FACTORS AFFECTING STRATEGIC IMPLEMENTATION OF YOUTH
EMPLOYMENT POLICY IN CENTRAL DIVISION OF NAROK NORTH
DISTRICT

By

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DECLARATION

Declaration by the Candidate

This project is my original work and has not been presented for a degree in any other university.

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DEDICATION

This work is dedicated to my Son Felix, my mother Mary and my siblings. May this work be a great inspiration to them in search of knowledge.
ACKNOWLEDGEMENTS

First and foremost I give thanks to God for everything. Special thanks to my mother for her continuous encouragement and support through-out this work. My second debt of gratitude is to my supervisors Ms. Muchemi and Mr. Wambua who through their dedication, guidance, encouragement and commitment this work was a success. Finally my sincere thanks to all those who were directly or indirectly involved in this research project. Thank you very much and God bless you all.
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<td>ALMPS</td>
<td>Active Labour Market Policies</td>
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<td>CBO</td>
<td>Community Based Organisations</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>DDO</td>
<td>District Development Officer</td>
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<tr>
<td>ICT</td>
<td>Information Communication Technology</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>KYEP</td>
<td>Kenya Youth Employment Program</td>
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<td>LATF</td>
<td>Local Authority Transfer Fund</td>
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<td>MOYAS</td>
<td>Ministry of Youth Affairs and Sports</td>
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<td>NGO</td>
<td>Non-Governmental Organizations</td>
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<td>NYC</td>
<td>National Youth Council</td>
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<td>NYP</td>
<td>National Youth Policy</td>
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<tr>
<td>OECD</td>
<td>The Organisation for Economic Co-operation and Development</td>
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<td>SMES</td>
<td>Small and Micro-Enterprises</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UN</td>
<td>United Nation</td>
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<td>UNESCO</td>
<td>United Nations Educational, Science and Cultural Organization</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>YP</td>
<td>Youth Polytechnics</td>
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<td>YEDF</td>
<td>Youth Enterprise Development Fund</td>
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DEFINITIONS OF OPERATIONAL TERMS

Policies : Statements of principles and practices dealing with the ongoing management and administration of the organization.

Strategy : It is a unified, comprehensive and integrated plan designed to assure that the basic objectives of the institution are achieved.

Strategy Implementation: Strategic implementation is concerned with translating a decision into action, with presupposes that the decision itself (i.e., the strategic choice) was made with some thought being given to feasibility and Acceptability.

Youth : Male and female young persons aged between 20 – 35 years.

Youth Employment : Any form of gainful engaged which acts as an income generating activity for the youth.
This study sought to establish the factors that affect strategic implementation of youth employment policy in Kenya with a focus on Central division of Narok North district. The specific objectives of the study were: to examine how education and training, technology, youth participation and credit/capital accessibility affect youth employment policy implementation. The research study adopted a descriptive research design and drew its population of 2840 from the youth in this division. Purposive sampling technique was used to obtain a sample of 72 youth from the active youth groups from this division. The study utilized both primary and secondary data. Secondary data was obtained from existing literature while primary data was collected using questionnaires. Validity and reliability of the research instrument were tested using Cronbach alpha and consultation with the supervisors. Data was analysed using Statistical Package for Social Sciences (SPSS) and presented using tables, charts, and graphs and interpretations were made based on the study objectives. The study findings revealed that; youth education and training affects implementation of youth employment policy. The youth have adequate education and training skills required to secure jobs but there is no proper linkage between education and training skills and the job market. Lack of collateral is a challenge faced by the youth in accessing credit, youth are not aware of all credit facilities offered to assist in fighting poverty and that they lack skills in planning and management of personal budget. It was also revealed that ICT can assist the youth; create jobs, search for jobs and in income generation. Majority of the youth lack ICT skills and others are unable to access technology due to poor infrastructure in the division. There is a gap between the youth and the policy implementers which hinders youth from participating fully in policy implementation. The study recommended that; education and training should match the market demand, microfinance institutions should make their requirements for funding more accommodative and affordable for the youth, the government in cooperation with ICT providers should make the ICT skills and services available in rural areas and at affordable cost. Finally, more youth should be involved in all stages of decision making and youth employment policy implementation processes.
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INTRODUCTION

1.1 Background of the study

Strategy is consciously considered and flexibly designed scheme of corporate intent and action to achieve effectiveness, to mobilize resources, to direct effort and behaviour, to handle events and problems, to perceive and utilize opportunities, and to meet challenges (Hitt and Jeefrey, 2006). It is a unified, comprehensive and integrated plan designed to assure that the basic objectives of the organization are achieved. It seeks to relate the goals of the organization to the means of achieving them. An organization’s strategy is the game plan management is using to conduct its operations, please customers and achieve organizational objectives (Ghosh, 2006).

Strategy may be defined as a long range blueprint of an organization's desired image, direction and destination, what it wants to be, what it wants to do and where it wants to go. The very injection of the idea of strategy into an organization is intended to unravel complexity and to reduce uncertainty of the environment. To the extent the term strategy is associated with unified design and action for achieving major goals, gaining command over the situation with a long-range perspective and securing a critically advantageous position. Strategy is meant to fill in the need of organizations for a sense of dynamic direction, focus and cohesiveness. Objectives and goals alone do not fill in the need (Kaplan, 2008).

Strategies provide an integral framework for management to negotiate its way through a complex and turbulent external environment. However, strategy is no substitute for sound, alert and responsible management. Strategy can never be perfect, flawless and optimal. It is in the very nature of strategy that it is flexible and pragmatic. In a sound strategy, allowances are made for possible miscalculations and unanticipated events. Without a network of well designed strategies, followed up by policies, corporate objectives and goals tend to remain as mere aspirations and good intentions. Even if they get off the ground, they will be lacking drive and direction (Ireland and Hoskisson, 2001).
Policies are statements of principles and practices dealing with the ongoing management and administration of the organization. Policies act as a guiding frame of reference for how the organization deals with everything from its day to-day operational problems or how to respond to requirements to comply with legislation, regulation and codes of practice. It is important that policies are reasonable, that implementers are aware and clearly understand what the policy is trying to achieve. Policies are a statement of purpose, which highlight broad guidelines on action to be taken to achieve that purpose (Bourgeois, Duhaime and Stimpert, 1999). Studies suggest ways through which the existing strategies, and specifically the National Youth Policy can be enhanced and be effectively implemented to create adequate job opportunities for the youth. The existing strategies have not been effective enough to combat youth unemployment. There is need for concerted and deliberate efforts to encourage investment activities as this will expand the economy and the trickle effects would result in jobs creation (O’Higgins, 2001).

Unemployment among the youth is a world-wide phenomenon and because of its peculiarities and multi-faceted significance, the subject has elicited immense academic and policy interest. The existing policy deficiencies are aggravated by lack of skills and job apathy among the youths, and the general decline in the national economic growth. There is great need to have policies and programmes involving youth, encourage countries to prepare National Action Plans on youth employment with the participation of young people (ILO, 2006). The top priority for youth employment strategy focuses on Employment creation for the youth. The general policy strategy is to design and implement youth employment action plan to facilitate and support provision of effective, efficient and transparent service for promotion of youth mobility and employment. Government needs to create the right environment, incentives and support for the achievement of the strategy’s goals, in ways that do not prevent individuals and their employers from doing what they need to achieve those same goals (ILO 2005).

Globally, there has been a change in the youth discourse, with an emphasis on the youth’s participation in development and other public affairs. This study acknowledges the role of youth as active participants in the continuous construction of society, youth life and their own identities (Walther et al, 2002). This is in contrast with popular views of youth as
victims of and authors of war and perpetrators of violence or social deviants (UNFPA, 2006). Walther et al (2002) argues that the new youth discourse, continues to inform and shape new policies and programmes which aim at supporting youth to positively and meaningfully contribute and influence development in their societies.

Young people’s experiences are largely shaped by polices that affect their lives (Wynn and White, 2004). The rules, constraints and opportunities provided by the policies define the manner in which youth access goods and services such as education, health care and protection (Ibid). However, all too often, policies adopt a “problem-oriented” approach to young people and reflect some deep anxieties in the public psyche (Williamson, 2005: 21). They also tend to be short-term, inflexible and over-coercive, seeking to achieve immediate results (Barry, 2005: 296), without necessarily altering the structures which hinder youth from meaningfully engaging in the development processes and reaping appropriate benefits. This is rooted in the failure to critically identify the underlying causes of youth marginalization, their distinctive needs and the resources they possess and utilize in negotiating their life trajectories.

1.1.1 Youth Employment Policy Implementation

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

Youth-focused policies and programmes have been identified as fundamental in defining a suitable path and putting in place structures which enable youth to utilize their skills, develop their potential and contribute in the mainstream economy. Well-designed policies have the ability to transform an environment which has hitherto been repellant to youth development and participation, to one where youth are recognized, supported and encouraged to actively contribute to national development. Youth policies are therefore
viewed as critical in consolidating and amplifying young people’s voices so that wrong assumptions and perceptions that have long persisted can give room for more informed ways of planning and meeting the needs of youth such as youth employment.

1.1.2 Youth Employment in Kenya
Kenya has adopted major governance reforms aimed at improving its socioeconomic and political environment. The reforms include a new constitution (2010), Vision 2030 and other sectoral policies focusing on specific issues and categories of the population such as youth. Youth have increasingly received attention due to their large numbers, gravity of the challenges confronting them and their role in political and electoral violence as well as crime. This has led to the development of youth focused programmes and policies to address the needs of a specific category of people aged between 15-35 years, as defined by the Kenya National Youth Policy (NYP). This is a significant step since youth, unlike children, have often been lumped together with the adult population in policy terms, yet they are not equal under the law.

Research on youth has tended to focus on youth in relation to crime, violence and politics, where they are characterized as lumpen, playing marginal and sometimes destructive roles in society (Anderson, 2002; Kagwanja, 2003/07; Mwangola, 2005 and Ruteere, 2005). The formulation of specific policies and programmes that view youth as an important resource for Kenya’s development creates a favorable environment for youth to access basic goods and services in order to realize their potential and contribute to public affairs in a more effective way.

1.1.3 Youth Employment in Narok North District
According to 2009 estimates, the Narok north district had a labour force of 166,901 people. It is projected to increase to 203,446 persons in 2012 (Narok North District Development Plan, 2008-2012). This implies that during this period some 37,045 persons would be added to the labour force which will mainly comprise of youth. Hence this calls for the creation of job opportunities to match growth. Most of the youth are unskilled which necessitates investment in institutions for training them in income earning skills. The problems facing the youth in Central division of Narok North district include unemployment rate, negative attitudes towards formal education, and retrogressive cultural practices.
Although youth have been provided with the means of self-employment through the Youth Enterprise Development Fund (YEDF), CDF and LATF allocations, they still do not perform to the expectations of the community, the Ministry of Youth affairs and Sports and other government Ministries. To establish the reasons behind high rate of youth unemployment despite the observed government and other partners’ efforts, this study sought to examine the factors affecting strategic implementation of youth employment policy in Central division of Narok North district, Kenya.

1.2 Statement of the Problem

Since the Ministry of Youth Affairs was formed and a national youth policy formulated, circumstances in Kenya have dramatically changed especially after the contentious general elections of 2007 (GOK, 2008). Immediately after the 2007 general elections, the country witnessed a wave of intensive violence perpetuated by the youth up to February 2008. The violence in rural and urban areas clearly revealed that the youth were angry, felt marginalized, and were prone to manipulation. At the same time, the spate of violence poignantly indicated to Kenyans that the marginalized and uncared for youth are a major force for the instability and violence.

However, on a positive note, with youth-inclusive policies, programs and activities, the youth hold enormous potential for peace, security and progress of the country. The main challenge is therefore to give them concrete value and hope in the current and future political and socio-economic progress of the country. A special dispensation which is essentially a political agenda needs to be worked out since there is a severe lack of rigorous evaluation of youth employment policies, especially in Kenya which may have led to a large evidence gap of not only “which strategy works” in the delivery of youth employment programs but more precisely “how and why it is working”.

According to a report by ILO (2006), there are several questions that create urgency for the youth unemployment problem to be addressed. The first research question asks what measures within national youth policies and strategies have been instituted to address barriers to youth employability in Kenya. It also questions whether these national policies
are reaching the local level; and if so, how, and with what effect? Nevertheless, the issue of factors affecting the implementation of youth employment policy has hardly been addressed.

A critical finding from Mbatia & Mbugua (2009) notes that government youth programmes are not easily accessible by the youth including the youth fund. They further observed that a gap exists between Kenyan development planners and youth on youth employment policy that need to be addressed immediately. Against this backdrop, this study developed a strong interest in learning about factors affecting the strategic implementation of youth employment policy as recommended by Mbatia and Mbugua (2009). Hence, this study aimed at examining the factors affecting strategic implementation of youth employment policy in Kenya.

1.3 Objectives of the Study

1.3.1 General Objective
The aim of this study was to examine the factors affecting strategic implementation of youth employment policy.

1.3.2 Specific Objectives
Specifically, the study sought to:

i) Find out how education and training affect the implementation of youth employment policy.

ii) Establish how capital/credit accessibility affects the implementation of youth employment policy.

iii) Determine how technology affects implementation of youth employment policy.

iv) Establish the extent to which youth participation affects the implementation of youth employment policy.

1.4 Research Questions
To achieve its objectives, the study sought to answer the following questions:

i) How does education and training affect the implementation of youth employment policy?

ii) How does technology (ICT) affect the implementation of youth employment policy?
iii) How does capital/credit accessibility affect the implementation of youth employment policy?

iv) To what extent does youth participation affect the implementation of youth employment policy?

1.5 Scope of the Study
The study involved a sample population of male and female youth from Central division of Narok North district aged between 20-35 years and are not in any form of gainful employment. They are 75% of 9465 youth population in the division (Narok North District development plan 2008-2012).

1.6 Significance of the Study
This study aimed at establishing the strategic challenges that affect the implementation of youth employment policy. The specific objectives of the study focused on education and training, capital/credit accessibility, technology and youth participation as the major factors. The study was therefore designed to contribute substantial awareness to a number of people;

1.6.1 The Youth
It will create awareness on causes of un-employment despite the efforts of the government and other stakeholders to create employment.

1.6.2 The Financiers
To the financiers, it will highlight the causes of in-accessibility of capital/credit to the youth.

1.6.3 The Government of Kenya
The findings of this study will help the government especially the Ministry of Youth Affairs and Sports to make informed strategic action plans on implementation of youth employment policy.

1.6.4 The researchers and academicians
The study will add knowledge and form a basis for further academic studies to future researchers and academicians.
1.7 Limitations of the Study

This study faced a number of limitations;

1.7.1 Time and financial resources

This study was confined to the state of youth employment in Central division of Narok North district due to the scarcity of resources in terms of finance and time. To ensure that data was collected within the stipulated time and using the resources available, the researcher used a sample from the population.

1.7.2 Accessibility

The nature of the study area in terms of accessibility was also a limitation where some of the youth group leaders (respondents) were not easily accessed. This is due to their nomadic way of life. To counter this, the researcher scheduled data collection when there was pasture and water for the livestock hence the youth were available.

2.1 The Concept of Strategy

Strategy may be defined as a long range blueprint of an enterprise's direction and destination what it wants to be, where it wants to go and a major organizational activity in both profit and not-for-profit sectors (Tukker, 2002). Strategy can also be defined as a process that guides those choices that determine the nature and direction of an enterprise (Zimmerman, 1984).

Strategy is a concept borrowed from military. It means making plans before the enemy is actually engaged. Once the enemy is engaged, strategy (Mintzberg, 1994). Strategy has been borrowed by business with industry resources. Strategy is formulated by top management to outline important actions necessary to reach the organization directions and objectives.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to the youth unemployment "problem" and examines the various responses to it, including education and training, and active labour market policy. It emphasizes the need for adequate labour market information to help provide more and better-quality jobs for young people - while also offering specific recommendations and guidelines for this age group in industrialized, transition and developing countries. It looks at the pivotal role of education and training systems, capital/credit accessibility, and technology and youth participation. An analysis of the literature revealed knowledge and information gap which the research sought to fill.

2.1 The Concept of Strategy

Strategy may be defined as a long range blueprint of an organization's desired image, direction and destination what it wants to be, what it wants to do and where it wants to go. A unified, comprehensive and integrated plan designed to assure that the basic objectives of the enterprise are achieved (Ghosh, 2006). Efendioglu and Karabulut (2010) note that, the concept of strategy has its origins in the military and war efforts but today it is a mainstay and a major organizational activity in both profit and non-profit organizations. Strategy comes from the Greek word strategus, which means General or the leader of the army (Tsiakkiros and Pasiardis, 2002). Strategy can also be defined as the framework, which guides those choices that determine the nature and direction of an organization (Tregoe and Zimmerman, 1980).

Strategy is a concept borrowed from military. It means maneuvering troop into position before the enemy is actually engaged. Once the enemy is engaged, attention shifts to tactics, (Nichols, 2000). Strategy has been borrowed by business with troops being substituted with resources. Strategy is formulated by top management in an organization. It refers to important actions necessary to realize the organization directions and it therefore answers
questions such as; what organizations should be doing, what ends do they seek, and how they should achieve them (Steiner, 1979).

Strategy is the journey we imagine and at the same time it is the course we steer and trip we actually make. Strategy therefore has no existence a part from the ends sought. It is a general framework that provides guidance for actions to be taken, and at the same time, it is shaped by the actions taken. This means that, the necessary pre-condition for formulating strategy is a clean and widespread understanding of the end to be obtained. Without these ends in view, action is purely tactical and can quickly degenerate into nothing more than a flailing about.

Bowa (1970) and Bargeman (1980), contended that strategic decision are made incrementally rather than as part of a grand unified vision, but decisions are made by numerous people in all sections of the organization. Mintzberg (1978), made a distinction between deliberate strategy and emergent strategy. Emergent strategy originates not in the mind of the strategist but rather in the interaction between the organization and its environment. He claims that emergent strategies tend to exhibit a type of convergence in which ideas and actions from multiple sources integrate into a pattern.

Strategy seeks to relate the goals of the organization to the means of achieving them. An organization’s strategy is the game plan management is using to stake out market position, conduct its operations, attract and please customers, compete successfully, and achieve organizational objectives. Strategy is consciously considered and flexibly designed scheme of corporate intent and action to achieve effectiveness, to mobilize resources, to direct effort and behaviour, to handle events and problems, to perceive and utilize opportunities, and to meet challenges and threats to corporate survival and success. In corporate strategy, the set of goals has a system of priorities; the combination, the sequence and the timing of the moves, means and approaches are determined in advance, the initiative and responses have a cogent rationale behind them, are highly integrated and pragmatic; the implications of decisions and action programmes are corporate wide, flexible and contingent. Strategy is meant to fill in the need of organizations for a sense of dynamic direction, focus and cohesiveness.
2.1.1 Strategy Implementation

Strategy implementation concerns the managerial exercise of putting a freshly chosen strategy into place. Strategy execution deals with the managerial exercise of supervising the ongoing pursuit of strategy, making it work, improving the competence with which it is executed and showing measurable progress in achieving the targeted results. Strategic implementation is concerned with translating a decision into action, with presupposes that the decision itself (i.e., the strategic choice) was made with some thought being given to feasibility and acceptability. The allocation of resources to new courses of action will need to be undertaken, and there may be a need for adapting the organization’s structure to handle new activities as well as training personnel and devising appropriate system.

An organizations strategy must be appropriate for its resources, circumstances and objectives. Some writers have argued that, strategy formulation and implementation is a step-by-step process while others have said that it is a continuous dynamic and interactive process. Lindblon (1959) claimed that strategy is a fragmented process of serial and incremental decisions. He viewed strategy as an informal process of mutual adjustment with little apparent coordination.

Markides (1999) has described strategy formulation and implementation as ongoing never ending, integrated process requiring continuous assessment and reformation. Strategy is partially deliberate and partially unplanned (Mocrieff, 1999). The unplanned elements come from two sources, emergent strategies” resulting from the emergent opportunities and threats in the environment and in “strategies in action” are ad hoc action by many people from all parts of the organization. These multitudes of small action are typically not intentional, not technological, not formal and not even recognized as strategic. Therefore strategy is both planned and emergent, dynamic and interactive some executive like Andy Grove et al feel that there are critical points at which strategy must take a new direction in order to be in step with a changing business environment. These critical points of change are called strategic inflection points.

This implies that, since a firm relies on its environment, whenever there is an environmental shift; organization strategy has to be changed in order to adapt to the environmental
conditions. This is possible when the organization capability is also changed. Therefore an organization has to monitor its environment continuously so that it can identify any shifts that require it to adjust its strategies in response to such change. This requires that, the firm capabilities be constantly updated to ensure that they support the chosen strategy. As the organizations environment changes, it is necessary that the firm continuously adapts its activities and internal configurations to reflect the new external situation. Failure to this endangers the future success of the organization (Aosa, 1998).

According to Grant (2002) a successful strategy is consistent with the organizations goals and values, external environment, resources and capabilities and organizational systems. This indicates the fact that the organization depends on the environment for its survival and responses to the environmental situation will determine its performance. Thus, when there are changes in the environment, the organizations capabilities and strategy would have to be changed in order to ensure a continued “strategic fit”.

Many managers fail to distinguish between strategy formulation and strategy implementation. Yet, it is crucial to realize the difference between the two because they both require very different skills. Also, a company will be successful only when the strategy formulation is sound and implementation is excellent. There is no such thing as successful strategic design per se. This sounds obvious, but in practice the distinction is not always made. Often, people blame the strategy model for the failure of a company while the main flaw might lie in failed implementation. Thus organizational success is a function of good strategy and proper implementation.

2.1.2 Issues in Strategy Implementation
Successful strategy formulation does not guarantee successful strategy implementation. It is always more difficult to do something (strategy implementation) than to say you are going to do it (strategy formulation)! Although inextricably linked, strategy implementation is fundamentally different from strategy formulation. The different issues involved in strategy implementation cover practically everything that is included in the discipline of management studies. A strategist, therefore, has to bring to his or her task a wide range of knowledge, skills, attitudes, and abilities. The implementation tasks put to test the strategists' abilities to
allocate resources, design structures, formulate functional policies, and take into account the leadership styles required, besides dealing with various other issues.

2.1.3 National Youth Policy

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

Realized strategy is also seen when one take a certain perspective and therefore take an appropriate position as per the perspective. To achieve that position, a carefully crafted plan is put in place with the eventual outcome and strategy reflected in a pattern evident in decisions and actions over time (Mintsberg, 1994). Corporate strategy is a pattern of decisions that determine and reveal the organization’s objectives, purpose or goals, produces the principal policies and plans for achieving those goals, defines the range of business that the company is to pursue the kind of economic and non-economic contribution it intent to make to its shareholders, employees, customers and communities (Andrews, 1971).

Strategy is the bridge between policy or high order goals on one hand and tactics or concrete actions on the other hand. Strategy therefore refers to a complex web of thoughts, (ideas, insights, experiences, goals, expertise, memories, perception and expectations that provide general guidance for specific actions in pursuit of particular ends (Porter, 1986). Strategic-management process does not end when the firm decides what strategies to pursue. There must be a translation of strategic thought into strategic action. Translation requires support of all the stakeholders of the organization. Implementing strategy affects an organization from top to bottom.

2.1.4 Youth Employment Policy Implementation

Youth-focused policies and programmes have been identified as fundamental in defining a suitable path and putting in place structures which enable youth to utilize their skills, develop their potential and contribute in the mainstream economy. Well-designed policies
have the ability to transform an environment which has hitherto been repellant to youth development and participation, to one where youth are recognized, supported and encouraged to actively contribute to national development. Youth policies are therefore viewed as critical in consolidating and amplifying young people’s voices so that wrong assumptions and perceptions that have long persisted can give room for more informed ways of planning and meeting the needs of youth such as youth employment.

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

According to UNESCO (2004), a national youth policy should embody strategies that empower youth to actively influence and shape the political agenda. A progressive national youth policy obliges traditional decision-makers to work not only for young people but with them and let their experiences inform the development of appropriate interventions and services (Ibid). An integrated and cross-cutting youth policy strengthens the capacity and effectiveness of government to respond to the needs of youth (UN-Habitat, 2004). The development of a sound youth policy requires the involvement of a wide variety of social actors and large-scale cross-sectoral consultation with the civil society (UNESCO, 2004).

Despite the wide range of benefits associated with youth policies, they often suffer from limitations which impact their effectiveness in terms of allowing youth to meaningfully engage in decision making processes. Wyn and White (2004/08) argue that policies affecting youth share a common theme of futurity- the valuing of young people for what they will become. They are based on the common view that young people are not important as youth, but as future adults. Their language draws on youth development to assert that young people are important because they represent the future cultural and social capital of the society.
Accordingly, the state is obliged to "be the lead agent in supporting the implementation of the youth policy, by creating sufficient employment opportunities and education facilities for youth. It also requires the state to provide the necessary framework for young people to fulfill their obligations. These include: Be patriotic and loyal to Kenya and promote the country's well-being; Contribute to social-economic development at all levels including through volunteerism; Create gainful employment; Take advantage of available education and training opportunities and develop a positive attitude towards work. Underlying the development of a youth policy is often the assumption that young people should not be taken seriously because they are not yet adults (Wyn and White, 2008/04).

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

Notably, the youth policy and programme implementation process has proceeded without proper mechanisms to accommodate the voice of youth, and effectively mobilize them towards setting a progressive and comprehensive youth development agenda. Pais (2003) describes youth transition and trajectories in recent years as a maze, and policies are developed to help them out of the maze. However, he argues that oftentimes policies could lead to misleading trajectories and outcomes, whenever their primary focus is just to get youth out of the maze, without making any effort to support them within the maze. Supporting transition processes, rather than focusing on the end point, is more beneficial since it recognizes young people's agency and allows them to actively take part in managing their lives as youth.

2.1.5 International Policies for Youth Employment

The International Labour Organization (ILO) sets labour standards and policies for the promotion of decent work around the world. It has led the development framework of the UN Secretary-General's Youth Employment Network (2000) and the United Nations General Assembly resolution on "Promoting youth employment" (2002). The UN
Millennium Development Goals accords high priority to youth employment. Goal 8 sets as a target development and implementation of strategies for decent and productive work for youth. And the UN Educational Scientific and Cultural Organization have recently developed a policy framework for developing and implementing youth policies and programmes.

As a Commonwealth country, South Africa is part of the Commonwealth Youth Charter (1996). This promotes efforts towards creating societies that empower young people as productive members of society and includes young people at “every level of decision-making and development.” The Charter includes principles and values for youth development which include: gender inclusive development, empowerment, human rights, sustainability, and integration of youth development into all local, provincial, national and international activities. These are just a few of the leading international entities and interest groups that are influencing national polices. While their approaches to youth development are to provide advocacy and motivation to countries, they do all seem to agree that youth empowerment comes through a few key initiatives: most importantly through access to quality education and opportunities for employment.

The bulk of the literature based on youth and employment suggests that institutional approaches to supply-side and demand-driven mechanisms for youth be addressed holistically. Every intervention must be linked and realized as a part of a whole strategy. The life-cycle approach to youth employment recognizes that “what happens at one stage of life is affected by and in turn affects opportunities at other stages” (ILO 2005). For example, if a young person faces poverty and inequality early in life, she is much more likely to be disadvantaged throughout her lifetime.

The ILO argues that “by focusing on the individual in the context of the family and wider society, an employment life-cycle approach offers a basis of intergenerational solidarity and a means of linking measures to improve youth employment prospects with broader social and economic development measures” (ILO 2005). Smith, Lister, Middleton and Cox (2005) argue against an employment-oriented model for policy approaches to youth. Instead, arguments are made for an inclusive view of citizenship as more than just workers but as active participants already engaged in society. In developing countries, maximizing the
potential of young workers is central to the promotion of poverty-reducing growth and development” (ILO 2005).

DuToit 2003 suggests that perhaps employers perceive African graduates as having obtained a ‘second-rate” qualification from previously disadvantaged institutions. Also, perhaps youth in this field of study pursue specialization in human resource management and marketing which do not have as high a demand as accounting (DuToit 2003). Nevertheless, there remains a serious gap between what is needed in terms of skills in Kenya and what skills and capabilities are being produced in higher education. Perhaps the racial imbalances attest to the continuation of lack of resources in historically disadvantaged areas. With better understanding of the employment options at the beginning of their career paths, these young people would have been better prepared to enter the labour market. But even with market information many of these young people find themselves in areas and situations that create greater barriers.

If supply and demand side services were appropriately facilitated and linked young people would be better equipped to find employment and the numbers of discouraged unemployed youth would be drastically reduced in any economy. An integrated strategy for growth and job creation is called for that covers labour demand – job opportunities – and supply – employability – as well as the mediation or matching process, combined with well-targeted and structured interventions. There is also need for improved programme monitoring and evaluation as a basis for enhancing effectiveness (Ernst 2008).

2.1.6 Youth Policy implementation in Kenya

The NYP views youth as the largest source of human resource in the country, and recognizes their exclusion from national affairs, including the designing and implementation of programmes and policies that affect them (GoK, 2006). The policy provides a broad framework to address the issues affecting youth through meaningful engagement in socioeconomic and political development programmes. It blames the historical marginalization of youth on personal, structural and social factors such as high population growth, lack of appropriate and marketable skills, unclear and uncoordinated youth policies and programmes, lack of adequate resources and the low status which is accorded to youth in the existing structures (Ibid).
These constraints are compounded by the prevailing attitudes in the society, which fail to recognize youth as important actors in decision making processes (Ibid). Thus, the NYP seeks to create an environment where youth have an equal opportunity to realize their fullest potential through active participation in economic, social, political, cultural and religious life without any discrimination. The policy proposes a comprehensive and multi-sectoral implementation strategy to work in harmony with other existing laws and development priorities to help meet the needs of youth.

2.1.7 Policies that Address Youth Employment Issues

The NYP is seen as a vehicle for prioritizing public actions towards creation of an environment conducive for youth to fully achieve their aspirations and guarantee employment for those willing to work. The (2007 World Development Report) reviews the key policy areas for broadening employment opportunities for young people. In fact, some of the most important policies lie outside the labor market. Since young people suffer disproportionately from weak labor demand, the overall health of the economy is critical. This underscores the importance of sound macroeconomic conditions and a positive investment climate. Without these preconditions, young people will have scarce employment opportunities. Of course, investment in human capital through formal education is essential for taking advantage of these opportunities.

Closer to the concerns of this report, labor market policies, institutions, and programs can make a significant difference in terms of creating opportunities for young people, enhancing their capabilities to take advantage of these opportunities, as well as offering second chances to those who need them. Policy-makers have taken a range of measures to reform labor markets that are intended to improve employment opportunities for youth and others. Active labor market programs (ALMPs) have been widely used to enhance labor supply, stimulate labor demand, and improve the functioning of the labor market. These programs are often targeted at specific groups, including young people. The existing knowledge on what works in the area of ALMPs is hampered by the lack of solid information and evaluation evidence, especially on programs outside the OECD area (Betcherman, Olivas, and Dar 2004).

Over the past decade, there have been various cross-country reviews of evaluations of ALMPs, including those targeted at young people. For example, Heckman et al. (1999)
observed the impact of job training, job search assistance, and wage subsidies on employability, finding only very moderate and rather disappointing outcomes, especially for youth. Based on a sample of evaluation studies of ALMPs implemented in Europe and the U.S. Kluve and Schmidt (2002) found mixed program effects across different types of interventions and target populations: while training and job search assistance were effective in improving participants' labor market prospects, direct job creation programs in the public sector led to negative outcomes. Young workers were the most difficult group to assist among the unemployed.

2.2 Education, Training and Youth Unemployment in Kenya

The system of education and training in Kenya has been blamed for failing to impart appropriate skills for enhancing (self) employment. The country's training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for the challenging labour market demands (GoK, 2006). In addition, training institutions have no linkages with the labour market, including the informal sector. The society's negative attitudes towards the informal sector discourages some youth from venturing into it.

To enhance education and training for the youth, the NYP proposes to: improve affordability and accessibility of quality education at all levels of schooling; promote non-formal education, life skills development and vocational training; enforce re-admission policy for girls who drop out of school due to pregnancy; strengthen civic education and family life education in schools; and create linkages between educational institutions and the private sector through research, technical education, internship opportunities and financing. This study observes that education and training are still important buffers against unemployment despite the unemployment challenges experienced by educated youths.

In her study on Youth Polytechnics (YP) in Kenya, Kinyanjui (2007) points out that YP education is not necessarily a direct or immediate route to employment, rather it is a futuristic investment that parents and households make to equip their children with skills in the hope that they will have a better life than themselves. Policies that locate young people's value in their future as adults also tend to emphasize "govermentality" (Kelly, 2001 cited in Wyn and White, 2008), whereby, they provide a rationale for monitoring and controlling young people's lives in the interest of protecting the future of young people and of the
society. The NYP for example states that "the government is obliged to carefully plan and be involved in developing youth to be responsible and available to contribute to the current and future nation-building efforts.

Reform of training systems can also be important. In industrialized countries, formal apprenticeship schemes, combined to a varying extent with part-time schooling, have had a positive impact on employment for young men and on earnings for young women. However, questions have been raised about how replicable these successes can be in developing countries where the formal wage sector is small and institutions are weak. Moreover, traditional apprenticeship systems are now running into trouble adjusting to the demands of a rapidly changing global economy, even in countries with a long tradition of dual education (Quintini and Martin 2006).

The role of employers as a provider of skills for young people is limited. Surveys in many countries have shown that larger enterprises and those that export and use new technologies are likely to provide training; however, the bulk of enterprises do not invest in their young workers through formal training. Efforts are being made in many countries to reform rigid, low-quality training programs, disconnected from labor markets, by changing the role of government from that of provider to manager and policy developer, with more competition between public and private providers, and by moving away from a narrow focus on inputs to a focus on outcomes.

2.3 Capital/Microcredit and limited Access for Youth

Microcredit has achieved considerable success on a worldwide basis on reaching the poor and disadvantaged. The Microcredit movement has shown clearly that lack of access to capital through restrictive institutional practices is a major obstacle to giving the poor greater capacity to improve their own standard of living. Microcredit has been successful because it has worked from the bottom up to link together in new ways individuals, non-government organizations, governments and businesses (Remenyi & Quinones 2000). There are, of course, microcredit programs directed to youth by the mainstream microcredit organizations but a check with several experts confirms that youth are an underrepresented group.
A number of reasons to explain why microcredit has neglected young people can be identified. These include the requirement in most programs for clients to be at least 18 years old to ensure that they can sign a legal contract. Many programs, at least in Asia, are more likely to target married women, as opposed to unmarried women. The assumption is that there is a high risk of default for loans to unmarried girls who might stop repaying their loans once they get married. Some programs also have minimum asset requirements to qualify for participation, and this excludes youth for the most part (Esim et al, 1999).

2.4 Strategies on ICT initiatives Targeting Youth

The labour market for young people has changed significantly over the past two decades under the combined impacts of globalization, market liberalization and the adoption of ICTs into work places. ICTs are playing an essential role in providing new training and employment opportunities for youth. There are a number of successful initiatives from both developed and developing countries that endeavour to provide support for young people in developing skills and employment opportunities. Some of these initiatives are clustered and presented in eight groups. These groups include initiatives on: providing ICT and skill training; education through ICT; narrowing the digital divide; ICT employment generation through entrepreneurship; promoting public-private partnership to generate employment; using ICT-based employment opportunities for disadvantaged youth; bridging the gap between the knowledge economy and the informal sector; and putting young people in charge.

2.4.1 Initiatives on Providing ICT and Skill Training

ICT training could offer particular advantages to young people starting a business (i.e. SMEs) in both developed and developing countries. One of these advantages is that ICTs offer potentially low cost forms of communication with high-income markets or large domestic markets. Another one is the greater range of opportunities the application of new communication based technologies can offer for servicing the needs of the disadvantaged people (for example; remote, poor) (Curtain 2003).
2.4.2 Initiatives on narrowing the digital divide
Especially at the advanced economies many ICT initiatives targeting digital divide and disadvantaged people's – for example the young, low-income, with disability, at remote locations – skill development are finding application ground. These initiatives have a huge potential role to play in providing help in achieving universal skill training and education through reducing physical and social barriers to education, promoting efficiency in education, improving the quality of teaching and learning (Guttman 2003).

2.4.3 Initiatives on ICT Employment Generation through Entrepreneurship
The fourth type aims to provide ICT employment generation through youth entrepreneurship. Young entrepreneurs have been closely identified with ventures associated with the knowledge economy, particularly in Japan, China, India and Singapore. The entrepreneurial activities include but not limited to: selling or marketing technology-based services (for example; PCs, mobile phones, dial-up, cable, ADSL), young people as information intermediaries, opportunities for e-commerce-based entrepreneurship, telecentres as income generation for young people, and income generation through cable television (Curtain 2003).

The widespread use of English on the world-wide-web has created a need for local content and applications to enable non-English speakers to make use of it. This provides an opportunity for young people with language and ICT skills to work as information intermediaries (Curtain 2003). Young people can also make living through developing web sites in local languages to facilitate communication between people and organizations (for example local websites of international NGOs). Providing an e-commerce prospect to local communities would promote employment for youth.

2.4.4 Initiatives on Promoting Public-Private Partnership to Generate Employment
The fifth initiative type attempts to promote public-private partnership to generate ICT related employment for young people. Public-private partnerships have the potential to enable governments to increase public infrastructure or public services by using fewer of their own resources while maintaining or even improving the quality of the standards offered. Public private partnerships are particularly suited to ICT-related development programs because the private sector partner is in a good position to not only provide funding
but also to assist with the knowledge and expertise required to operate ICT facilities (Curtin 2000). Young people have the opportunity to gain employment through the growth of remote processing facilities that have started to be located out-side the Developed countries.

2.5 Initiatives on Bridging the Knowledge Economy Gap in the Informal Sector
This initiative targets to bridge the gap between the knowledge economy and the informal sector. This initiative type concerns the use of ICT to help bridge the gap between young people's opportunities for self-employment in the formal economy and the high growth sectors of the world economy. The initiatives in this field provide informal sector workers with an opportunity to gain easy access to internet through telecentres to obtain information on markets or administrative procedures and to publicize their services to wider customers (Curtin, 2003).

2.5.1 Incentives and Funds for Initiatives
Incentives and funding availability are extremely essential factors in augmenting the success rates of above mentioned initiatives. The incentives and funds targeting organizations and young entrepreneurs are also critical for spreading the employment and skill development benefits across the communities and eventually to the rest of the nation.

2.6 Youth Participation and Employment
In Kenya, youth policies and programmes increasingly make reference to youth participation. Youth participation is linked to social capital and empowerment (Walther et al, 2002). Youth participation is only beneficial if it narrows the gap between policy makers and young people due to the historical marginalization of youth from decision-making processes on issues regarding their welfare and their communities (UNFPA, 2006). However, in their attempt to allow youth to actively participate, policies tend to resort to traditional practice, whereby they control rather than, empower youth. Most formal youth policies seek to involve youth on an ad hoc basis or consult them in a structured manner only on specific issues. Others seek to influence youth to move in a certain direction, where youth have minimal or no input.

Writing about youth participation in Europe, Walther et al (2002) argues that: Involvement in formal education is assumed to directly lead to participation in public processes; Young
people experience participation as tokenism while activities such as political protest are criminalized rather than acknowledged as legitimate ways of seeking audience with authorities over some specific concerns; Participation is reduced to "soft" policy areas such as temporary employment or other labour market programmes and training, while leaving out "hard" issues such as criteria (qualifications, employability) which are more important; Young people want to participate now, yet programmes aim at reducing them to later on participation.

The institutional expectation on how youth should participate often differs from young people's actual activities and priorities. The absence of public space for individuals to communicate their needs, interests and aspirations reduces the ability of formal institutions to understand which forms of participation are meaningful to youth and how they can be integrated into the established societal institutions. Underlying this is the widely held belief that youth lack the necessary competencies needed for gainful employment and active participation. In schools, students are encouraged to participate in activities such as drama and music, while issues of curricula, qualifications and discipline are left to the parents and schools authorities to decide.

Youth policies emphasize formal channels of involving youth in decision-making processes, while there are many informal ways in which youth engage and participate in the society. Policies which recognize and seek ways of engaging youth in the informal settings are more beneficial since they reach out to youth who may not fall within the realm of formal channels such as schools, employment, religious institutions and NGOs among others. Policies should seek to integrate and link the informal participation setting to wider institutional structures such as education, welfare, and labour market in order to enhance their capacity to empower youth.

Youth participation has been presented in different ways and varying degrees. Using the concepts of minimal and maximal citizenship, Evans (1995) cited in Wyn and White, (2008) distinguishes between maximal and minimal notions of citizenship, which determine the level of youth participation in public affairs. In this context, youth participation is not simply a process that lets new members into the decision-makers' club, but a necessary strategy to ensure that societies build the capacity of all their members to belong and develop
connections to the new forms of society and emerging social relationships. (Beck and Beck-Gernsheim, 2002 cited in Wyn and White 2008). Minimal interpretations of participation have the effect of perpetuating youth marginalization and involve them under predetermined terms which do not give a lot of value to the views and contribution of youth in the issues affecting society (United Nations, 1999).

Youth participation ranges between high and low involvement. This is depicted by a continuum developed to measure the nature and level of youth participation. The continuum shows that there are 6 levels of youth participation ranging from ad hoc to having youth control over policies and programmes which affect them (Wiereng 2003, cited in Wyn and White, 2008). As policies in Kenya seek ways to engage youth more deeply, there is a tendency to dwell only on the first two levels, whereby youth are either engaged on an ad hoc basis, or consulted in a structured manner. This is reflected in the programmes such as YEDF and KYEP, which are aimed at empowering youth economically through gainful employment.

These policies developed and implemented under the guidance of the Ministry of Youth Affairs and Sports seek to integrate youth in the mainstream economy by supporting them to start small businesses, improve their skills and enhance their opportunities for employment. The institutional set up and structures put in place to oversee their implementation follows the traditional government's bureaucratic system, which is inflexible, with limited or no room for solid engagement with youth. Essentially, the programmes are designed and implemented by government agencies, and youth are only engaged as beneficiaries for as long as they meet the criteria developed such as, age, possession of a bank account and a business plan. In some cases, they are required to raise training fees and have a registered youth group in order to access a business loan.

2.7 Critique of the Review

While policies and programmes promoting employability and supply of labour have been in place, the following have been identified as gaps in implementation: skills and training programmes are fragmented. Effective youth employability strategies must combine skills development, employment services and entrepreneurship related interventions; lack of social protection for young workers, including limited access to employment and career
related information, guidance and counseling; long-term / sustainability of initiatives – the tendency of youth initiatives to focus on addressing the removal of youth from abject poverty and not their successful inclusion to the labour market and developmental policies of countries; limited monitoring and evaluation to assess the impact and improve the quality, effectiveness and reach of programmes; Policies and programmes are based on the current or past needs and experiences of youth and rarely rely on evidence based needs assessments of youth and of current and future labour market demand; Administrative and bureaucratic complexities which impeded implementation of programmes across sectors, Policies and programmes are also often focused on either labour supply or demand. An integrated approach that takes into demand, supply and the matching process should be taken into consideration. This study therefore, sought to establish factors that affect strategic implementation of youth employment policy in Central division of Narok North district - Kenya.

2.8 Conceptual Framework

The relationship between the independent variables and the dependent variable is summarized in Figure 2.1 below:

Fig 2.1 Conceptual Framework Model

Independent Variables

- Education and Training
- Capital/credit accessibility
- Youth participation
- Technology

Moderating variable

- Political factors
- Social cultural factors
- Infrastructure

Dependent Variable

Implementation of Youth Employment policy.

Due to slow economic growth, and demand for experience by potential employers, most youth remain unemployed. The unemployment crisis, according to NYP (2006), requires affirmative action in order to unlock more employment opportunities for youth. An environment that will enable youth to pursue self-help and self-employment is also required. The system of education and training in Kenya has been blamed for failing to impart appropriate skills for enhancing (self) employment. The country’s training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for the challenging labour market demands (GoK, 2006). In addition, training institutions have no linkages with the labour market, including the informal sector. The society’s negative attitudes towards the informal sector discourages some youth from venturing into it.

Slow adoption of ICT initiatives among the youth hinders them from identifying new training and employment opportunities. This initiative type concerns the use of ICT to help bridge the gap between young people’s opportunities for self-employment in the formal economy and the high growth sectors of the world economy. The initiatives in this field provide informal sector workers with an opportunity to gain easy access to internet to obtain information on markets or administrative procedures and to publicize their services to wider customers (Curtin, 2003).

The institutional expectation on how youth should participate often differs from young people’s actual activities and priorities. The absence of public space for individuals to communicate their needs, interests and aspirations reduces the ability of formal institutions to understand which forms of participation are meaningful to youth and how they can be integrated into the established societal institutions. From the literature review, the researcher conceptualized that these factors will play a leading role in implementation of youth employment policy. This study therefore, sought to establish the factors that affect the strategic implementation of youth employment policy in Kenya.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
This chapter describes and justifies the research design that this study used. It also describes the target population, sample size, sampling procedures, data collection instruments and procedure used for the research, piloting of instrument, data analysis procedures and data presentation.

3.1 Research Design,
This study used a descriptive survey design to explore the factors affecting the strategic implementation of youth employment policy. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2003). It is used when collecting information about people’s attitudes, opinions, habits or any of the variables of education or social issues (Orodho and Kombo, 2002). According to Meredith (1996), a descriptive survey enables one to look at a phenomenon in its context. This design was appropriate for this study because it seeks to describe the factors affecting the implementation of youth employment policy holistically in their actual environment (Mugenda & Mugenda, 1999).

3.2 Target Population
In this study, the target population was youth in Central Division of Narok North District within the age bracket 20-35 years who number 9465 (DDO’s office Narok, 2010). Nationally it is estimated that 75% of the youth population are presumably unemployed (NYP, 2006). Basing on the same assumption, the study population was 7099. This study focused on the out of school youth who are not in any gainful employment in the division who make up 2840 (40%) of the youth population in this division. For accessibility and convenience, the accessible population constituted the youth who are members of 12 active youth groups in this division with a total membership of 300 distributed as shown in table 3.1. Kasomo (2006) indicates that 10% of the accessible population is enough for descriptive survey study. This was well within the 10% of the accessible population.
### Table 3.1: Composition of youth in the active youth groups in Central division

<table>
<thead>
<tr>
<th>S/no</th>
<th>Name of the Youth Group</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Osotua Nairasirasa</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Narok Vendors</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Maasai Christians</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Nchurra Matonyok</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>Ole-Tukat Combined</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>Esupen</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>Young Farmers</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Intawuo Ereteti</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>Matendo Mema</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>Narok Youth Solidarity</td>
<td>26</td>
</tr>
<tr>
<td>11</td>
<td>Narok Anti-AIDS Campaign Team</td>
<td>23</td>
</tr>
<tr>
<td>12</td>
<td>Narok River Tree Nursery and Environment</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
</tr>
</tbody>
</table>

Source: Department of youth Development-Narok North District (2011).

#### 3.3 Sample Size and Sampling Procedure

In order to establish the sample size the study employed purposive sampling technique to select the group leaders of the 12 active youth groups in this division. Mugenda and Mugenda (2003) recommend purposive sampling to allow the researcher select cases of
subjects that has the required information who in this study were the group leaders. Each
group has 6 leaders who total to 72 respondents as indicated in table 3.2.

Table 3.2: Sample size from the active youth groups in Central division

<table>
<thead>
<tr>
<th>S/no</th>
<th>Group name</th>
<th>Membership</th>
<th>Group leaders/officials</th>
<th>Sample size</th>
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<tbody>
<tr>
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<td>18</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Matendo Mema</td>
<td>25</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Narok Youth Solidarity</td>
<td>26</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>11</td>
<td>Narok Anti-AIDS Campaign Team</td>
<td>23</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>12</td>
<td>Narok River Tree Nursery and Environment.</td>
<td>28</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>72</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

Source: Department of youth Development-Narok North District (2011).
This sample was well within the 10% minimum sample for descriptive analysis as proposed by Gay (1976). The sample selected was assumed to be a representative of the youth population and therefore valid generalizations were made.

3.4 Data Collection Instruments
This study used a structured questionnaire to collect data. A questionnaire was the most appropriate as the respondents filled them at their convenience, answer the items in any order or even took more than one sitting to complete it (Meredith, 1996). The questionnaire was self administered and it addressed the following areas; Demographic characteristics, education and training, credit accessibility, technology, youth participation, youth development projects implementation and measures to tackle youth unemployment. The researcher dropped and picked the questionnaires once completed during youth groups’ weekly meetings.

3.5 Testing the Validity and Reliability of the Research Instrument
The researcher used piloting and Cronbach alpha to measure the reliability of the instrument whereby a reliability of 0.7 – 1.0 was acceptable. Borg and Gall (1989) assert that content validity is improved through expert judgment thus content validity was ensured through constant consultation with the supervisors to find out whether the instrument measures what it intended to measure.

3.6 Data Analysis
Data from the questionnaires was edited and coded to facilitate data analysis. Data was analyzed using descriptive statistics techniques which included; mean and standard deviation. Spearman rank Correlation analysis was used to establish the relationship between the dependent variable and the independent variables. Factor analysis was also used to determine the strength of each factor in relation to implementation of youth employment policy, reduce them and discover the underlying constructs that explain the variance. Statistical package for social sciences (SPSS) was used to generate the data required.
3.7 Data Presentation

Data was presented using frequency and percentages distribution tables, pie-charts, bar graphs and interpretations were made based on the objectives of the study.

4.1 Introduction

The data collected from the questionnaires responses were entered in the SPSS database, analyzed, interpreted and presented in this chapter. The study was to examine the factors affecting strategic implementation of youth employment policy. The specific objectives of the study were to find out how it affect the implementation of youth employment policy, if economic accessibility affects the implementation of youth employment policy, if technology affects implementation of youth employment policy and which youth participation affects the implementation of youth employment policy.

4.1.1 The Response Rate

The researcher targeted a sample of 72 respondents from 12 schools, of which 67 responses were obtained. This represented a 93.05% response rate. Hair et al. (2002) any response of 70% and above is adequate for analysis better.

4.2 General Information

This section outlines the general information of the respondents. Information in this study include; gender, level of education and skills through participation.

4.2.1 Gender of the respondents

The researcher sought to establish the gender of the respondents. Table 3.1 in figure 3.1 below.
CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The data collected from the questionnaire responses was classified, coded and entered into the SPSS database, analyzed, interpreted and presented in this chapter. The purpose of the study was to examine the factors affecting strategic implementation of youth employment policy. The specific objectives of the study were to find out how education and training affect the implementation of youth employment policy, to establish how capital/credit accessibility affects the implementation of youth employment policy, to determine how technology affects implementation of youth employment policy and to establish the extent to which youth participation affects the implementation of youth employment policy.

4.1.1 The Response Rate

The researcher targeted a sample of 72 respondents from 12 active youth groups out of which 67 responses were obtained. This represented a 93.05% response rate. According to Babbie (2002) any response of 70% and above is adequate for analysis thus 93.05% is even better.

4.2 General Information

This section outlines the general information of the respondents. The subsections covered in this study include; gender, level of education and skills through training.

4.2.1 Gender of the respondents

The researcher sought to establish the gender of the respondents, the findings are presented in figure 4.1 below.
From the findings, 53.7% of the respondents were male while 46.3% were female. This clearly shows that majority of the respondents were male.

### 4.2.2 Level of Education

The researcher sought to establish the highest level of education of the respondents. The findings are presented in figure 4.2 below.
From figure 4.2 above, (40.3%) indicated that they had secondary school education as their highest level of education, 35.8% had diploma (middle level college) 14.9% were graduates, 4.5% had primary school education, 1.5% had post graduates and the same percentage had no formal education. The findings thus revealed that majority of the respondents attained secondary education as their highest level of education.

4.2.3 Duration after Highest level of education
The researcher also sought to establish the duration the respondents have stayed since they completed their highest level of education. The findings are presented in figure 4.3 below.
As shown in figure 4.3, 37.9% of the respondents reported that they had less than 2 years after completing their highest level of education, 22.7% had completed their highest level of education more than 5 years ago. It was also realised that 18.2% of the respondents had between 4 and 5 years after completing their highest level of education while 21.2% had between 2 and 3 years. Hence, majority of the respondents in this study completed their highest level of education less than 2 years ago.

4.2.4 Acquiring Skills through Training

The researcher further sought to find out the extent to which the respondents agreed with the statement that most youth have been able to acquire skills through training. The findings are presented in figure 4.4 below:
According to figure 4.4 above, 45.5% of the respondents agreed that most youth have been able to acquire skills through training, 25.8% disagreed, 19.7% strongly agreed, 4.5% strongly disagreed and the same percentage had no opinion. This clearly shows that most youth have been able to acquire skills through training.

4.3 Effects of Education and Training on Implementation of Youth Employment Policy

The researcher sought to establish the opinion of the respondents on effects of education and training on strategic implementation of youth employment policy. The findings were as presented in table 4.1 below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The youth have adequate education and training skills required to secure job</td>
<td>7.7</td>
<td>20.0</td>
<td>3.1</td>
<td>46.2</td>
<td>23.1</td>
<td>3.569</td>
<td>1.262</td>
</tr>
</tbody>
</table>

Source: (Survey, 2011)
Table 4.1 above shows the extent to which the respondents agreed with the statements on the effects of youth education and training on implementation of youth employment policy. From the findings, the respondents agreed that the youth have adequate education and training skills required to secure job (M=3.569, SD=1.262), that they are aware of youth development projects such as Youth Polytechnics that offer technical training in rural areas (M=3.984, SD=1.030) and have enrolled and benefitted from technical trainings offered by the yP (for example, Narok YP) (M=3.194, SD=1.209). The respondents disagreed with the statements that there are jobs but youth do not have enough skills relevant for available jobs (M=2.746, SD=1.374), they did not have the right skills (M=2.328, SD=1.271), they did not have enough education (M=2.363, SD=1.331), they did not have experience (M=2.730, SD=1.358) and they did not do well in interviews due to lack of enough knowledge (M=2.439, SD=1.165).
4.4 Effects of Capital/Credit Accessibility and Economic Well Being on Implementation of Youth Employment Policy

The researcher sought to establish the effects of capital/credit accessibility and economic well being of the youth on implementation of youth employment policy. The findings are presented in table 4.2 below:

Table 4.2 Capital/Credit Accessibility and Economic Well Being on Implementation of Youth Employment Policy

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth are aware of credit facilities offered to assist in fighting poverty</td>
<td>9.0</td>
<td>34.3</td>
<td>11.9</td>
<td>26.9</td>
<td>17.9</td>
<td>3.104</td>
<td>1.304</td>
</tr>
<tr>
<td>Youth are able to access credit from any of the credit facilities in your division</td>
<td>25.4</td>
<td>41.8</td>
<td>10.4</td>
<td>16.4</td>
<td>6.0</td>
<td>2.358</td>
<td>1.202</td>
</tr>
<tr>
<td>The youth lack savings hence have no source of income from investment</td>
<td>6.0</td>
<td>20.9</td>
<td>10.4</td>
<td>47.8</td>
<td>14.9</td>
<td>3.447</td>
<td>1.158</td>
</tr>
<tr>
<td>The youth lack skills in planning and management of personal budget</td>
<td>15.2</td>
<td>30.3</td>
<td>6.1</td>
<td>43.9</td>
<td>4.5</td>
<td>2.924</td>
<td>1.244</td>
</tr>
<tr>
<td>Lack of collateral is a challenge faced by the youth in accessing credit</td>
<td>3.1</td>
<td>9.2</td>
<td>20.0</td>
<td>36.9</td>
<td>30.8</td>
<td>3.830</td>
<td>1.069</td>
</tr>
<tr>
<td>The youth lack the entrepreneurship potential and skills required to access credit facilities</td>
<td>6.1</td>
<td>22.7</td>
<td>6.1</td>
<td>43.9</td>
<td>21.2</td>
<td>3.515</td>
<td>1.230</td>
</tr>
<tr>
<td>Youth are aware of youth development projects such as Youth Fund</td>
<td>7.6</td>
<td>30.3</td>
<td>12.1</td>
<td>36.4</td>
<td>13.6</td>
<td>3.181</td>
<td>1.226</td>
</tr>
<tr>
<td>Youth have benefited from the Youth Fund</td>
<td>24.2</td>
<td>15.2</td>
<td>24.2</td>
<td>31.8</td>
<td>4.5</td>
<td>2.773</td>
<td>1.262</td>
</tr>
</tbody>
</table>

Source: (Survey, 2011)
Table 4.2 above shows the extent to which the respondents agreed on the effects of capital/credit accessibility and economic well-being on implementation of youth employment policy. From the findings the respondents agreed with a mean of 3.83 and a standard deviation of 1.069 that lack of collateral is a challenge faced by the youth in accessing credit. The respondents further agreed with a mean of 3.515 and a standard deviation of 1.230 that the youth lack the entrepreneurship potential and skills required to access credit facilities. The findings also show that the respondents disagreed with the statements that the youth lack savings hence have no source of income from investment (M=3.447, SD=1.158), the youth are aware of credit facilities offered to assist in fighting poverty (M=3.104, SD=1.304), the youth lack skills in planning and management of personal budget (M=2.924, SD=1.244), the youth are aware of youth development projects such as Youth Fund (M=3.181, SD=1.226) and the youth have benefited from the Youth Fund (M=2.773, SD=1.262). The respondents also disagreed with a mean of 2.358 and a standard deviation of 1.202 that the youth are able to access credit from any of the credit facilities in the division.

4.5 Effects of ICT on Implementation of Youth Employment Policy

The researcher sought to establish the effect of ICT on implementation of youth employment policy. The findings are presented in table 4.3 below:

Table 4. 3: Effects of ICT on Implementation of Youth Employment Policy

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of the youth lack the ICT skills</td>
<td>10.4</td>
<td>14.9</td>
<td>10.4</td>
<td>50.7</td>
<td>13.4</td>
<td>3.417</td>
<td>1.207</td>
</tr>
<tr>
<td>Information communication technology assist in job search and income generation for the youth</td>
<td>1.5</td>
<td>9.1</td>
<td>9.1</td>
<td>45.5</td>
<td>34.8</td>
<td>4.030</td>
<td>.976</td>
</tr>
<tr>
<td>Technology can assist the youth by helping them create jobs</td>
<td>0</td>
<td>4.5</td>
<td>4.5</td>
<td>49.3</td>
<td>41.8</td>
<td>4.283</td>
<td>.754</td>
</tr>
<tr>
<td>Youth are unable to access technology due to poor infrastructure in the division</td>
<td>6.0</td>
<td>14.9</td>
<td>11.9</td>
<td>44.8</td>
<td>22.4</td>
<td>3.629</td>
<td>1.165</td>
</tr>
</tbody>
</table>
Youth are aware of the ICT facilities at the youth Empowerment Centers | 10.4 | 32.8 | 26.9 | 26.9 | 3.0 | 2.791 | 1.052
The youth can easily access the ICT facilities at Youth Empowerment centre | 12.1 | 37.9 | 18.2 | 25.8 | 6.1 | 2.757 | 1.151

Source: (Survey, 2011)

Table 4.3 above shows the extent to which the respondents agreed with the statements on the effects of ICT on implementation of youth employment policy. From the findings the respondents agreed that technology can assist the youth by helping them create jobs (M=4.283, SD=0.754), information communication technology assist in job search and income generation for the youth (M=4.030, SD=0.976), majority of the youth lack the ICT skills (M=3.417, SD=1.207) and Youths are unable to access technology due to poor infrastructure in the division (M=3.629, SD=1.165). The findings also show that the respondents disagreed with the statements that the youth are aware of the ICT facilities at the youth Empowerment Centers (M=2.791, SD=1.052) and the youth can easily access the ICT facilities at Youth Empowerment centre (M=2.757, SD=1.151). The researcher further requested the respondents to rate their overall competency in technology (ICT). The findings are as presented in figure 4.5 below:

**Figure 4.5: Youth Competence in ICT**
The results in Figure 4.5 show that 41.5% of the respondents rated themselves as average in competence with the ICT, 24.6% rated themselves as good while 15.4% rated themselves as very good. 9.2% of the respondents rated poor and excellent respectively. These findings indicate that majority of the youth have average ICT competence.

4.6 Youth Participation in Youth Employment Policy Implementation

In an effort to determine Youth Participation in Youth Employment Policy Implementation, the researcher requested the respondents to indicate whether they were aware of the national youth employment policy. The response was as shown in figure 4.6 below;

**Figure 4.6: Awareness on National Youth Employment Policy**

Source: (Survey, 2011)

From the findings as shown by figure 4.5 above, 62.1% of the respondents reported that they were not aware of national youth employment policy while 37.9% reported that they were aware of national youth employment policy. This indicates that majority of the respondents were not aware of the national youth employment policy.

The researcher further asked the respondents to indicate whether they had ever been involved in youth employment policy implementation forums. The findings are presented in figure 4.7 below:
As observed in figure 4.7 above, 16.7% reported that they had been involved in such forums while 83.3% indicated that they had not been involved. These findings revealed that majority of the respondents had not been involved in youth employment policy implementation forums.

The researcher also sought to establish the opinion of the respondents on youth participation in employment policy implementation. The findings are presented in table 4.4 below:

<table>
<thead>
<tr>
<th>Youth participation in policy implementation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std. deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of proper leadership hinders youth from participating in policy implementation</td>
<td>4.5</td>
<td>6.0</td>
<td>3.0</td>
<td>47.8</td>
<td>38.8</td>
<td>4.104</td>
<td>1.031</td>
</tr>
<tr>
<td>No adequate infrastructure to reach out to the youth</td>
<td>4.5</td>
<td>6.0</td>
<td>4.5</td>
<td>50.7</td>
<td>34.3</td>
<td>4.044</td>
<td>1.021</td>
</tr>
<tr>
<td>There are no funds to involve all the youth in the implementation process</td>
<td>9.0</td>
<td>16.4</td>
<td>9.0</td>
<td>40.3</td>
<td>25.4</td>
<td>3.567</td>
<td>1.281</td>
</tr>
</tbody>
</table>
Table 4.4 shows the extent to which the respondents agreed with the opinions on youth participation in policy implementation. From the findings the respondents agreed that lack of proper leadership hinders youth from participating in policy implementation (M=4.104, SD=1.031), no adequate infrastructure to reach out to the youth (M=4.044, SD=1.021), irrelevant policies deny the youth the opportunity to participate (M=3.969, SD=1.007), youth participation will lead to effectiveness in the implementation of the policy (M=4.164, SD=1.136), youth are not given the chance to participate in decision making at all levels (M=3.955, SD=1.021), lack of appropriate advise for the youth on how to participate in policy implementation (M=3.820, SD=1.086) and that there are no funds to involve all the youth in the implementation process (M=3.567, SD=1.281). The findings further revealed that the respondents disagreed with the opinion that there is lack of intense youth involvement due to lack of skills (M=3.393, SD=1.226) and that youth are aware of youth development projects such as The National Youth Council (NYC) and have participated fully (M=2.742, SD=1.304).
4.7 Strategic Implementation of Youth Employment Policy

The researcher sought to establish the extent to which the respondents agreed with the opinions on strategic implementation of youth employment policy. The findings are presented in table 4.5 below:

**Table 4.5: Strategic Implementation of Youth Employment Policy**

<table>
<thead>
<tr>
<th>Youth employment policy implementation variables</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Std deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies adopted in youth employment policy implementation are inappropriate</td>
<td>7.6</td>
<td>24.2</td>
<td>21.2</td>
<td>34.8</td>
<td>12.1</td>
<td>3.197</td>
<td>1.166</td>
</tr>
<tr>
<td>Inadequate structures and resources affect youth employment policy implementation</td>
<td>1.5</td>
<td>7.5</td>
<td>7.5</td>
<td>56.7</td>
<td>26.9</td>
<td>4.000</td>
<td>0.887</td>
</tr>
<tr>
<td>Cultural practices hinder the youth employment policy implementation</td>
<td>10.4</td>
<td>38.8</td>
<td>13.4</td>
<td>19.4</td>
<td>17.9</td>
<td>2.955</td>
<td>1.319</td>
</tr>
<tr>
<td>There is a gap between the youth employment policy planners and the implementers which lead to poor implementation</td>
<td>3.0</td>
<td>6.0</td>
<td>1.5</td>
<td>49.3</td>
<td>40.3</td>
<td>4.179</td>
<td>0.952</td>
</tr>
<tr>
<td>Involvement of youth in the decisions making of their projects affect the policy implementation</td>
<td>20.0</td>
<td>27.7</td>
<td>7.7</td>
<td>29.2</td>
<td>15.4</td>
<td>2.923</td>
<td>1.417</td>
</tr>
<tr>
<td>Lack of infrastructure for reaching out youth in rural areas affect the employment policy implementation</td>
<td>3.0</td>
<td>10.4</td>
<td>3.0</td>
<td>53.7</td>
<td>29.9</td>
<td>3.970</td>
<td>1.014</td>
</tr>
<tr>
<td>Training institutions accessibility and affordability affect youth employment policy implementation</td>
<td>4.5</td>
<td>14.9</td>
<td>9.0</td>
<td>41.8</td>
<td>29.9</td>
<td>3.776</td>
<td>1.165</td>
</tr>
<tr>
<td>Funds be more easily accessible to the youth to facilitate youth employment policy implementation</td>
<td>4.5</td>
<td>9.0</td>
<td>3.0</td>
<td>38.8</td>
<td>44.8</td>
<td>4.104</td>
<td>1.116</td>
</tr>
<tr>
<td>ICT infrastructure should be made more accessible to the youth to facilitate the youth employment policy implementation</td>
<td>6.0</td>
<td>1.5</td>
<td>4.5</td>
<td>26.9</td>
<td>61.2</td>
<td>4.358</td>
<td>1.068</td>
</tr>
</tbody>
</table>
Table 4.5 shows the extent to which the respondents agreed with the statements regarding the implementation of youth employment policy. From the findings, the respondents strongly agreed that inadequate structures and resources affect youth employment policy implementation (M=4.00, SD=0.887), there is a gap between the youth employment policy planners and the implementers which lead to poor implementation (M=4.179, SD=0.952), ICT infrastructure should be made more accessible to the youth to facilitate the youth employment policy implementation (M=4.358, SD=1.068), funds be more easily accessible to the youth to facilitate youth employment policy implementation (M=4.104, SD=1.116), lack of infrastructure for reaching out youth in rural areas affect the employment policy implementation (M=3.970, SD=1.014), training institutions accessibility and affordability affect youth employment policy implementation (M=3.776, SD=1.165). The findings also show that the respondents disagreed with the opinions that the strategies adopted in youth employment policy implementation are inappropriate (M=3.197, SD=1.166), involvement of youth in the decisions making of their projects affect the policy implementation (M=2.923, SD=1.417) and cultural practices hinder the youth employment policy implementation (M=2.955, SD=1.319).

Finally the researcher sought to establish whether the youth were aware of the Youth Employment Scheme Abroad (YESA). The findings are presented in figure 4.8 below:

**Figure 4.8: Awareness of Youth Employment Scheme Abroad (YESA)**

- Yes: 28.4%
- No: 71.6%
As shown in figure 4.8, 71.6% of the respondents reported that they were not aware of the youth employment scheme abroad (YESA) while 28.4% indicated that they were aware. Thus majority of the youth are not aware of the Youth Employment Scheme Abroad.

4.8 Data Analysis Using Spearman’s Rank Correlation Coefficient

Spearman’s Rank Correlation Coefficient measures the strength of a relationship between paired observations on the basis of their ranks within their respective samples. The Spearman’s rank correlation was used by the researcher to test the strength of the relationship between the dependent variable strategic implementation of youth employment policy and the independent variables; education and training, capital/credit accessibility, technology and youth participation. Table 4.6 below shows the correlation coefficients (rho) between dependent variable and the independent variables under study.

**Table 4.6: Spearman’s Correlation Coefficient**

<table>
<thead>
<tr>
<th></th>
<th>Implementation of Youth Employment Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Training</td>
<td>0.763**</td>
</tr>
<tr>
<td>Capital/Credit accessibility</td>
<td>0.112</td>
</tr>
<tr>
<td>Technology</td>
<td>0.132</td>
</tr>
<tr>
<td>Youth Participation</td>
<td>0.565**</td>
</tr>
</tbody>
</table>

**Correlation is significant at 0.01 level of significance.

The results in Table 4.6 indicate that there was a significantly strong positive correlation between the dependent variable (implementation of youth employment policy) and education and training and youth participation. According to the table, education and training had the strongest relationship with the implementation of youth employment policy ($p=0.763$). This was followed by youth participation ($p=0.355$), technology by ($p=0.132$) and finally, capital/credit accessibility ($p=0.112$). This means that education and training had the greatest influence on implementation of youth employment policy followed by youth participation. However, capital/credit accessibility and technology had a weak positive correlation. This means that the two independent variables had the least effect on the
implementation of youth employment according to the respondents. A correlation of 0.5 to 1 is considered a strong correlation, while a correlation of between 0.1 and 0.49 is considered a weak positive correlation.

4.9 Factor Analysis
Factor analysis is a multivariate statistical method that yields the general relationship between variables by showing multivariate patterns that may help to classify the original data. It also enables the distribution of resulting factors to be determined. Forty statements were considered in this study. The 40 variables were included in the factor analysis because they were thought to relate to the constructs which the researcher intended to measure. The perceived constructs were obtained from the related literature on strategic implementation of youth employment policy. Factor analysis using Principal Component Analysis (PCA) was conducted to reduce the data and to develop the convergent validity of meaningful constructs. In order to determine the number of factors to be used, the variance co-variance of the variables was computed. Then, the Eigen value and Eigen vectors were evaluated for the variance covariance matrix and the data was transformed into factors. Further, the factor scores which were obtained from factor analysis were used to come up with the regression model.

4.10 Regression Analysis
Regression analysis is a statistical technique that models the relationship between a criterion or dependent variable (Y) and a set of predictor or independent variables (Xi) (for i=1, 2, 3 and 4). Linear regression rests on the basic assumption that the variability of the variable can be modeled as a linear function of the variability of the independent variables (Xi). This statistical relationship is of the form:

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon \]

Where

- \( X_1 \) is the scores of factor 1
- \( X_2 \) is the scores of factor 2
- \( X_3 \) is the scores of factor 3
- \( X_4 \) is the scores of factor 4
- \( \epsilon \) is the error term
- \( \beta_i \) are the parameters to be estimated
Y is the dependent variable, Strategic implementation of youth employment policy.

The general framework for this study was the application of the standard linear regression model to study the variability of the strategic implementation of youth employment policy, which was the dependent variable (Y), by employing the factors scores as the independent or predictor variables.

4.11 Factor Analysis Results:
First, the researcher tested for the internal consistency of the statements to be included in the factor analysis using the Cronbach Alpha. The Cronbach Alpha was found to be 0.739 which means that the statements under study were internally consistent since the value was above the 0.7 threshold and hence factor analysis was appropriate. Further, the research used the KMO and Bartlett’s test of sphericity. The former was used to test whether the sum of partial correlation which results after factor analysis was large relative to the sum of correlations while the latter was used to test the null hypothesis that the original correlation matrix is an identity matrix. The results of the three tests are presented in the table below.

Table 4.7: KOM and Bartlett’s test of sphericity

<table>
<thead>
<tr>
<th>Cronbach Alpha</th>
<th>0.739</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</td>
<td>0.821</td>
</tr>
<tr>
<td>Bartlett's Test of Sphericity</td>
<td>Chi-Square</td>
</tr>
<tr>
<td>Degrees of freedom</td>
<td>820</td>
</tr>
<tr>
<td>P-Value</td>
<td>0.000</td>
</tr>
</tbody>
</table>

The KMO statistic varies between 0 and 1. A value of 0 indicates that the sum of partial correlation is large relative to the sum of the correlations, indicating diffusion in the pattern of correlations (hence, factor analysis is likely to be inappropriate). A value close to 1 indicates that patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors. Kaiser (1974) recommends accepting values greater than 0.5 as acceptable. Furthermore, values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb (Hutcheson and Sofroniu, 1999, pp. 224-225). For these data the value was found to be 0.821, which shows that factor analysis is appropriate for the analysis.
Bartlett's measure tests the null hypothesis that the original correlation matrix is an identity matrix. For factor analysis to work we need some relationships between variables and if the R-matrix were an identity matrix then all correlation coefficients would be zero. For these data, Bartlett's test is highly significant (p<0.001), and therefore factor analysis was appropriate. Based on the above three test's, the researcher went ahead to use factor analysis in the analysis. First, the researcher used the scree plot in order to determine the number of factors to be retained. The results are as presented in Figure 4.10 below:

Figure 4. 5: Scree Plot for the Eigen Value against the Factor Number

In 1958, Kaiser proposed to use only the factors with Eigen values exceeding one. Therefore, for the purpose of describing the underlying factor structure, the Eigen value criteria of more than two was used to determine the number of components to be extracted for further analyses. Based on the above criterion, the study retained five factors which were then rotated using the varimax procedure and this resulted in what is displayed in the table below:
Table 4. 8: Rotated Factor Matrix

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The youth have adequate education and training skills required to secure job.</td>
<td>-.459</td>
<td>-.147</td>
<td>.127</td>
<td>.455</td>
<td>.123</td>
</tr>
<tr>
<td>There are jobs but youth do not have enough skills relevant for available jobs.</td>
<td>.786</td>
<td>-.159</td>
<td>.437</td>
<td>.277</td>
<td>-.074</td>
</tr>
<tr>
<td>You do not have the right skills.</td>
<td>.894</td>
<td>-.186</td>
<td>.748</td>
<td>.040</td>
<td>.117</td>
</tr>
<tr>
<td>You do not have enough education.</td>
<td>.739</td>
<td>.182</td>
<td>.675</td>
<td>.137</td>
<td>.115</td>
</tr>
<tr>
<td>You do not have experience.</td>
<td>.738</td>
<td>-.068</td>
<td>.278</td>
<td>-.051</td>
<td>.014</td>
</tr>
<tr>
<td>You do not do well in interviews due to lack of enough knowledge.</td>
<td>.482</td>
<td>.154</td>
<td>.152</td>
<td>.000</td>
<td>.290</td>
</tr>
<tr>
<td>Youth are aware of youth development projects such as Youth polytechnics that offer technical training in rural areas.</td>
<td>.774</td>
<td>.009</td>
<td>-.239</td>
<td>.648</td>
<td>.110</td>
</tr>
<tr>
<td>Youth have enrolled and benefited from technical trainings offered by the YP (for example; Narok YP).</td>
<td>-.534</td>
<td>.294</td>
<td>.026</td>
<td>.137</td>
<td>.244</td>
</tr>
<tr>
<td>Youth are aware of credit facilities offered to assist in fighting poverty.</td>
<td>.090</td>
<td>-.856</td>
<td>-.043</td>
<td>.768</td>
<td>.186</td>
</tr>
<tr>
<td>Youth are able to access credit from any of the credit facilities in your division.</td>
<td>-.513</td>
<td>-.800</td>
<td>-.045</td>
<td>-.081</td>
<td>-.014</td>
</tr>
<tr>
<td>The youth lack savings hence have no source of income from investment.</td>
<td>.125</td>
<td>.810</td>
<td>.326</td>
<td>-.220</td>
<td>.419</td>
</tr>
<tr>
<td>The youth lack skills in planning and management of personal budget.</td>
<td>.089</td>
<td>-.819</td>
<td>.749</td>
<td>-.042</td>
<td>.151</td>
</tr>
<tr>
<td>Lack of collateral is a challenge faced by the youth in accessing credit.</td>
<td>-.027</td>
<td>.554</td>
<td>.348</td>
<td>.072</td>
<td>-.136</td>
</tr>
</tbody>
</table>
The youth lack the entrepreneurial potential and skills required to access credit.

Youth are aware of youth development projects such as Youth Fund.

Youth have benefited from the Youth Fund.

Majority of the youth lack the ICT skills.

Information communication technology assist in job search and income generation for the youth.

Technology can assist the youth by helping them create jobs.

Youth are unable to access technology due to poor infrastructure in the division.

Youth are aware of the ICT facilities at the youth Empowerment Centers.

The youth can easily access the ICT facilities at youth Empowerment Centers.

Lack of proper leadership hinders youth from participating in policy implementation.

No adequate infrastructure to reach out to the youth.

There are no funds to involve all the youth in the implementation process.

Irrelevant policies deny the youth the opportunity to participate.

Lack of intense youth involvement due to lack of skills.
Lack of appropriate advise for the youth on how to participate in policy implementation.

Youth are not given the chance to participate in decision making at all levels.

Youth participation will lead to effectiveness in the implementation of the policy.

Youth are aware of youth development projects such as the National Youth Council (NYC) and have participated.

Strategies adopted in youth employment policy implementation are inappropriate.

Inadequate structures and resources affect youth employment policy implementation.

Cultural practices hinder the youth employment policy implementation.

There is a gap between the youth employment policy planners and the implementers which lead to poor implementation.

Involvement of youth in the decisions making of their projects affect the policy implementation.

Lack of infrastructure for reaching out youth in rural areas affect the employment policy implementation.

Training institutions accessibility and affordability affect youth employment policy implementation.

Funds be easily accessible to the youth to facilitate youth employment policy implementation.
ICT infrastructure should be made more accessible to the youth to facilitate the youth employment policy implementation.

Source: (Survey, 2011)

Kaiser Varimax rotation scheme was implemented to evaluate factor loadings that correlate with the factors and the variables. The rotated factor matrix of the five factor model was created in the table above. The factor loadings were used to group the factors that strategic implementation of youth employment policy. Based on the factor loadings of the individual variable from the table; each factor was given a descriptive name, as follows: Factor 1 – Education and Training, Factor 2 – Technology, Factor 3 – Capital/Credit Accessibility, Factor 4 – Youth Participation and Factor 5 – Strategic Implementation of Youth Employment Policy. The scores of these factors were used to carry out the regression analysis.

Linear regression is based on the assumption that residual needs to be normally distributed. The residuals need to be normally distributed for the t-test to be valid. A common cause of non-normally distributed residuals is non-normally distributed outcome and or predictor variables. Therefore, the distribution of both the outcome and predictor variables was explored. The researcher used the Kolmogorov-Smirnov test to test the null hypothesis that the factor scores were normally distributed against the alternative hypothesis that the factor scores were not normally distributed. Table 4.9 presents the distributional characteristics of factor scores produced by the four retained factors as well as the outcome variable.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Test Statistic</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation of Youth Employment Policy</td>
<td>0.9453</td>
<td>0.567</td>
</tr>
<tr>
<td>Education and Training</td>
<td>0.9585</td>
<td>0.098</td>
</tr>
<tr>
<td>Capital/Credit Accessibility</td>
<td>0.9528</td>
<td>0.364</td>
</tr>
<tr>
<td>Technology</td>
<td>0.9481</td>
<td>0.056</td>
</tr>
<tr>
<td>Youth Participation</td>
<td>0.9021</td>
<td>0.673</td>
</tr>
</tbody>
</table>

Note: \( \alpha = 0.05 \)
From Table 4.9, the Kolmogorov-Smirnov test confirmed that the distribution of the variables were normally distributed (p>0.05).

According to Table 4.9, all the variables of interest were found to be normally distributed. Therefore, the researcher used regression analysis to determine the value of the estimates of the parameters $\beta$. Table 4.10 is a summary of the estimated parameters and their associated standard error and the p-values.

<table>
<thead>
<tr>
<th>Table 4.10: Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>β</strong></td>
</tr>
<tr>
<td>(Constant)</td>
</tr>
<tr>
<td>Education and Training</td>
</tr>
<tr>
<td>Capital/Credit Accessibility</td>
</tr>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Youth Participation</td>
</tr>
</tbody>
</table>

From the Table above, the coefficient of the regression model was found to be 0.287 (±0.017). Further this coefficient was found to be significant at 0.05 level of significance (t=18.250, p<0.000). Moreover, the coefficient associated with education and training was found to be 0.300 (±0.018) which was also found to be significant at 0.05 level of significance (t=6.833, p=0.001). Furthermore, the coefficient associated with capital/credit accessibility was found to be 0.50 (±0.001), and this coefficient was not significant at 0.05 level of significance (t=1.147, p=0.068). Therefore, from this result it can be concluded that there was a positive relationship between the scores of the capital/credit accessibility and the implementation of youth employment policy. This means that a unit increase in the scores of the capital/credit accessibility would lead to an increase in the scores of the implementation of youth employment policy by 0.50 units. Further, the coefficient associated to technology was 0.720 (±0.008), and this was not significant at 0.05 level of significance (t=1.717, p=0.059). This means that there was a positive relationship between the scores of the technology and the scores of implementation of youth employment policy such that a unit increase in the scores of the technology would lead to a unit increase in the scores of implementation of youth employment policy by 0.720 units. Finally, the coefficient
associated with youth participation was found to be 0.17 (±0.02). This was however, found to be significant at 0.05 level of significance (t=7.077, p=0.000).

The established model will be:

\[ \hat{Y} = 0.287(±0.017) + 0.3(±0.018) X_1 + 0.5 (±0.001) X_2 + 0.72 (±0.008) X_3 + 0.17(±0.283) X_4 \]

Table 4.11: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
<th>R-Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1.777</td>
<td>4</td>
<td>0.444</td>
<td>9.275</td>
<td>0.000</td>
<td>0.523</td>
</tr>
<tr>
<td>Residual</td>
<td>9.053</td>
<td>189</td>
<td>0.048</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10.830</td>
<td>193</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An ANOVA was used to determine whether the estimated regression model was significant. From the results in Table 11, the regression was found to be significant (F=9.275, p<0.001). Moreover, the $R^2$ was found to be 0.523 meaning that approximately 52.3% of the variability of Implementation of Youth Employment Policy is accounted by the variables in the model.
CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presented the discussion of key data findings, conclusion drawn from the findings highlighted and recommendation made there-to. The conclusions and recommendations drawn were focused on addressing the purpose of this study which was to examine the factors affecting strategic implementation of youth employment policy. The specific objectives of the study were to find out how education and training affect the implementation of youth employment policy, to establish how capital/credit accessibility affects the implementation of youth employment policy, to determine how technology affects implementation of youth employment policy and to establish the extent to which youth participation affects the implementation of youth employment policy.

5.2 Discussions of Key Findings
The researcher targeted a sample of 72 respondents from 12 groups out of which 60 responses were obtained. This represented a 93.05% response rate. According to Babbie (2002) any response of 50% and above is adequate for analysis thus 93.05% is even better. In this study majority of the respondents were male with secondary education as their highest level of education. The study also realized that majority of the respondents in this study had finished their highest level of education less than 2 years ago. It was also revealed that most youth have been able to acquire skills through training.

5.2.1 Effects of Education and Training on Implementation of Youth Employment Policy
On the effects of youth education and training on implementation of youth employment policy the study found that the youth have adequate education and training skills required to secure job and that they are aware of youth development projects such as Youth Polytechnics that offer technical training in rural areas. These findings are in relation with a report by GoK, (2006) that the system of education and training in Kenya has been blamed for failing to impart appropriate skills for enhancing (self) employment. The report further argued that the country’s training institutions are not only inadequate, but lack the essential
facilities and technology to prepare students for the challenging labor market demands. In addition, training institutions have no linkages with the labour market, including the informal sector. The society's negative attitudes towards the informal sector discourages some youth from venturing into it. The study also found that the youth had enrolled and benefitted from technical trainings offered by the YP (for example; Narok YP).

5.2.2 Effects of Capital/credit Accessibility and Economic Well Being on Implementation of youth Employment Policy

On the effects of capital/credit accessibility and economic well-being on implementation of youth employment policy the study found that lack of collateral is a challenge faced by the youth in accessing credit. The study also revealed that the youth lack the entrepreneurship potential and skills required to access credit facilities. The study further found that the youth lack savings hence have no source of income from investment, the youth lack skills in planning and management of personal budget, the youth are aware of youth development projects such as Youth Fund and the youth have benefited from the Youth Fund. However, the youth disagreed with the opinions that they are aware of credit facilities offered to assist in fighting poverty and that they are able to access credit from these credit facilities in their division.

These findings concur with Remenyi & Quinones (2000), that there are, of course, microcredit programs directed to youth by the mainstream microcredit organizations but a check with several experts confirms that youth are an underrepresented group. A number of reasons to explain why microcredit has neglected young people can be identified. These include; possession of a bank account, a business plan and in most cases, they are required to belong to a registered youth group in order to access a business loan. Some programs also have minimum asset requirements to qualify for participation, and this excludes youth for the most part (Esim et al, 1999).

5.2.3 Effects of ICT on Implementation of Youth Employment Policy

In relation to the effects of ICT on implementation of youth employment policy the study found that technology can assist the youth by helping them create jobs, information communication technology assist in job search and income generation for the youth, majority of the youth lack the ICT skills and Youths are unable to access technology due to
poor infrastructure in the division. On overall competence in ICT, majority of the youth (41.5%) ranted themselves average. This clearly indicates the knowledge gap that needs to be addressed in rural areas.

Curtain (2003) observed that, the labour market for young people has changed significantly over the past two decades under the combined impacts of globalization, market liberalization and the adoption of ICTs into work places. ICTs are playing an essential role in providing new training and employment opportunities for youth. There are a number of successful initiatives from both developed and developing countries that endeavour to provide support for young people in developing skills and employment opportunities. Some of these initiatives are clustered and presented in eight groups. These groups include initiatives on: providing ICT and skill training; education through ICT; narrowing the digital divide; ICT employment generation through entrepreneurship; promoting public-private partnership to generate employment; using ICT-based employment opportunities for disadvantaged youth; bridging the gap between the knowledge economy and the informal sector; and putting young people in charge. This clearly shows that information communication technology will be beneficial in the implementation of youth employment policy.

2.4 Youth Participation in Youth Employment Policy Implementation

It was established that majority of the respondents (62.1%) were not aware of national youth employment policy. The study also revealed that majority of the respondents had not been involved in youth employment policy implementation forums and them that were involved participated partially in policy implementation forums. According to UNFPA (2006) youth participation is only beneficial if it narrows the gap between policy makers and young people due to the historical marginalization of youth from decision-making processes on issues regarding their welfare and their communities.

The study further established that lack of proper leadership hinders youth from participating in policy implementation, there were no adequate infrastructure to reach out to the youth, irrelevant policies deny the youth the opportunity to participate, youth participation lead to effectiveness in the implementation of the policy, youth are not given the chance to participate in decision making at all levels and that youth were not appropriately advised on
how to participate in policy implementation. It was also realized that there are no funds to involve all the youth in the implementation process. Walther et al (2002) argue that in an attempt to allow youth to actively participate, policies tend to resort to traditional practice, whereby they control rather than, empower youth.

5.2.5 Strategic Implementation of Youth Employment Policy

It was revealed that inadequate structures and resources affect youth employment policy implementation. There is a gap between the youth employment policy planners and the implementers which lead to poor implementation, ICT infrastructure should be made more accessible to the youth to facilitate the youth employment policy implementation, funds be more easily accessible to the youth to facilitate youth employment policy implementation, lack of infrastructure for reaching out youth in rural areas affect the employment policy implementation, training institutions accessibility and affordability affect youth employment policy implementation. The study further found that majority of the respondents were not aware of the youth employment scheme abroad (YESA).

5.3 Conclusion

From the discussion of the findings, the study concluded that youth education and training affects implementation of youth employment policy. The youth have adequate education and training skills required to secure job and that they are aware of youth development projects such as Youth Polytechnics that offer technical training in rural areas. The study also concluded that the youth had enrolled and benefitted from technical trainings offered by the YP (for example; Narok YP).

On the effects of capital/credit accessibility and economic well-being on implementation of youth employment policy, lack of collateral is a challenge faced by the youth in accessing credit. The youth lack the entrepreneurship potential and skills required to access credit facilities. The study further concluded that the youth are not aware of all credit facilities offered to assist in fighting poverty and they lack skills in planning and management of personal budget. In relation to the effects of ICT on implementation of youth employment policy the study concluded that technology can enable the youth create jobs, ICT assist in
job search and income generation for the youth, majority of the youth lack the ICT skills and others are unable to access technology due to poor infrastructure in the division.

The study also established that; lack of proper leadership hinders youth from participating in policy implementation, there is in-adequate infrastructure to reach out to the youth, irrelevant policies deny the youth the opportunity to participate and that youth participation lead to effectiveness in the implementation of the policy. Also, youth are not given the chance to participate in decision making at all levels and that there is no appropriate advice for the youth on how to participate in policy implementation.

5.4 Recommendations

Based on the conclusions of the findings, the following recommendations were made; first, there should be a linkage between the education system and training institutions with the labor market including the informal sector. Secondly, microfinance institutions as well as nongovernmental organizations should make their requirements for funding more accommodative and affordable for the youth to access them with ease. Thirdly, the government in corporation with ICT providers should make the ICT skills and services available in rural areas and at an affordable cost. Finally, more youth should be involved in all stages of decision making and youth employment policy implementation process. This can be achieved by enhancing their capacity in order to empower them. There is also need for monitoring and evaluation mechanism to assess the effectiveness of implementation of youth employment policy.

5.5 Recommendation for Further Studies

This study was carried out in Central division of Narok North district. It is recommended that a similar study be carried out in other parts of Kenya in order to develop a comprehensive understanding of the factors affecting strategic implementation of youth employment policy in Kenya. Further study can be done on the role of the youth in the implementation of youth employment policy. The study also recommends further study on the effectiveness of youth employment policy in curbing youth unemployment in Kenya.


Information Economy, Geneva, ILO.


Dear respondent,

I am a master’s student in strategic management at Kenyatta University; I am currently carrying out a research on strategic challenges affecting the implementation of youth employment policy in Kenya. I request you to fill the attached questionnaire to the best of your ability.

The information provided will be treated as confidential and will be used for the purpose of the study. Thank you for accepting to take part in the study.

Yours faithfully

Nancy Soila
MBA STUDENT KU.
QUESTIONNAIRE

Part A: Demographic Profile of the Youth

1. What is your Gender?
   Male [ ] Female [ ]

2. Please indicate your highest level of education?
   - No formal Education [ ] Primary [ ]
   - Secondary [ ] Mid-level College (Diploma) [ ]
   - Graduate [ ] Post graduate [ ]
   - Other (specify) ________________________________

3. When did you finish your highest level of education?
   - Less than 2 Years Ago [ ]
   - 2 to 3 Years Ago [ ]
   - 4 to 5 Years Ago [ ]
   - More than 5 Years Ago [ ]

4. a) Most youth have been able to acquire skills through training
   - 1 - Strongly Disagree [ ]
   - 2 - Disagree [ ]
   - 3 - No Opinion [ ]
   - 4 - Agree, [ ]
   - 5 - Strongly Agree [ ]

Part B: Effects of Education and Training on Implementation of youth Employment Policy

6.a) On a scale of 1-5 where; 1-Strongly Disagree, 2- Disagree 3- No Opinion, 4- Agree, 5- Strongly Agree, indicate whether you agree with the following statements on the effects of youth education and training on implementation of youth employment policy.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The youth have adequate education and training skills required to secure job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 There are jobs but youth do not have enough skills relevant for available jobs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 You do not have the right skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 You do not have enough education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>You do not have experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You do not do well in interviews due to lack of enough knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Youth are aware of youth development projects such as Youth Polytechnics that offer technical training in rural areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Youth have enrolled and benefitted from technical trainings offered by the YP (for example; Narok YP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PART C: Effects of Capital/credit Accessibility and Economic Well Being on Implementation of youth Employment Policy

7) On a scale of 1-5 where; 1-Strongly Disagree, 2- Disagree 3- Not Sure, 4- Agree, 5- Strongly Agree, indicate whether you agree with the following statements on the effects of capital/credit accessibility and economic well-being on implementation of youth employment policy.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Youth are all aware of credit facilities offered to assist in fighting poverty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Youth are able to access credit from any of the credit facilities in your division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The youth lack savings hence have no source of income from investment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The youth lack skills in planning and management of personal budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lack of collateral is a challenge faced by the youth in accessing credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The youth lack the entrepreneurship potential and skills required to access credit facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Youth are aware of youth development projects such as Youth Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Youth have benefited from the Youth Fund</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part D: Effects of ICT on Implementation of Youth Employment Policy

8a) On a scale of 1-5 where; 1-Strongly Disagree, 2- Disagree 3- Not Sure, 4- Agree, 5- Strongly Agree, indicate whether you agree with the following statements on the effects of ICT on implementation of youth employment policy.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Majority of the youth lack the ICT skills</td>
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<td>2. Information communication technology assist in job search and income</td>
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<tr>
<td>3. Technology can assist the youth by helping them create jobs</td>
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<td>4. Youth are unable to access technology due to poor infrastructure in</td>
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<tr>
<td>5. Youth are aware of the ICT training facilities at the youth Empowerment Centers</td>
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<tr>
<td>6. The youth can easily access the ICT facilities at Youth Empowerment</td>
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</tbody>
</table>

8b) How do you rate your overall competency in technology (ICT)

Poor [ ] Good [ ] Excellent [ ]
Average [ ] Very good [ ]

Part F: Youth Participation in Youth Employment Policy Implementation

9a). Are you aware of the national youth employment policy?

Yes [ ] No [ ]

9b) Have you ever been involved in youth employment policy implementation forums?

Yes [ ] No [ ]

9c) Please tick either 1-Strongly Disagree, 2- Disagree, 3- No Opinion, 4- Agree, 5- Strongly Agree against the following opinions on youth participation in policy implementation.

<table>
<thead>
<tr>
<th>Youth participation in policy implementation</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of proper leadership hinders youth from participating in policy implementation</td>
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<td>2. No adequate infrastructure to reach out to the youth</td>
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<td>3. There are no funds to involve all the youth in the implementation process</td>
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</tbody>
</table>
4. Irrelevant policies deny the youth the opportunity to participate

5. Lack of intense youth involvement due to lack of skills

6. Lack of appropriate advice for the youth on how to participate in policy implementation.

7. Youth are not given the chance to participate in decision-making at all levels

8. Youth participation will lead to effectiveness in the implementation of the policy

9. Youth are aware of youth development projects such as The National Youth Council (NYC) and have participated fully

**PART G: STRATEGIC IMPLEMENTATION OF YOUTH EMPLOYMENT POLICY**

10. Please tick either 1-strongly disagree, 2-disagree, 3-no opinion, 4-Agree, 5-Strongly Agree against the following statements regarding the implementation of youth employment policy.

<table>
<thead>
<tr>
<th>Youth employment policy implementation</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Strategies adopted in youth employment policy implementation are inappropriate</td>
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<tr>
<td>2. Inadequate structures and resources affect youth employment policy implementation</td>
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<td>3. Cultural practices hinder the youth employment policy implementation</td>
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<td>4. There is a gap between the youth employment policy planners and the implementers which lead to poor implementation</td>
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<td>5. Involvement of youth in the decisions making of their projects affect the policy implementation</td>
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<td>6. Lack of infrastructure for reaching out youth in rural areas affect the employment policy implementation</td>
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<td>7. Training institutions accessibility and affordability affect youth employment policy implementation</td>
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<tr>
<td>8. Funds be more easily accessible to the youth to facilitate youth employment policy implementation</td>
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<tr>
<td>9. ICT infrastructure should be made more accessible to the youth to facilitate the youth employment policy implementation</td>
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Thank you for your participation.