in socio-economic development through the provision of credit to enable young entrepreneurs to access finances to set up or expand business appears to be failing in this mandate. The fund has been dogged by technical, structural and governance challenges since inception and young people do not seem to be benefitting from it as banks and financial intermediaries exploit the interests to lend to their own clients. The procedures and interest charged for accessing the youth fund remain the two biggest hurdles to Youth Enterprise Development in Kenya.

Ochola(2011) conducted a study entitled Influence of YEDF on economic empowerment of youth in Bondo District in Kenya. The study specifically investigated the influence of business engagements, marketing support, linkages and access to loans as aspects of YEDF in the economic empowerment of the youths in Bondo District. The researcher concluded that YEDF has not significantly changed the income of the youth and has therefore not significantly empowered the youth in Bondo District economically. Susan and Ochola gave a conclusion of not utilizing youth fund appropriately thus, failure of the projects. Burgess and Pande (2003) argued that access to credit is critical to enable the poor to transform their production systems and thus exit poverty. Access to finance through credit assists the poor not only to smooth their consumption but also to build their assets, which enhance their productive capacity (IPAR, 2007).

The microfinance empowers women by putting capital in their hands and allowing them to earn an independent income and contribute financially to their households and communities. This economic empowerment is expected to generate increased self-esteem, respect, and other forms of empowerment for women beneficiaries. Some evidence show that microfinance would empower women in some domains such as increased participation in decision making, more equitable status of women in the family and community, increased political power and rights, and increased self-esteem (Cheston and Kuhn 2002). Well-being as an output of microfinance not only covers the economic indicators, but also other indicators such as community education, environment, recreation and accessibility to social services. It is related to the quality of life (Asnarulkhadi 2002).

2.4. Effects of Entrepreneurship Education on Youths

The awareness of the need for entrepreneurial skill training and support in order to stimulate entrepreneurial activity and reduce business failure have been increased among stakeholders in the industry, business and government of many countries because entrepreneurs could be born or made (Abdullah et al., 2009). On the contrary, (Rufal et al. 2003) and (Dasmani, 2011) noted that entrepreneurship graduates could not get employment because they possessed low-skills and low self-confidence required by industries since there was no industrial exposures while in school, however, numerous studies

asserted that skill training and tertiary acquisition training was found to have positive effect on entrepreneurial activity in France (Branan, 2008). Skill acquisition training had positive impact on entrepreneurial opportunity in Germany (Stohmeyer, 2007). Skill acquisition training was also found to have positive effect on entrepreneurial activity in Malaysia (Samian & Buntal, (2012).

A study carried out by (Belloni, R., 2001) shows that in Bosnia and Herzegovina over recent years, a wide range of activities by and for youths and young adults has been developed in the two entities comprising Bosnia and Herzegovina which can make a lasting contribution to development. They include projects aimed at empowerment, improving life chances and developing peace skills, supporting young people's self-organization, and establishing related youth networks. A major challenge for further work is to create economic and employment prospects for young people in order to stem the tide of out-migration from Bosnia. Otherwise, the loss of talented young people is likely to pose a major threat to the country's development prospects. Unemployment at an early age can negatively affect future earnings and increase the likelihood of later joblessness. (Tiongson, R. & Fares, J.2007).

Muruungi (2012) had a study on Empowering Small Micro and Medium Enterprise in Botswana. The study aimed to establish the economic empowerment schemes put in place by the Botswana Government to help the Small-Micro and Medium Enterprises (SMMEs). The objectives followed were to identify the types of SMMEs operating in Botswana, the main empowerment schemes put in place by the Botswana Government and the challenges faced in the process of implementing those schemes and the recommendations put forward. The study employed desktop research approach. Findings revealed that the Botswana Government has put in place powerful schemes such as CEDA, LEA, Youth Grant Fund, eYen and Young farmers CEDA fund among others. The challenges faced in implementing the schemes are among others; failure to repay, abandoning of the projects, duplication of effort due to lack of overall coordination by different stakeholders, limited resources and capacity etc. The study recommends further research especially on the accessibility of financial aid by SMMEs in Botswana.

Betcherman & Khan (2015), Private sector involvement can improve the success of training by increasing the relevance of programs to the needs of the labor market and, to some extent, by improving quality through competition and innovation. There are various ways in which the private sector, including employers, foundations, and other actors outside government or alone can be a very important stakeholders in providing skills training for youth in SA, either in partnerships with the government or alone. Public-private partnerships can be helpful in improving quality and access (UNECA, 2011). For instance, the Ghana Industrial skills Development Center is a public-private initiative aimed at supplying demand-driven, industry responsive training to employees of sponsoring companies and disadvantaged young people. According (White, S.2000), Entrepreneurship-promotion interventions activate highest return on productive work for young people, especially when combined with access to finances.

Nwabuama (2004) views entrepreneurship education as the identification of the general characteristics of entrepreneurs and how potential entrepreneurs can be trained in management techniques needed for effective performance of persons for long time survival of an organization after the acquisition of occupational skills. (Olawolu and Kaegon, 2012) confirms that entrepreneurship education prepares youths to be responsible individuals who become entrepreneurs or entrepreneurial thinkers by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances and incidentally learn from the outcome and motivate them to transform the ideas into practical and targeted activities whether in a social, cultural or economic context.

Ememe (2010) observes that entrepreneurship education enables youths to seek for success in ventures through one's effort. To (Ebele, 2008), entrepreneurship education is the teaching of knowledge and a skill that enables the students to plan, start and run their own business. In the view of (Swarland, 2008), entrepreneurship education aims to stimulate creativity in students, enables them to identify opportunities for innovation. (Amusan, 2004) agrees that entrepreneurship education will provide opportunities for students to access their attitude, aptitude and skills regarding to those necessary for developing and running business.

(Njoroge and Gathungu, 2013) noted that in Kenya, universities are increasingly involved in entrepreneurship education. Two public universities, Jomo Kenyatta university of Agriculture and Technology and Kenyatta University, have integrated entrepreneurship concepts in most of their academic programs. Kenyatta University and Mount Kenya University have begun systematically training all faculty in all discipline and management. In addition to infusing entrepreneurship concepts across academic programs, several universities offer full academic programs in entrepreneurship. Entrepreneurship training for potential entrepreneurs (ETPo) programs target a range of participants, who include vulnerable, unemployed, inactive individuals who are often necessity-driven potential entrepreneurs, in addition to innovation-led or opportunistic potential entrepreneurs.

In Kenya, the majority of ETPo programs are both funded and implemented by private sectors, which include local and international NGOs, as well as both domestic firms (Safaricom, -Chandaria) and multinational firms (Microsoft, Coca-Cola, Samsung). Around half of identifies ETPo programs in Kenya operate on a national scale, including around 10 percent that are associated with international programs, with the remainder being locally or regionally focused. Regardless, most programs have a strong presence in the capital city, Nairobi. (Odhiambo, T. 2013) carried a study on how out-of-school Youth in Nairobi responded to an NGO's entrepreneurship education and training program, qualitative surveys and qualitative interviews with the youth participating in the NGO's program revealed that despite a few points of variance, the youth response to the program generally, confirmed to the goals of the NGO itself.

3. Methods and Materials

This was a descriptive survey carried out in Kibera which was purposively selected because it is a home to many Youth empowerment groups. The target population comprised of the 130 Youths who were benefitting from Charles Lwanga Vocational Centre. They were suitable population with experience and ideas concerning the activities of Charles Lwanga Centre towards youth economic empowerment. Yamane sample size calculator of (1967) was used to obtain a sample size.

Yamane sample size calculator formula: $n = N / (1 + Ne^2)$

Where n = corrected sample size

N= Population size

e = margin of error

The researcher applied a margin of error of 5% on the total population of 138 to arrive at 103 sample size. Which implies $138 / (1 + 138 \times 0.05^2) = 103$

4. Results and Discussion

4.1. Response Rate

The researcher administered questionnaires and conducted interviews. A total of 103 questionnaires were sent out to the youth members of the target respondents of the study. A good number of 98 questionnaires were returned fully completed. The researcher interviewed 5 key informants using an in-depth interview guide. The total number of respondents, 103, constituted 100% of the total respondents.

4.2. Demographic Information of the Respondents

The study sought to determine the sex distribution of the respondents. This was to find out if gender sensitivity is considered in the youth groups. The data obtained is summarized in the figure 1 below.

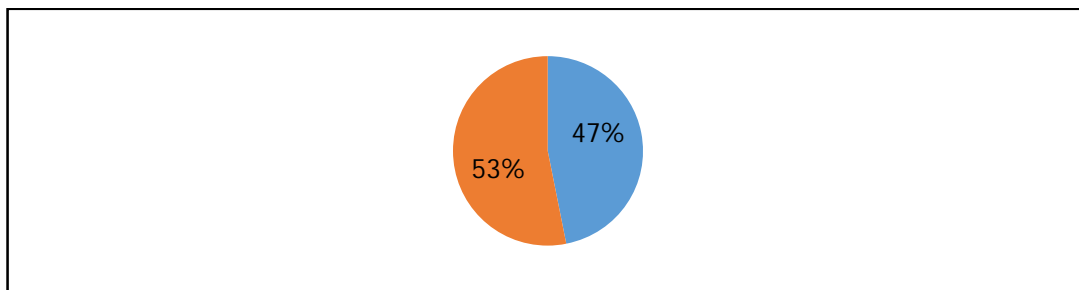


Figure 1: Gender of the Respondents

Source: Survey data, 2017

The data displayed in Figure 1 shows that majority of the respondents 52 (53%) of the respondents were male while the remaining 46 (47%) were female. This shows that there is gender balance in the organization although the centre need to encourage more women to enroll in the centre so as to get optimum gender balance.

4.3. Age of the Respondents

Age	Frequency	Percent
18-22	75	76.5
23-26	21	21.4
31-35	2	2
Total	115	100

Table 1: Age of the Respondents

Source: Survey data, 2017

The data displayed in Table 1 shows that majority of the respondents 75 (76.5%) were aged between 18-22 years old followed by those aged between 23-26 years (21.4%). The difference in the age bracket indicates that age 18 to 26 are more available for the training hence constituting 97.9%. 27-30 have no representation while respondents aged between 31-34 years (2%) were the least represented. This indicates that the youths in this age bracket are not willing to gain any formal education or training most likely they have settled in marriage and could hardly enroll in the centre,

4.4. Level of Education of the Respondents

The researcher sought to find out the highest education level attained by respondents. This was because education is essential as it enables youth to plan, implement and have sustainable empowerment. Below shows the level of Education of the respondents

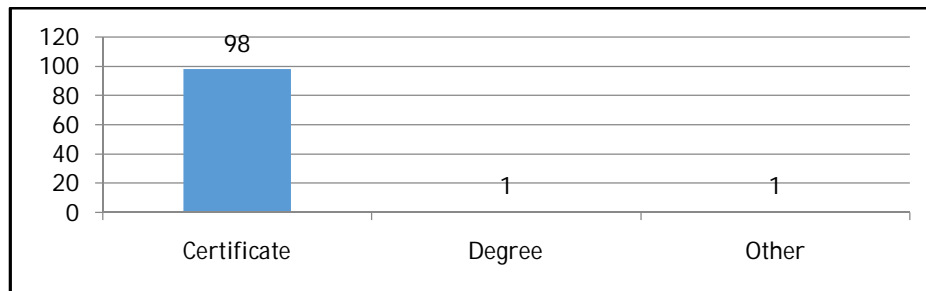


Figure 2: Level of the Education of the Respondents

Source: Survey data, 2017

Figure 2 shows that majority of the respondents 96 (98%) had attained certificate education while 1 (1%) respondent had attained a university degree. The remaining 1 (1%) of the respondents had attained indicated other as the highest education attained. It was realized that the level of poverty in Kibera is high thus youth could not afford further studies. It also indicates the level of rejection of the youth in the area as mentioned by one of the respondents interviewed.

4.5. Presentation of Research Findings

4.5.1. Provision of Technical Skill Training for the Youth

The researcher sought to find out if Charles Lwanga Centre provides technical skills for the youth. All the respondents 98 (100%) agreed that Charles Lwanga Centre provides technical skills for the youth. Table 2 below shows the findings.

Category	Frequency	Percent
Sewing	71	72.4
Carpentry	6	6.1
Rug making	27	27.5
Basket making	18	18.4

Table 2: Technical Skills Provided for the Respondents

Table 2 shows that majority of the respondents 71 (72.4%) indicated that Charles Lwanga Centre provides sewing skills to the youth while 27 (27.5%) of the respondents indicated that the Centre provides rug making skills to the youth while 18 (18.4%) indicated that the Centre provides basket making skills. 6 (6.1%) of the respondents indicated that Charles Lwanga Centre provides carpentry training.

The researcher further sought to find out the other training provided by Charles Lwanga Centre. Majority of the respondents 35 (35.6%) indicated that the Centre provides electrical installation training while 32 (32.5%) indicated that the Centre provides food processing training. 31 (31.6%) of the respondents indicated that Charles Lwanga Centre provides motor vehicle training while 27 (27.6%) of the respondent indicated that the Centre provided hair dressing and beauty training. 18 (18.4%) of the respondents indicated that the Centre provides catering training to the youth while 4 (4.1%) indicated that the Centre provides driving school training. The remaining 3 (3%) of the respondents indicated that Charles Lwanga Centre provides computer studies training to the youth in Kibera.

An interview carried out at Charles Lwanga Centre to find out if technical skill has effect on the economic empowerment of the youths in Kibera established that most of the youth came from a humble background where they faced rejection thus coming to the centre made them sustainable and enabled them to pay rent and other up keep. Another respondent asserted that he was trained by the Centre and afterwards sent for further training where he got adequate training to enable him master the skill. He was therefore able to go back to the Centre to impact the knowledge gained and this enabled him to be financially independent.

The interviews further revealed that through the technical skill from the Centre he was able to support his family and through his savings he built his own house. The fourth respondents indicated that he got financial support from the Centre and was thus able to make contributions in the neighbourhood. Another respondent indicated that the technical skill offered by the Charles Lwanga Centre had a lot of effects as it enabled some youths to relocate from Kibera, pay school fees and also house rent.

This findings on this study agrees with Okwelle and Ayonmike, (2014) that exposure to Technical Vocational Education and Training (TVET) will empower the youths and adults with learning experiences which are relevant to the vibrant world of work thereby enhancing sustainable human resource development, industrial productivity and quality of life for all.

4.5.2. Effects of Entrepreneurship Education on Youth

The researcher sought to find out whether Charles Lwanga Centre provides entrepreneurship education for the youth in Kibera. Figure 3 below shows the response.

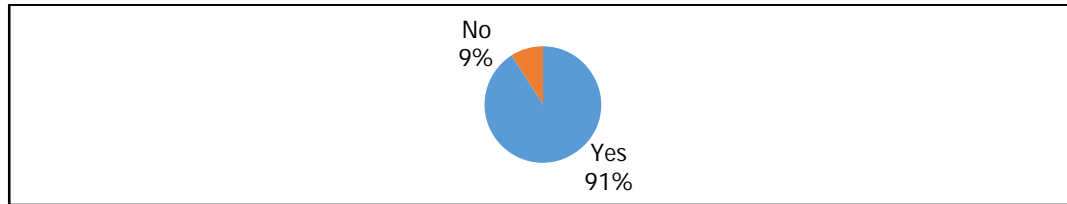


Figure 3: Provision of Entrepreneurship Education to the Youth
Source: Survey data, 2017

Figure 3 shows that majority of the respondents 89 (91%) agreed that Charles Lwanga Centre provides entrepreneurship education for the youth in Kibera while the remaining 9 (9%) of the respondents disagreed that the Centre provides entrepreneurship education to the youth.

4.5.3. Central Tendencies Measurement of Entrepreneurship Skill Constructs

Measurement of central tendencies was used to discover the mean scores for the five interval-scaled constructs. All the questions were asked using a 5-point Likert scale with 1 indicating - strongly disagree, 2 indicating – disagree, 3 indicating – undecided, 4 indicating – agree and 5 indicating – strongly agree. A total of 5 questions with particular mean score were obtained from the SPSS output.

The percentage, mean and standard deviation of responses for each of the items for respondent's perception of the entrepreneurship skills are shown in Table 3

Items	SD (%)	D (%)	U (%)	A (%)	SA (%)	Mean	Std. D
Entrepreneurship skill given by Charles Lwanga Centre helps me to get a job.	5.1	5.1	17.3	34.7	37.8	3.95	1.106
The Charles Lwanga Centre skill training helps me to be self-reliant	2.0	1.0	3.1	28.6	65.3	4.54	0.789
The Charles Lwanga Centre training helps me to be independent from my family	4.1	6.1	15.3	32.7	41.8	4.02	1.093
The Charles Lwanga Centre training helps me to pay my bills	24.5	23.5	21.4	13.3	17.3	2.76	1.415
Mentorship program offered helps me to plan my business well	8.2	7.1	9.2	22.4	53.1	4.05	1.287

Table 3: Central Tendencies Measurement of Constructs: Effects of Entrepreneurship Education on the Youth
Source: Survey data, 2017

Key:

SD = Strongly Disagree

D = Disagree

U = Undecided

A= Agree

SA = Strongly Agree

Std. D = Standard Deviation

Table 3 shows that majority of the respondents 37 (37.8%) strongly agreed that the entrepreneurship skill given helps them to get a job while 17 (17.3%) of the respondents were undecided. Majority of the respondents 64 (65.3%) also strongly agreed that the Charles Lwanga Centre skill training helps them to be self-reliant while 3 (3.1%) were undecided. 41 (41.8%) of the respondents strongly agreed that the training helps them to be independent from their family while 15 (15.3%) were undecided. Majority of the respondents 24 (24.5%) strongly disagreed that the Charles Lwanga Centre training helps them to pay their bills while the 21 (21.4%) were undecided. 52 (53.1%) of the respondents strongly agreed that mentorship program offered by Charles Lwanga Centre helps them to plan their business well while 9 (9.2%) were undecided.

The item with the highest mean (4.54) was “the Charles Lwanga Centre skill training helps me to be self-reliant” while the item with the lowest mean of 2.76 was “the Charles Lwanga Centre training helps me to be independent from my family”. The item with the highest standard deviation (1.415) was “The Charles Lwanga Centre training helps me to pay my bills” while the item with the lowest standard deviation (0.789) was “Charles Lwanga Centre training helps me to be self-reliant”.

The researcher further sought to find out whether there were any other entrepreneurial skills provided by Charles Lwanga Centre. The respondents indicated the other entrepreneurial skills obtained from Charles Lwanga Centre as communication skills, life skills, housekeeping skills and soap making.

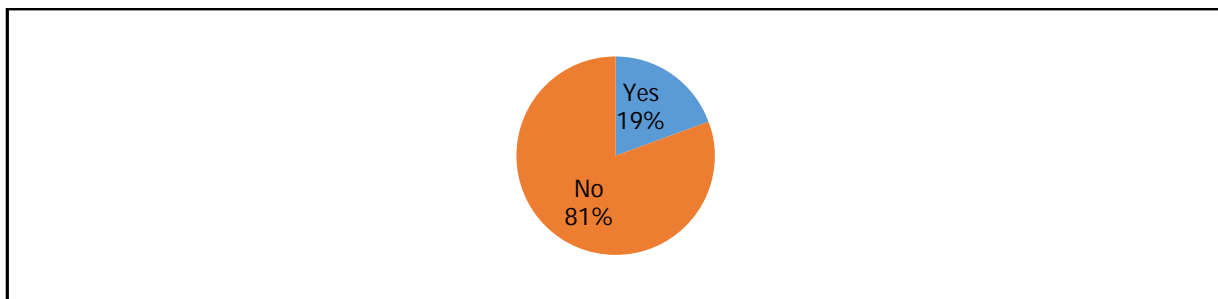
During the interviews conducted at the Centre to establish whether the entrepreneurship education offered contributes to economic empowerment in Kibera, the respondents indicated that the education enabled her to have the capacity to search for repair jobs and get some contracts. She was also able to employ other youths to do the job and pay them. She pointed out that if she got adequate financial support she could open her own shop and employ many youth. Another respondent indicated that he has poultry using the savings received from the Centre. He had also employed another youth to assist in the poultry business and was planning to open a motor vehicle garage where he would employ others to work for him.

Another respondent further indicated that he was hoping to use his savings to start up his own shop and employ others so that he can financially survive on his own. The interviews also established that the entrepreneurship education at the Centre had been very effective in the sense that some of the trainees started their own businesses, enabled teenage mothers to take care of their families and the trained youth also reached out to other youths in the area to employ them. The study findings can be related to Olawolu and Kaegon (2012), who noted that entrepreneurship education enables youths to become responsible individual who become entrepreneurs by exposing them in real life learning experiences where they will be required to think, take risks, manage circumstances.

4.5.4. Relevance of Access to Credit

The researcher carried out an interview at Charles Lwanga Centre to find out the relevance of access to credit offered by the Centre on economic empowerment of the youth in Kibera. One of the respondents indicated that the management of the Centre gave them on-the-job training to make sure that the instructors are properly trained so as to handle their trainees. She asserted that she was given loan for studies and when she finished her studies the Centre gradually deducted the loan from her salary until she repaid it fully. Another respondent indicated that he used the Centre as a guarantor for a loan to enable him start his business.

The interview further revealed that the Centre paid the respondent's fee and trained him to be confident enough to help the youths who are trained at the Centre. There was also staff welfare where staff helped each other as they contribute money among themselves and any staff who wants can borrow and pay back afterwards. Another respondent indicated that through the Centre they were registered as members of Waumini Sacco where members can borrow loans and repay at a stipulated time.



*Figure 4: Provision of Capacity Building to the Youth
Source: Survey data, 2017*

The researcher endeavoured to find out whether Charles Lwanga Centre provides capacity building such as access to credit to the youth in Kibera. Majority of the respondents 79 (81%) disagreed that Charles Lwanga Centre provides capacity building such as access to credit to the youth while the remaining 19 (19%) agreed that the Centre provides capacity building such as access to credit to the youth in Kibera.

4.5.5. Provision of Collateral Security for the Youth to Enhance Access to Credit

The researcher sought to find out whether Charles Lwanga Centre provides collateral security for the youth to enhance access to credit. Figure 5 below shows the response.

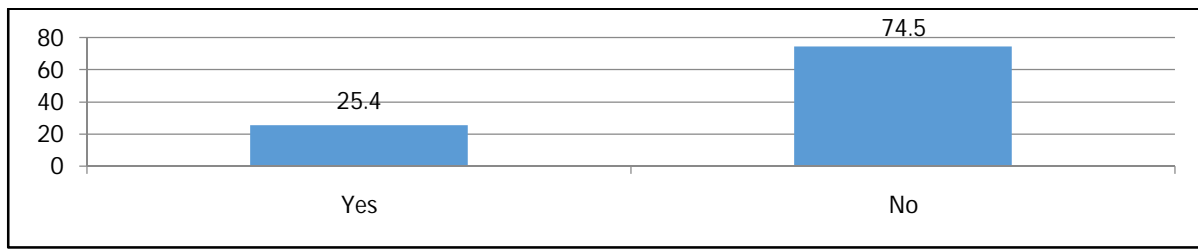


Figure 5: Provision of Collateral Security to the youth
Source: Survey data, 2017

Majority of the respondents 73 (74.5%) disagreed that Charles Lwanga Centre provides collateral security for the youth that enhances access to credit while 25 (25.4%) agreed that the Centre provides collateral security for the youth in Kibera that enhances access to credit.

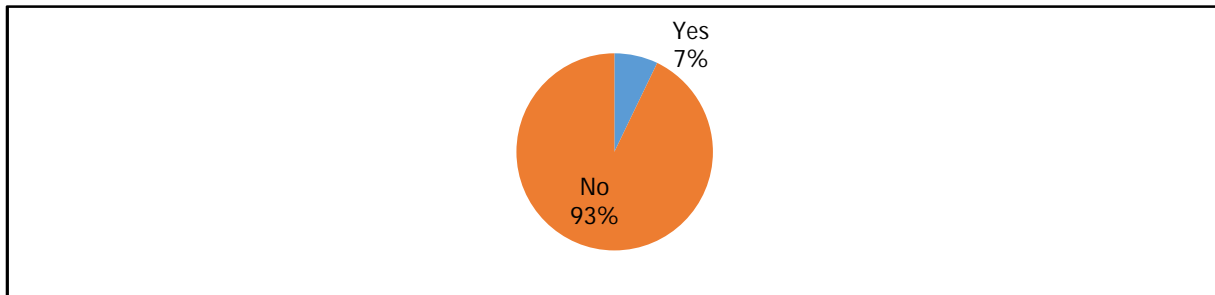


Figure 6: Provision of Loans to the Respondents
Source: Survey data, 2017

Figure 6 shows that majority of the respondents 91 (93%) disagreed that Charles Lwanga Centre provides loans at a low interest rate for the youths while 7 (7%) of the respondents agreed that the Centre provides loans at a low interest rate to the youths in Kibera.

4.5.6. Provision of Free and Discounted Products to the Youth

The researcher sought to establish whether Charles Lwanga Centre gives free and discounted products to the youths who are starting up new business. Table 4 shows the findings.

Category	Frequency	Percent
Yes	30	30.6
No	68	69.4
Total	98	100

Table 4 : Provision of Free and disputed products to the respondents
Source: Survey data, 2017

Table 4 shows that majority of the respondents 68 (69.4%) disagreed that Charles Lwanga Centre gives free and discounted products to the youth who are starting up new business while 30 (30.6%) of the respondents agreed that the Centre gives free and discounted products to the youth who are starting up new business.

4.5.6.1. Challenges Faced in Accessing Credit from Charles Lwanga Centre

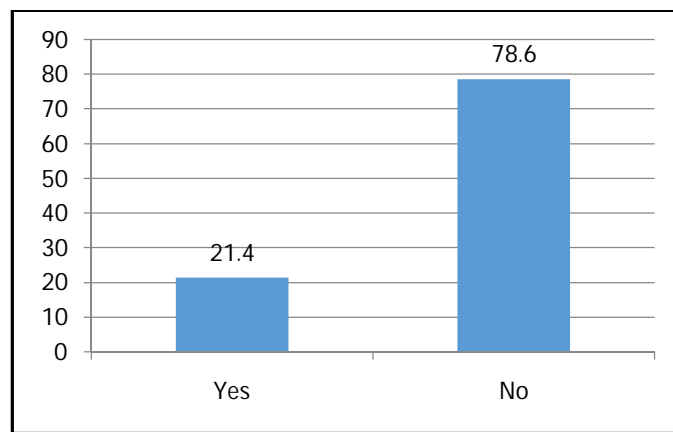


Figure 7

Source: Survey data, 2017

Figure 7 shows that majority of the respondents 77 (78.6%) of the respondents disagreed that they faced any challenges in accessing credit from Charles Lwanga Centre for their welfare while 21 (21.4%) agreed that they faced some challenges in accessing credit from Charles Lwanga Centre.

The respondents indicated the challenges they faced in accessing credit from Charles Lwanga Centre as limited access to credit due to difficulty in refunding credit when unemployed, lack of funds, distance from home to the Centre, lack of enough items, lack of intermediaries, no loans are given and lack of know-how on how to get the credit.

The respondents suggested some of the ways of managing these challenges as provision of free education, provision of equipment to start own business, access to credit in order to create employment opportunities to many, finding internship for the students, sponsorships, follow-up trainees and education on the process of how to access the loans. This concurred with Burges and Pande (2003) who argued that access to credit is critical to enable the poor to transform their production systems and thus exit poverty. Also as noted by Bashir (2008), access to credit as a powerful instrument of empowerment can help poor youth to increase income, build viable business, reduce their vulnerability to external shocks and thus become economic agents of change.

4.5.7. Employment Creation and Referral

The researcher conducted interviews to establish to what extent the employment opportunities provided by Charles Lwanga Centre contributed to economic empowerment in Kibera. One of the respondents explained that she has enjoyed privileges from the Centre since employment. This is because initially she was not thinking of any means of getting money as a young mother but only thought of taking care of her baby. However, after going to the Centre it was possible for her to be employed as an electrical and wiring instructor. On employment, the Centre sent her for further studies on scholarship on agreement that she would come back and work there. After her studies, she came back to the Centre with more knowledge on practical aspect of electrical and wiring. She now enjoyed the benefit of teaching and getting part time contracts outside her job while at the same time she took her baby to the day care and paid for the services.

Another respondent indicated that through employment he was now able to empower others and felt fulfilled for working at the Centre. This is because he was able to achieve his set objectives like meeting up his financial demands. The third respondents explained that he felt empowered in many ways and he had achieved his dreams. He was also able to empower others in the society. Another respondent indicated that he was able to get financial support from the Centre and pay his bills while another respondent explained that she was able to pay school fees and be financially independent through her employment at the Centre. Another respondent also indicated that the Center had linked them to other organization where most of the trainees are employed after training.

Category	Frequency	percent
Yes	69	70.4
No	29	29.6
Total	98	100

Table 5: Creation of Employment or Referral for the Respondents

Source: Survey data, 2017

Table 5 shows that majority of the respondents 69 (70.4%) agreed that Charles Lwanga Centre creates employment or links the youth to employment opportunities while 29 (29.6%) of the respondents disagreed with this statement.

4.5.8. Central Tendencies Measurement of Employment Creation and Referral Constructs

Measurement of central tendencies was used to discover the mean scores for the five interval-scaled constructs. All the questions were asked using a 4-point Likert scale with 1 indicating – very often, 2 indicating – often, 3 indicating – rare and 4 indicating – very rare. A total of 5 questions with particular mean score were obtained from the SPSS output. The percentage, mean and standard deviation of responses for each of the items for respondents' perception of the entrepreneurship skills are shown in Table 6.

Items	Very Often (%)	Often (%)	Rare (%)	Very rare (%)	Mean	Std. D
Charles Lwanga Centre connects me with other companies for exchange of ideas	18.4	37.8	27.6	16.3	2.58	0.973
Charles Lwanga Centre provides a job vacancy information	44.9	28.6	12.2	14.2	3.08	1.043
Charles Lwanga Centre provides employment counseling e.g. talent building	45.9	26.5	13.3	14.3	3.02	1.043
Charles Lwanga Centre prepared me for an interview	51	24.5	10.2	14.3	3.14	1.070
Chalres Lwanga Centre offered me a job	17.3	22.4	23.4	36.7	2.21	1.129

Table 6: Central Tendencies Measurement of Constructs: Employment Creation and Referral of the Youth

Source: Survey data, 2017

Key

Std. D = Standard Deviation

Table 6 above shows that majority of the respondents 37 (37.8%) indicated that Charles Lwanga Centre often connects them with other companies for exchange of ideas while 17 (17.3%) indicated that the Centre connected them with other companies for exchange of ideas very often. Majority of the respondents 44 (44.9%) indicated that the Centre very often provides information on job vacancies while 45 (45.9%) indicated that Charles Lwanga Centre very often provides employment counseling like talent building to the youth in Kibera. 50 (51%) of the respondents indicated that Charles Lwanga Centre very often prepares them for a job interview while 36 (36.7%) indicated that the Centre very rarely offered them a job.

The item with the highest mean (3.14) was "Charles Lwanga Centre prepared me for a job interview" while the item with the lowest mean (2.21) was "Charles Lwanga Centre offered me a job". The item with the highest standard deviation (1.129) was "Charles Lwanga Centre offered me a job" while the item with the lowest standard deviation (0.973) was "Charles Lwanga Centre connects me with other companies for exchange of ideas."

16 (16.3%) of the respondents indicated other employment prospects given by Charles Lwanga Centre as internships.

The findings from this study agrees with the African development Bank Group (2013) which noted that informal sector in most African economies stems from the opportunities it offers to the most vulnerable population such as the poorest, youth and women. While the 36% of the respondent agrees with Studies such as that of (Stone, 2003) who asserts that capital often follows patterns of socioeconomic disadvantage, with individuals from lower socioeconomic backgrounds often having fewer networks, showing poor community engagement, and tending to distrust more, with their offspring following these patterns. For young people, socio-economic disadvantage also means the inability to access youth culture

5. Conclusion

The study concluded that Charles Lwanga Centre provides technical skills for the youth. The technical skills provided include sewing, rug making, carpentry training and mentorship training. Other trainings offered include electrical installation, food processing, motor vehicle repair and computer studies.

The entrepreneurial education enabled the youth to have capacity to search for jobs as well as employ other youths. It also enabled them to be able to financially support themselves as well as start up their own businesses. The trainings also enabled the teenage mothers take care of their families. The entrepreneurial education further enabled the respondents to be self-reliant and be independent from their families. The other entrepreneurship skills offered by Charles Lwanga Centre are communication skills, life skills, housekeeping skills and soap making. Entrepreneurial skills enabled the youth to impact the knowledge gained and be financially independent while other youths were able to relocate from Kibera.

According to the research findings, the Centre gave them on-the-job training to make them handle credit. They were also given loans to study while in some cases the Centre acted as a guarantor for a loan to start a business. Through staff welfare, the respondents were able to borrow money and repay back afterwards. The respondents further indicated that the Centre enabled them to join Waumini Sacco where they were able to borrow loans and repay at a stipulated time. On the other hand, the respondents disagreed that the Centre provides loans at a low interest. They further disagreed that the Centre gives free and discounted product for those who are starting up new business. The respondents also disagreed that they faced challenges in accessing credit from the Centre. Some of the challenges faced by the respondents included limited access to credit, lack of funds, lack of enough items, lack of intermediaries and lack of know-how on how to get the credit.

Charles Lwanga Centre sent one of the interviewees for further studies on scholarship and offered her an opportunity to teach after the training. The respondent was also able to get part time contracts outside her job based on her training. Another respondent indicated that through employment he was able to empower other youths and also meet his financial needs. The respondents were also able to get financial support through the employment and pay for their dreams. Majority of the respondents indicated that the Centre creates employment or links youth to employment opportunities. They also agreed that the Centre very often provides information on job vacancies as well as prepare them for the job interviews. Other employment prospects given by the Charles Lwanga Centre were internships.

6. Recommendations

The following recommendations will hopefully help Charles Lwanga Centre in Kibera, Nairobi County, and other similar organizations to enhance their role in youth economic empowerment. The fact that these recommendations are based on primary data gives them reasonable amount of credibility. The Centre should develop policies that will guide their role in youth economic empowerment to ensure that all aspects of the empowerment programs are taken care of. This will ensure wholistic view and implementation of the programs to fully support the economic empowerment.

The study further recommends that the Centre should consider diversifying the technical skills and trainings offered. This will enable more youth to benefit from the programme.

Another recommendation is that the Centre should increase the loan limit available to the youth so that they are able to access the finances to enable them start their own businesses.

The Centre should also consider partnering with organizations that can offer start up materials to the youth for free or at a small fee to enable them start up their businesses and pay after an agreed period of time. This will enable the youth to put into practice the skills they have gained from the Centre and also employ other youths in the business.

Another recommendation is that the Centre should introduce the youth to intermediaries who will walk with them in their journey after training until they are able to stand on their own. The intermediaries can also serve as mentors as they mediate on their behalf until the youth fully stand on their own.

The study recommends that the Centre should have refresher trainings for the youth on the current financiers so that they can provide the guidelines on how to access the credit. This will enable the youth to have ready information on who they can approach to finance their initiatives.

The study recommends that the Centre should create markets for products or link the youth with ready markets for their products so that they can be encouraged to work hard as this will increase their finances.

The study recommends that the Centre should provide more forums for those who have already been trained to empower the other youths in the community. This will encourage them to be willing to take the risk and work hard so that they can be economically empowered like their peers.

7. References

- i. Abbink, J. and Van Kessel, 2005. *Vanguard or Vandals: Youth Politics and Conflict in Africa*. Leiden: Brill.
- ii. Abdullah, et al (2009). *The key concept of academic technology entrepreneurship in the current Practice*. Asia Pacific Journal of Innovation and Entrepreneurship, Korea Business Incubation Association, 2 (1), 77-96.
- iii. Adams, A.V., Johansson de Silva, S., & Razmara, S. (2013). *Improving skills development in the Informal sector: Strategies for sub-Saharan Africa*. Washington, DC: World Bank.
- iv. AdamsV., et al, (2004). *Skills Development in Sub-Saharan Africa*.
- v. AdamsV., et al, (2013). *Skills Development in Sub-Saharan Africa*.
- vi. African Development Bank, Organization for Economic Cooperation and Development, *United Nations Development Program and Economic Commission for Africa (2013)*, Addis Ababa.
- vii. African Development Bank, Organization for Economic Cooperation and Development, *United Nations Development Program and Economic Commission for Africa (2012)*, African, Addis Ababa.
- viii. American Educational Research Association (2011). *Code of Ethics*. *Educational Research* 40(3),
- ix. Amusan, A. (2004). *Inclusion Entrepreneurship into Secondary School Curriculum*. Ede federal Polytechnics, Nigeria.
- x. Asnarulkhadi, A. (2002). *Community Empowerment towards Achieving Sustainable Development in Cities in the 21st Century: Urban Issues and Challenges*. UPM Press, pp. 221-231.
- xi. Barr, A. (1998). *Enterprise Performance and the Functional Diversity of Social Capital*. Working Paper Series 98-1 (June), Institute of Economics and Statistics, University of Oxford.
- xii. Bashir, U. (2008). *Overview of Credit Delivery Channels in Nigeria*. Bullion Publication of Central Bank of Nigeria, Vol. 32, No 1. 1-6
- xiii. Belloni, R. (2001). *Civil Society and peace building in Bosnia and Herzegovina: A Journal of Peace Research* 38(2), 163-180).
- xiv. Best, J. W., & Khan, J.V. (2007). *Research in Education*. (10thed). Allyn and Bacon Learning.
- xv. Best, J. W., & Khan, J.V. (2011). *Research in Education*. (10thed). Allyn and Bacon Learning.
- xvi. Betcherman G. & Khan T., (2015). *Youth employment in sub-Saharan Africa Taking stock of evidence and knowledge gaps*.

- xvii. Brana, S. (2008). *Microcredit in France: Does gender matter?* 5thAnnual Conference-Nice European Microfinance Network.
- xviii. Central Bureau of Statistics (CBS) (2012). *Report of 1998/99 Labour Force Survey*. Nairobi:
- xix. Colle, R. (2005). "Memo to Telecentre Planners." *Electronic Journal of Information Systems in Developing Countries*
- xx. Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- xxi. Creswell, J.W. (2014). *Research design: qualitative, quantitative and mixed methods approaches*. California: SAGE Publications
- xxii. Dasmani, A. (2011). *Challenges facing technical institutions graduates I practical skill acquisition in the upper east region of Ghana* *Asia-Pacific Journal of Corporative Education*, Hamilton, New Zealand, 12 (2), 67-77.
- xxiii. De la Torre, A. & Schmukler, S. (2006). *Innovative Experience in Access: Market Friendly Roles for The Visible Hand. Latin America Regional Study*. World Bank. 12-17.
- xxiv. De Souza Briggs, X. (1998). *Brown kids in white suburbs: Housing mobility and the multiple faces of social capital, Housing policy debate No 9*, Fannie Mae Foundation.
- xxv. Dietrich, Hans (2012). *Youth Unemployment in Europe: Euro data 2012*.
- xxvi. Donaldson, T., & Preston, L. E. (1995). *The stakeholders' theory of corporation: Concepts evidence, and implications. Academy of management review*, 20: 65-91.
- xxvii. Ebele, O.P (2008). *Introduction of Entrepreneurship Education in Business Education Curriculum at University Level in Nigeria*. International Journal of Ghana.
- xxviii. Ememe, O. N (2011). *Entrepreneurship Education in the University in the Eastern Nigeria; Implications for Higher Education Administration Unpublished PhD dissertation, University of Port-Harcourt*.
- xxix. Freeman, R. Edward, (1984). *Strategic management: A stakeholder approach*
- xxx. Gay, L. R. & Airasian, P. (2003). *Educational Research: Competencies for analysis and application, seventh Edition. Upper Saddle River, NJ: Pearson Education*.
- xxxi. Global Entrepreneurship Monitor United Kingdom Report (2008). *National Youth Economic Strategy*.
- xxxii. Government of Kenya (1965). *African Socialism and its Application to Development in Kenya*, Nairobi, Government printer.
- xxxiii. Government of Kenya (2006). *Kenyan National Youth Policy*. Nairobi: Government printer
- xxxiv. Government of Kenya (2007). *National Youth Policy, Nairobi: Government printer*.
- xxxv. Government of Kenya (2007c). *Kenya Integrated Household Budget Survey-2005/06, Nairobi Government printer*.
- xxxvi. Government of Kenya (2011). *Youth Enterprise Development Fund Status Report*, Nairobi Kenya.
- xxxvii. Government of Uganda (2014). *Poverty Reduction Action Plans*.
- xxxviii. Hamnett S, Hassan M, (2003). *The Relevance of Sustainable Urban Development to Asian Cities: An Indonesian Case Study*. Paper presented in the 7th international congress of the Asian planning schools association in Hanoi.
- xxxix. Henderson, D. (2009). *Misguided corporate virtue: The case against CSR, and the true role of business today. Economic Affairs*, 29(4), 11-15.
- xl. Hobison M. & Nicole G., (2015). *Towards Solution for Youth Employment Base Report 2015*.
<http://www.savingcapitalism.com/capintro.pdf>.
- xli. ILO (2005). *Youth: pathways to Decent Work*, Geneva: ILO.
- xl. ILO (2006a). *Global employment trend for Youth*, Geneva: ILO.
- xliv. International Journal of Advances in Management and Economics Odera et. al. Jan.-Feb. 2013 Vol.2 | *Effect of the Youth Enterprise Development Fund*.
- xl. Isham, J. (1999). *The Effect of Social Capital on Technology Adoption: Evidence from Rural Tanzania*. Paper presented at the annual meeting of the American Economic Association, New York City.
- xlvi. Jones, T. & Wicks, A. (1999). *Convergent stakeholder theory*. *Academy of management Review*, 24: 206-21.
- xlvii. Joseph, M. et el (2015). *Youth Empowerment and Productivity: An Imperative for Economic Development in Nigeria* *Journal of Business and management* Volume 16, Issue 5. (2014).
- xl. Kamindo, M. C. (2008). *Instructional Supervision in an Era of Change: Policy and Practice in Primary Education in Kenya: Unpublished PhD Thesis Durham University school of Education United Kingdom*
- l. Karnani, A. (2010, August 22). The case against corporate social responsibility. *MIT Sloan Management Review*
- li. Kasomo, D. (2007). *Research Methods in humanities and education*. Eldoret: Zapt Chancery.
- lii. Kenya National Bureau of Statistics (KNBS) (2015). *Economic Survey*. Nairobi.
- liii. Kluve, J. et al. (2006). *Active labour market policies in Europe*. Berlin: Springer.
- liv. Kombo, D.K. & Tromp, D.L.A (2013). *Proposal and Thesis writing*. Nairobi: Paulines.
- lv. Kothari, C.R. (2011). *Research Methodology: Methods and Techniques* (need). New Delhi: New Age International (P) Ltd, Publishers.
- lvi. Mburu F. (2008). *The viability of YEDF as an empowerment tool for youth entrepreneurs in the informal sector in Ruiru division*, Thika District, Kenya. Unpublished M.A. Sociology report. University of Nairobi, Kenya.
- lvii. McLaughlin, W. (2000). *Community Counts: How Youth Organizations Matter for Youth Development*.

- Iviii. McMillan, R.J. & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. (7thed). New York: Pearson.
- lix. Morrow, V. (2002). *Children's experiences of community: implications of social capital discourses in Social for health insight from qualitative research*, Health Development Agency.
- lx. Moser, (1996). *Confronting Crisis: A Comparative Study of Household Responses to Poverty and Vulnerability in Four Poor urban Communities* Washington, DC: The World Bank.
- lxi. Mugenda, A. G. (2008). *Social science research theory and practice*. Nairobi: Acts Press.
- lxii. Mugenda, O.M. & Mugenda, A.G. (2003). *Research methods. Qualitative and Quantitative Approaches*. Nairobi: Acts Press.
- lxiii. Munga and Eldah Onsomu, (2014). *State of Youth Unemployment in Kenya*.
- lxiv. Nganga P. M, Nyaga G. & Prof. Gongera G. E. (2014). *Analysis of Micro-Finance on Youth Empowerment; Case study of microfinance institutions in Murang'a County, Kenya*. Research Journal of Finance Accounting.
- lxv. Njoroge, W. & Gathungu, J. (2013). *International Journal of Education and Research: The effect of entrepreneurship education and training on development of small and medium size enterprises*
- lxvi. Nnadi et el (2012). *Rural Youth Empowerment: A Panacea to Rural Urban Drift*, Delta State, Nigeria
- lxvii. Nwabuana, E.C (2004). *Information Technology (IT) and Enhancement of Entrepreneurship Education in Secretarial Studies Program in Polytechnics in Nigeria*.
- lxviii. O' Higgins, N. (1997). *The Challenge of Unemployment"*. International Social Security Review Vol. 50, No.4, 63-93.
- lxix. O'Leary, Z. (2011). *The essential guide to doing your research project*. New Delhi: Sage.
- lxx. Ochola, M.O. (2011). *Influence of Youth Enterprise Development Fund on Economic Empowerment of Youth in Bondo District, Kenya*. Unpublished M.A PPM report. University of Nairobi, Kenya.
- lxxi. Odhiambo, T. (2013), *Youth Entrepreneurship and Training: A case study of Out-of-school youth in Nairobi, Kenya*.
- lxxii. Oduor, Chrispine & Muru, Abraham R. (2013). *Opportunities for Youth to Engage I Devolved Governance and Economic Development in Kenya*. The future Bulletin. Issue no. 16 September 2013. Published by Institute of Economic Affairs (IEA).
- lxxiii. Offorma, G. (005). *Curriculum for Wealth Creation*. Federal College of Education, Kano Nigeria.
- lxxiv. Ogula, P. (2005), *Research methods*. Nairobi: CUEA Publications.
- lxxv. Ogula, P. A. (2015). *Research Methods: Self-Study materials for the bachelor of education Degree*. The Catholic University of Eastern Africa Press.
- lxxvi. Ohize et. al (2009) *Case Study of Youth Empowerment Scheme of Niger State, Nigeria in Poverty Alleviation*, Department of Industrial and Technology Education, Federal University of Technology, Minna, Nigeria.
- lxxvii. Okwelle, P. & Ayonmike, C. (2014). *Towards value-re-orientation of youths on the role of technical vocational education and training (TVET) for sustainable development in Nigeria*, Journal of Education and Practice, 5(8), 186-191.
- lxxviii. Olawolu, O. & Kaegon, L. (2012). *Entrepreneurship Education as Tool for Youth Empowerment through Higher Education for global workplace in Rivers, Nigeria*.
- lxxix. Omolo, J. (2010). *The Dynamics and Trends of Employment in Kenya*, IEA Research Paper Series, No. 1/2010, Nairobi: Institute of Economic Affairs.
- lxxx. Omolo, J. (2011). *Youth Employment in Kenya: Analysis of Labour Market and Policy Interventions*
- lxxxi. Oosthuizen, M. & Cassim, A. (August 15, 2014). *The state of youth unemployment in South Africa*. Blog posted to: <http://www.brookings.edu/blogs/africa-infocus/posts/2014/08/15-Youth-unemployment-South-Africa>
- lxxxii. Ossai, A. & Nwalado, E. (2012). *Entrepreneurship Education: A Panacea for Sustainable Development in Nigeria*. Journal of Resourcefulness and Distinction.
- lxxxiii. Rajan & Zingale, (2003). *Saving Capitalism from Capitalist*, Crown Business, New York
- lxxxiv. Republic of South Africa, (2009-2019). *Mainstreaming Youth in the South African Economy*. The National Youth Economic Empowerment Strategy and Implementation Framework.
- lxxxv. Republic of Uganda. (2014). *Private sector contribution to the provision of relevant skillsDevelopment in Uganda. Kampala*: Commissioner, Private Schools and Institutions, Ministry of Education and Sports.
- lxxxvi. Rufai, A., et el (2013). *Technical vocational education (TVE) institutions and industries partnership: Necessity for graduates' skill acquisition*. International Journal of Scientific and Research Publications, 3(4), 1-4.
- lxxxvii. S4YE. (2015). *Solutions for Youth Employment 2015–2020 Strategic Plan*. World Bank, Washington, DC.
- lxxxviii. Salama, O. & Athens O. (2011). *Relationship between problem solving ability and study behavior among school going adolescents in Southern Western Nigeria*, Delta State University Press.
- lxxxix. Sam O. Oyekan, (2015). *The Role of Orientation in Youth Empowerment for National Development*. European Journal of Social Sciences Education and Research.
- xc. Schafft, K. (1998). *Grassroots Development and the Reconfiguration of Local Political Institutions*: Paper presented at the Graduate Student Conference on International Affairs, George Washington University.
- xc. Small, S., & Memmo, M. (2004). *Contemporary models of youth development and Problem prevention: Toward an integration of terms, concepts, and models Family Relations*, 53, 3-11.
- xcii. Stevens, P. Lupton, R., Mujtaba, T., Feinstein, L. (2007). *The development and impact of Young People's social capital in secondary schools*: Center for Research on the Wider Benefits of Learning Institute of Education, London.

- xciii. Stohmeyer, T. (2007). *Gender gap and segregation in self-employment: On the role of field of Study and apprenticeship Germany*: German Council for Social and Economic Data.
- xciv. Stone, W. & Hughes, J. (2002). *Social capital*: Empirical meaning and measurement validity, research paper No. 27, June 2002.
- xcv. Stone, W. (2003). *Bonding, bridging and linking with social capital*, stronger families learning Exchange bulleting, No. 4, Spring/Summer, 13-16.
- xcvi. Susan, K. (2012). *Youth Fund Turned into Microfinance*. A paper presented on Microfinance Youth Agenda. Nairobi: .Retrieved from www.youth.org
- xcvii. Swarland, J. (2009). *A Study of Entrepreneurship Education in Botswana and the significance of Institutional Preparation*.
- xcviii. Tasli (2007): *A conceptual Framework for Gender Studies: From Welfare to Empowerment*: in Forum vol. 32: 35.
- xcix. The International Journal of Social Sciences and Humanities Invention Volume 3 issue 6, 2016 page no.2292-2301.
- c. Tiongson, R. & Fares, J. (2007). *Youth Unemployment, Labour Market Transition s, and Scarring*: Evidence from Bosnia and Herzegovina, 2001-04. Background paper to the 2007 world Development Report, Washington DC, World Bank.
- ci. Tocqueville, A. (1840). *Democracy in America, Sever and Francis*, Cambridge.
- cii. Toffler, A. (1970). *Future shock Bantom Books*; USA.
- ciii. Ugandan National Youth Policy, Kampala, (2001). *National Youth Economic Empowerment Strategy*.
- civ. UN (2007). *Promoting Full Employment and Decent work for All*, New York: UN.
- cv. UN (2007a). *Young People's transition to Adulthood: Progress and Challenges*, New York: UN.
- cvi. UNDP (1993). *Human development report*.
- cvii. United Nations Economic Commission for Africa (UNECA). (2011). *Africa Youth Report 2011: Addressing the youth education and employment nexuses the new global economy*. Addis Ababa: UNECA.
- cviii. United Nations Swaziland (2013), *Opportunities and Constraints to Youth Entrepreneurship*: Perspectives of Young Entrepreneurs in Swaziland, UN Swaziland: Mbabane (January).
- cix. Varshney, A. (2000). *Ethnic Conflict and Civic Life: Hindus and Muslims in India* New Haven: Yale University Press 26.
- cx. Vavrus J.& Fletcher A. (2006): *Guide to social change led by and with young people*: The Free child project. Olympia, W.A., Boston Beam Press.
- cxii. Wambugu et.al (2009) *Urban Livelihoods, Institutions and Inclusive Governance in Nairobi* Quoted in Hendriks, B. (2010) *Spaces and their Impact on the Quality of Life and Political Right*, University of Amsterdam.
- cxiii. White, S. (2000). *Taking care of business: an overview of youth enterprise programs in Australia*.
- cxiiii. Whiting, E. & Harper, R. (2003). *Young people and social capital*, Office for National Statistic.
- cxv. World Bank (2000). *World Development Report 2000/2001: Attacking poverty*, Washington DC: World Bank.
- cxvi. World Bank (2005). *What is empowerment?*
<http://web.worldbank.org/wbsite/external/topic/extpoverty/extepowerment/0>
- cxvii. World Bank (2007). *World Development Report: Development and the Next Generation*. World Bank, Washington, DC.
- cxviii. World Bank (2012a), *Doing Business in a More Transparent World*, World Bank, Washington DC.
- cxviii. World Bank. 2015. "*Solutions for Youth Employment*." World Bank, Washington, DC.
- cxix. Youth and Economic Development in Africa (2006). *Youth and Leadership in the 21st Century*: Addis Ababa, Ethiopia.
- cxx. Yuchen F. (2012). *Empowering Youth in Resource Poor Community in Kenya through ICT Training*
- cxxi. Zepeda, E., L. Ndirangu, F. Leigh and J. Omollo, (2013). *Kenya's Youth Unemployment: the transition from child to adult in a rapidly changing country*.