Promoting Peace through Livelihood Development.

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**Introduction and Background**

*‘Livelihoods refer to the means through which people secure and maintain access to the requisite resources needed for their short-term and long-term survival’* UNEP (2016)

Livelihood activities enable people to secure basic needs such as food, shelter, clothing, clean water, and housing. It also involves the acquisition of knowledge and expertise necessary to enable them to attain basic needs on a consistent basis. It is paramount that people investment in productive activities that can sustain their livelihoods and reduce the cost incurred in provision of aid to needy members of the society since it improves the livelihood of members of the community.

A global initiative dubbed the 2014-2018 Global Strategy for Livelihoods proposed a framework that can strengthen people’s self-independence and reliance in meeting their livelihoods. Some of the projects that arose from this initiative include the facilitation of access to savings and loan services, provision of access to apprenticeship programs, business support services, promotion of freedom of movement, skills development and vocational and entrepreneurship training, facilitation of market access, emergency financial assistance, among others (UNHCR, 2011). The global youth empowerment fund invests in grassroots community development projects which are designed to empower the global youth population, thus increasing their impact on the well-being of the community. With a global aim of sustainable development, the fund taps into the passion and energy of young people and funds youth-led community projects which provide sustainable solutions to local challenges (Shaher, 2015). Additionally, through the Action campaign, the fund aims to provide the youth with training and additional guidance and expertise that would promote success of their projects. This fund’s long-term goal is to enhance sustainability and long-term societal development. The funds are particularly key to improving the lifestyles of impoverished households since with proper utilization will result in improving their living standards, giving the citizens some control over their futures. Developed nations use the fund to improving independence among the youth through providing access to credit and finance, training and mentorship. This will in turn increase their participation in eco-friendly and environmentally sustainable activities (Kerry, 2016). The Millennium Development Goals recognize the youth population as the main driver for improving the livelihoods of populations that reside in developing economies, particularly in Sub-Saharan Africa. The issue of unemployment among the youth has been a matter of research since the 1960s, particularly in urban areas, most countries have made youth development one of the strategies aimed at improving nationwide development (Bennel, 2007). Contemporarily, Africa is at crossroads with the issue of youth unemployment and unemployment rate has tripled over the last decade.

The World Bank Global monitoring report 2015 found that 72% of young people under the age of 25 live under $2 a day. This group represented three-fifths of the unemployed population living in Sub-Saharan Africa. This forces 30% of kids aged between 5 and 14 to work so as to generate some income for the family, thus interfering with their education, which is one of the best ways for people to break the recurrent cycles of intergenerational poverty. Establishing opportunities for the youth in Africa is a major challenge. The Tanzanian-based Social Action Fund stresses capacity building and financial literacy and savings training. The projected beneficiaries are extremely poor households, which are offered a means to help them meet daily consumption needs, offers poverty reduction measures and invests in their long-term livelihood realization (Lenneiye, 2006).

Kenya National Bureau of Statistics (KNBS) (2009), the youth in Kenya constitute 70% of the total population and for many years, majority of them have been excluded from the development grid in terms of socioeconomic empowerment and inclusion in overall growth of the country. According to the UN-Habitat (2005), close to one billion people around the world live in slum settings. Almost 70% of the African population resides in slums. If these numbers are to rise at the same pace, this number could rise to 2 billion people by 2030. In Kenya, the capital cities host the largest numbers of slum dwellers, with Nairobi harbouring the most slums. Most of Kenya’s urban areas are rapidly urbanizing. The KNBS (2009) put Nairobi City’s population at around 3,138,369. Almost 60% reside from most of the 200 slums in the city. With a projected annual growth of around 5%, The UN-Habitat (2001) predicts that 5 million people will live in urban slums by 2020. These people are deprived social amenities, have poor infrastructure and low economic status. There is poor planning resulting in congestion hence little or no space is left to cater for proper waste disposal and collection systems. The people living in these regions are either unemployed or do manual, low-paying jobs (Miriti, Mugambi, & Ochieng, 2014). Poverty levels seem to be increasing mostly due to rapid rural-urban migration and increasing wealth inequality, despite the country recording a steady economic growth (Society for International Development, 2004). The high number of slums in Nairobi provides a socio-economic challenge to the national government in their goal of providing essential services to the population. Unemployment, like in the United States, is among the several challenges facing the Kenyan economy and almost all 7 countries in the world, and the government has prioritized job creation and poverty eradication as its main development agenda. Due to economies of scale, the youth are among the most affected members in the society since they lack the social connections, on-job training and formal schooling to properly manage development initiatives. Therefore, unemployment cannot be defined as simply the lack of jobs. It is also the lack of the needed skills that are required for a certain task due to due to the lack of adequate learning and training infrastructure. Besides, even in cases where there is adequate training infrastructure, people may lack the means to acquire requisite skills because of poverty (YEDF Website).

**Problem Statement**

Unemployment is a major challenge that affects youth across Kenya. Approximately 800,000 young Kenyans enter the labour market every year and youth unemployment is estimated to be as high as 35%, compared to the overall national unemployment rate of 10% Furthermore, where lower academic performance in High School closes out the possibility for higher education which guarantee continuity of schooling the youth are left hopeless. They need an alternative way to earn a living & plan for their lives. Hence the need for the vocational training to provide them with alternative opportunities to create income. In addition, there are those who have organized themselves into groups/or individuals who would like to start/or have a business but do not have basic entrepreneur skills. The business management training will provide them with skills to assist in running their businesses successfully. Lack of livelihood demoralizes and creates a sense of low self-esteem within the youth which can be manipulated by politicians to mobilize them into causing conflict leading into violence. The project aims to provide an opportunity to create a livelihood and restore their self-esteem and dignity, while peace building through positive peace awareness.

**Project Goal**

Promoting peace though improving young people’s livelihoods by increasing their human, financial and social capital.

**Project Objectives**

1. Provide the youth with basic skills in business management skills.
2. Provide the youth with a vocational skill they can use to improve their household food security and livelihood.
3. To create positive peace awareness among the youth in this community.

**Challenges and mitigation strategies**

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| Challenges | Mitigations |
| -Undocumented youth and little statistical information  - Little or no schooling— most youth not ready for career training  - Limited number of private employers & formal sector jobs  - Youth generally involved in household livelihood activities | -Flexible, non-formal basic education offerings that do not interfere with existing livelihood activities  - Peer support groups, access to adult livelihood coaches, service learning, or sports activities  - Access to microfinance |

**Literature Review**

**Introduction**

This section contains a comprehensive literature evaluation of previous studies and arguments associated with Youth empowerment and livelihood improvements through horticultural enterprises training around the globe. The chapter concludes with a theoretical and conceptual framework which is an illustrative depiction of the association between the independent variables and the dependent variable and then a summary of the chapter

**Theoretical Review**

This study was guided by four theoretical models; Critical Social Theory of Youth Empowerment (CYE), theory of empowerment, Maslow’s Hierarchy of Needs Theory and the theory of growth.

**Critical Social Theory of Youth Empowerment**

The genesis of the Critical social theory of youth empowerment emanates from the youth empowerment models have been developed on the empowerment theory which was developed by a social scientist Julian Rappaport (1981) who anchored his developments of the empowerment theory on the Marxist sociological theory. He first began the formation of Empowerment Theory in his paper Terms of Empowerment/ Exemplars of Prevention: Toward a Theory for Community Psychology. In his paper, Rappaport argued that empowerment theory was rooted in the notion that people gained power from having a sense of their personal influence within the structure of social and political power. The theory of Critical social theory was constituted as an effort to reform and rethink the Marxist social criticism; it majorly rejected the mainstream political and intellectual views, criticized capitalism, promoted human liberation, and consequently attempted to expose domination and oppression in their many forms (Harney, 2012). Thus, this contributed to the development of the critical social theory of youth empowerment which began with a theoretical synopsis of examination and empowerment of conceptual models of youth empowerment. These were built on six important scopes of Critical Youth Empowerment (CYE) which was designed to integrate chances for the youth to be empowered (Jennings, 2006; Parra-Medina, 2008; Hilfinger-Messias, 2008). The main features of the critical social of youth empowerment theory are elaborated as follows: The youth will feel valued, respected, encouraged, and supported when the social environment is welcoming and provides them with a safe environment (Jennings, 2006; Parra-Medina, 2008; Hilfinger-Messias, 2008). The environment provides a comfort zone that brings an opportunity for the youth to disclose their state of belonging, able to take risks and their feelings (Heath, 1991). It is where youth are able to be themselves, try out new roles and skills, find a sense of ownership, articulate their own ingenuity, articulate their opinions in decision-making processes, rise to challenges and are then by the adults who assist them to experience both failure and success by supporting them to move away from their normal comfort zone. Meaningful Participation and Engagement are essential in providing the youth with opportunities to participate in useful activities that will enable them generate meaningful impact and also given an opportunity for youth to practice and learn essential participatory and leadership skills (e.g. oral and written communication, organizing, planning) (Jennings, 2006; Parra-Medina, 2008; Hilfinger-Messias, 2008). Adults and Youth to have reasonable PowerSharing between them; the framework of the CYE has a number of models that have addressed chances leadership roles for the youth to participate in (Chinman & Linney, 1998; Kim, 1998), which have supported the development of valuable leadership skills amongst the youth. The youth should be support by an adult leader with no dominance so as to attain combined power between adults and youth, which is important for youth empowerment (Jennings, 2006; ParraMedina, 2008; Hilfinger-Messias, 2008). Community-Level and Integrated Individual Empowerment; Opportunities need to be provided by the Youth empowerment agendas for the growth at both community and individual levels where these two stages Individual level empowerment should have a positive impact on the community level The author also mentions Zimmerman’s Psychological Empowerment theory and emphasizes that the inclusion of resource accessibility, use of open governance structures and tolerance for diversity assist in the community level empowerment process (Jennings, 2006; Parra-Medina, 2008; Hilfinger-Messias, 2008). Sociopolitical and Interpersonal Processes Engagement in Critical Reflection; Most of youth empowerment models do not include critical reflection as one of the important dimension The CYE confers that empowerment will not be possible where lack of awareness to the invisible and visible processes and structures in social institutions are not taken care of fully. Reflection is least recognized in youth programs as more emphasis is more on activities. Involvement in Socio-political Processes in Order to Effect Change; some of the activities in the community for youth engagement are in social change and socio-political processes (Jennings, 2006; ParraMedina, 2008; Hilfinger-Messias, 2008). Therefore, without the capability of the youth to address the social values, structures, processes and practices of the issues at hand, then they are not justly empowered. Zimmerman (1995) argued that gaining mastery within a given social environment is considered to be empowerment. These skills involve the consideration of the fundamental practices and processes of that environment and the best way to have an effect on them. Hence, this theory supports this study as it depicts the need to provide economic opportunities to the youth through empowerment on skills that can influence their decision making in society and take part in social change efforts.

**Maslow’s Hierarchy of Needs Theory**

Maslow’s hierarchy of needs was influenced by the Need theory which was also called the Three Needs Theory which was first proposed by McClelland in the 1960’s as a motivational model that attempted to explain how the needs for power, affiliation and achievement affected the actions of people. The Maslow’s hierarchy of needs was proposed by Abraham Maslow in his paper A Theory of Human motivation, 1943 building onto the Need theory. Maslow addresses the issue of motivation in his famous Maslow’s Hierarchy of Needs Theory which states that each need must be satisfied in turn, by having the need that deals with the most obvious needs for survival itself come first. Importantly, the satisfaction of the lower order needs of emotional and physical well-being should be fulfilled; hence the concern of personal and influence development which are of the higher order needs follow. On the other hand, there will be no concern about maintaining the higher order needs if the essentials that fulfil our lower order needs are removed (Maslow, 1970). The main feature of Maslow’s hierarchy of needs is motivation which is an internal state that serves to activate and give direction to our thoughts. According to the African Union Commission’s, the empowerment of the young people can only be realized if there is an acknowledgement that they have or can make knowledgeable decisions freely, take action based on those decisions, form opportunities in life, are cognizant of the consequences of those selections, and agree to take responsibility for the outcomes of their actions (AU, 2010). Motivation is considered as a key ingredient for success. An economically empowered person gains more confidence, has elevated self-esteem and earns respect from his peers and the society in general. The different measures of success are termed as the achievement motivation (Elliot & Church, 1997). Our motives are organized in form of a hierarchy where the most basic needs are at the bottom and must be met first, and onto other needs. When considering youth empowerment, it is only after the youth have fulfilled their basic needs of food and shelter that they can move to the other higher needs including social interactions and active participation in the community. Therefore, social empowerment means that one must achieve a certain level of success so as to earn them respect from others, and raises self-esteem. A socially empowered youth tends to be more active in community development activities and also participate in policy planning and implementation at community levels (Curtis, 2008). However, it is important to note that financial support still remains the anchor for real empowerment for the youth, because this will warrant their participation in policies or issues that they feel are directly profiting them. When they feel included, they are more likely to participate (Carver & Baird, 1998). The willingness of the youth to take the first step and take advantage of the finances available to them through the Youth Fund is the only way to for youth empowerment take off. Accessing capital for starting up businesses is a difficult task for the youth, and few of them cannot get loans from established commercial and financial institutions due to lack of collateral. A business can grow even from meagre capital as long as it is turning in regular revenue. When the loans are disbursed on time and in the amounts requested, then the youths can grow their businesses and empower themselves. There is positive synergy in groups and exchange of ideas, leading to better outcomes (Sorkin et al., 2001). Therefore, with a business enterprise that is successful, the youth can move from basic needs to fulfilling higher needs. This theory of motivation may partly explain why the youth who have not met their lower level needs are poor participants in social and community affairs. This theory supports this study as it evaluates a case study where the Youth Empowerment in sustainable Agriculture project is promoting horticulture enterprises by encouraging participation of the youth in both technical and financial literacy trainings for improved crop production skills and better utilization of incomes, providing start-up capital to motivate the youth engage in agri-businesses and linking them with markets for sustainability in income generation. These supports are hoped to improve their livelihoods by accessing the basic needs like provision of foods, better shelter, and access to education and health care.

**The Growth Theory**

The growth theory was developed by Paul Romer in 1980’s. The theory embraces the fact that economic growth is not external forces but predominantly as a result of endogenous forces. The main engine supporting endogenous development is the exclusion of the conjecture of reducing returns to investment hence endogenous development theory which states that investment in human wealth/ capital, knowledge, and innovation are important contributors to economic growth. The focus of the theory is also on external positivity and a knowledge-based economy which is a as a result of spill over effects leading to economic development. The policy measures are highly depended upon by the long run growth rate of an economy as described by the endogenous growth theory (Economics course book, 2012). The main features of this theory as identified by Romer (1990) are the significance of research such that the more we conduct research the quicker we can grow and invent. The implication of an endogenous growth theory is that strategies which encompass change, competition, innovation, and openness will stimulate growth. On the other hand, strategies which have the outcome of limiting or slackening change by favouring or protecting specific existing industries or firms are prone to slow growth to the disadvantage of the community over time. Valuable use of resources and proper management by people stimulates Economic growth. Romer has argued that underdeveloped nations can be set on a different and better trajectory for growth when there are improved institutions and rules (Endogenous technological change, Paul Romer, 1980). This study examined the economic gain of the youth after they have been empowered with capital and skilled trainings to run horticulture enterprises within their localities. The horticulture enterprises in which the youth were engaged in required intensive labor and acquisition of land either through renting or donation from the community members. Therefore 24 1. 2 this provided an avenue for the supported groups to engage the larger community in providing services that attracted wages, hence bringing about economic growth through an overflow of benefits to both the empowered youth and the community.

**Empirical Review**

**Financial Literacy Training and livelihood**

A study was done by Plan international revealed that financial literacy training provided young people with the capability to finance their futures and be aware of the difference between needs and wants. The ultimate goal for empowering the youth’s on financial literacy was to disrupt the progression of economic poverty by empowering the youth with practical skills that can help them understand entrepreneurship, at the same time giving them a sense of hope and interest in participating in self-employment as effective career options (Plan International Report, 2012). The report revealed that groups which had adopted the financial literacy trainings involving monetary savings influenced the fight against youth unemployment, by supporting young people to participate more effectively in market opportunities and also through lessening these challenges to entrepreneurship. The Study concluded that Youth entrepreneurship and savings are approaches that share common methodologies and goals thus, incorporating financial education and activities help youth make good financial decisions (Plan International Report, 2012). Entrepreneurship training has been assisted by the World Bank in a number of countries. As Premand (2012) impact evaluations implies that there were insufficient outcomes in Tunisia but positive impacts for young entrepreneurs in rural areas in Uganda and The Tunisia “Turning Thesis into Enterprise” program offered business training and tutoring to undergraduate students who graduate with a business plan and submit their plan to a competition. Participants reported a 3 percentage point increase in their probability to be self-employed from a low baseline of 4 per cent. However, the training did not affect students’ probability of finding a job or increasing their earnings. The Entrepreneurship Development Program (EDP) in Nigeria was designed for the Nigerian youths as a vital mechanism to youth unemployment and aimed to help them consider realistic options of self-employment or starting a small business. A monitor survey showed an escalating involvement in Entrepreneurship activities in South Africa which was being viewed as a legitimate career option and individuals were being given confidence to take responsibility for their individual success. South Africa’s focus on Skills Development Strategy strives to provide training needs of both the informal and formal sectors. However, as Bennell (1993) notes fundamental disagreements between the government and employers meant that the government move forward with its own proposals that would borrows heavily from active labour market policies adopted in Australia, Sweden and other developed industrial countries. Such heavy reliance on training policies has brought concerns about the development in very different economic and social contexts. In Kenya, the Monitor survey (2012) results showed that the local entrepreneurial environment had a positive perception: Important strengths comprises of adequate skills for entrepreneurial ventures produces by a reliable education system, a strong culture of entrepreneurship and restricted administrative burdens. However as much as business persons believe that they get substantial value from business support services, survey responses show that the fees charged are too expensive for start-ups. In Kenya, the main mechanism for improving skill levels for Jua Kali was done by the provision of training vouchers enterprises in the Micro and Small Enterprise and Technology Project through the implementation of provision of training vouchers to 60,000 entrepreneurs and workers who had already established jua kali (hot sun) manufacturing enterprises. The voucher system in Kenya was envisioned to promote private sector training provision while building on traditional forms of apprenticeship and other forms of enterprise-based training in the informal sector and encouraging cost recovery even amongst the poorest. This study therefore endeavours to establish the extent to which financial literacy skills imparted to the rural youth influence their livelihoods.

**Provision of Initial Start-up Capital and Livelihood**

The UK department for education and skills (2013) published a paper on non-statutory guidance on youth opportunity and capital fund which revealed that grants provided in Knowsley in 2004 linked more than 560 young people in the neighborhood who have chosen to be in the local network. The grants has benefited more than 330 young people have benefited directly enabling the young people in North Huyton neighbour hoods support a range of activities and projects on educational residential for school pupils; workshops on life skills, and other co-curricular activities. This study does not show the economic benefits of the capital fund provided, rather provision of skills and social interaction of young people in the community. A study done on investigated factors affecting success of projects funded by youth enterprises development projects in Kenya using a case study of Kigumo District by Grace Njogu (2014), revealed that most successful businesses were attributed to entrepreneurship trainings done based on the type of businesses ventured into or continue business training as they progress. In year 2006, the established of the Youth Enterprise Development Fund was done with an exclusive aim of reducing unemployment amongst the 61% of the unemployed youth population in Kenya. A three year strategic plan was developed by the fund to address various aspirations and needs of the youth, and to address the challenges it had faced in the past. This study shows that ninety two percent (92%) of the unemployed Youth only had formal schooling other than job training. Therefore, the main challenge noted in the study was that formed to succeed, a deliberate effort in including business planning, financial management and skills in entrepreneurship would be imparted to the youth before financial support was provided. This was because the community clearly showed laxity in development of entrepreneurship culture because of perceiving the funds as a political fund initiated by the government to boost its political interest. Therefore, this project established the impact of knowledge and provision of initial working capital to engage the youth in starting of their horticulture enterprises is seen as a key thing. This is because the youth are unable to access inputs for crop production as accessing capital is a hard task. This initiation then will enable them to progress in developing these enterprises into lasting businesses.

**Market linkages and Livelihood**

A study done in Kenya on the youth enterprise development fund (YEDF) and development of enterprises (October, 2012) wanted to assess the effects of the youth development fund on the growth of small enterprises and socioeconomic development for the youth through awareness on understanding its objectives and access to loans. This study concluded that raising awareness of YEDF amongst the youth, its purposes and loan features will have an outcome on the development of small enterprises resulting in more youths applying for the loans and also use the loans pragmatically in order to pay back. According to Amenya (2011) many of the young people are not informed as it should be about the loans thus making accessibility of the loans a big challenge. Therefore, it is paramount that adequate information on YEDF objectives and loan features should be provided to the youth. Therefore, reducing the young peoples’ problems will have an impact on development of enterprises in that more youths will participate in profitable activities. The study on youth enterprises on inhibiting factors and opportunities done by Paul Omondi (January 2013) was to find out the constraints encountered by the young business persons in gaining access to markets for their products in different sectors of the economy; and to pinpoint opportunities for the promotion of strategic marketing and market linkage arrangements for young entrepreneurs in Kenya. This research concluded that limited human capital to accomplish entrepreneurship is prone to negatively impact on the quality of new ventures. It can also limit decisions to pursue formalization thus inhibiting market penetration and growth. A paper on linking small holder growers to markets and the implications to extension and advisory services (Shaun et al., 2014) was done to explore the shifting responsibilities of agricultural extension services and the increasing efforts on the business needs and produce marketing of smallholder farmers. The important matters focused on included finding better means of coming up with policies, sustaining and coordinating services that would develop the capabilities of farmers to increase incomes by connecting various types of markets including regional and informal domestic markets, traditional cash crop markets, formal and higher value markets, and up-coming food aid and organized public markets (Poulton, Dorward & Kydd, 2010). It was noted in this project that a critical part of any long-term development strategy was to look at ways to connect the smallholder growers to markets, a strategy considered to reduce hunger and poverty. It was found out by the development and research communities that achieving large-scale poverty reduction and resilience in rural communities could not be supported by agronomic services alone. A number of efforts had been initiated to promote mechanisms that will assist in shifting from production to market-based investment programs. These initiatives included contractual farming, certification, market analysis, and strategies to strengthen support value chain investment and local business development. The facilitation to accessing the market had been complemented by production-based systems approaches. Therefore, farmers who lacked the necessary support could be adversely affected by the market-based approaches especially when they were poised to engage with markets. Particularly, this is true when farmers were connected to high value, formal markets as shown in the case study of Nicaraguan growers who were linked to high value coffee and horticulture and markets (Shriver, Brenes & Abdalah, 2012).

**The Social Change Initiative through a Positive Peace Lens**

Peacebuilding is more than eliminating conflict. According to most governmental and inter- governmental bodies, peacebuilding is promoting positive peace by changing attitudes, creating structures and supporting institutions with the backing of the involved actors. The mapping of positive peace is divided into pillars namely acceptance of rights of others, equitable distribution of resources, free flow of information, good relations with neighbours, high levels of human capital, low levels of corruption, sound business environment, and a well-functioning government. Using these pillars I have been able to incorporate principle of positive peace into the initiative.

Within this community there are two forms of violation of rights of others. Women and youth are traditionally excluded in matters property and inheritance. Therefore they don’t have resources to finance businesses. Linking them with micro financing institutions should be able to address this limitation. At the same time, the indigenous Masai conflict with the migrants because of the socio-economic differences. Narrowing the gap will reduce the conflicts between the two groups. In addition, the increased livelihood will address inequitable distribution of resources thus reducing differences in life expectancies of the two groups.

Most of the people in this community cannot afford to buy cell phones limiting their access to information. Improving livelihood will increase the buying power of the community thus giving them an opportunity to buy a cell phone. The community will be able to access information like weather forecast, access to markets, best suppliers, etc. This will also contribute towards establishing a good business environment. Another thing that would assist in maintaining good business environment is cross border trade which can only happen with good neighbour relations. Organising the participants in business groups, trade and training activities will create opportunities of socialization, hence good relations. This social initiative contributes towards increasing human capital by training the youth. Having the youthful part of the community increase their livelihood leads to a higher healthy life expectancy.

As part of the business management training the participants will also be trained in best practices for running the business groups. They will register the groups as cooperatives with a constitution. This will lead to having a well-functioning government. And with good governance you eliminate corruption.

**Theory of Change**

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| Goal | Improving young people’s livelihoods by increasing their human, financial and social capital | | |
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| Outcomes | -Young people have gained access to information and resources  -Have a voice to express ideas and opinions with confidence | | -increased household food security  -stronger families and households that support the food system and the community economy  -A healthier population raises the quality of life, and reduces morbidity |
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| Outputs | -peer support groups  (including savings clubs)  - access to positive adult livelihood coaches | -enhance readiness of youth to engage in sustainable livelihood activities | - improve access of youth to market driven products and services  -access to microfinance |
|  | | | |
| Strategies | -build human capital through vocational training, savings and financial literacy  -building social capital by mentorship and creation of groups  -creating financial opportunities by creating alliances with community microfinance providers | | |
|  | | | |
| Contextual Issues | -limited land for grazing  -rapid population growth  -changing climate  -pressure from urbanisation  -lack of resources | -limited participation of women and young men in decision making  -absence of referral systems to livelihood programs for youth. | - high levels of poverty limiting access to nutritious food |

**Interventions and Activities**

The main objective of this social change initiative was to contribute towards restoring the basics for sustainable development by strengthening the capacities of community to achieve food security through sustained livelihood recovery and peace building. The focus was on promoting peace at the local level, improving household/community livelihood, contributing to local economic recovery and enhancing social cohesion. The project targeted mainly youth (both male and female).

The initiative involved providing the participants with an opportunity to have a farming business that directly contributed towards the food security of the household and at the same time increased their income. The activities they engaged in were mainly vegetable farming because they require minimal land use, easy to learn and fast maturing.

In order for the initiative to be sustainable, support was provided for already existing self-help groups (SHG) that wee engaged in uban aming in the slams, which the communities can continue to act collectively to access goods and services and to have stronger collective voice to address issues of common concern. These groups were merry-go-rounds, youth church groups, or any other youth group that was created to generate an income and have not been successful because they lack the skill to run a profitable business. Smaller groups of youth that had businesses that provided specific services that were relevant to this initiative were supported to become professional service providing organizations.

Within these groups they were provided with financial and vocational training to increase their chances of acquiring finances for their business. In addition, they received mentorship and talks on positive peace building.

At the same time, increasing their social capital through positive peace awareness and community engagement improved community cohesion thus reducing conflict among the residence.

**Logical framework**

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| Narrative summary | Objectively verifiable indicators | Means of verification | Important assumptions |
| Program Goal:  The livelihood of the youth has improved. | -75% have personal savings. |  | Inflation doesn't fluctuate. -Sufficient "luxury" goods available for youth to spend "Disposable" income. -Youth protected from unscrupulous merchants. |
| Project purpose:  The groups’ incomes has increased. | -80% of the groups have paid back their loans. -50% have bought new stock. |  | Prices of produce does not fall below d 40/kg for vegetables 2022. -Market absorbs total increased production each harvest. -No spoilage or waste occurs in marketing/storage system. |
| Outputs:  -Self-help groups identified. -youth trained. -Mentors assigned. -Microfinance institution engaged. | -5 groups of 10 members formed. -50 youth trained by June 2022. -5 groups assigned mentors by June 2022. -98% of the groups have loans. |  | The youth will correctly implement the skills acquired. -The market will be receptive of the new products. -Price of chicken stays at 2021levels so youth will stay with rabbit project and not convert to chicken. |
| Inputs:  -Recruit youth groups. -Develop training facilities and material. -Conduct training. -Assign mentors. -Identify microfinance institutions to engage |  |  | Youth willing to accept new farming methods. -Microfinance institutions ae willing to work with the youth. -Can recruit locally 5 mentors. |

**Project Plan and Activities**

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| Activity | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
| SHGs are identified and recruited |  |  |  |  |  |  |  |  |  |  |  |  |
| members of SHGs trained in business management/ finance and savings |  |  |  |  |  |  |  |  |  |  |  |  |
| members of SHGs are trained in vegetable farming |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 potential leaders of each SHG are trained in SHG management. |  |  |  |  |  |  |  |  |  |  |  |  |
| Members are introduced to micro finance institutions |  |  |  |  |  |  |  |  |  |  |  |  |
| Members are introduced to potential markets |  |  |  |  |  |  |  |  |  |  |  |  |
| Monitoring and Evaluation |  |  |  |  |  |  |  |  |  |  |  |  |

**Key Findings / Impact**

The majorities (59.0%) of the participants were male and 41% were female, indicating that horticulture production was mainly dominated by male counterparts. These in line with those who argue that access to land for women was difficult and cannot access credit for their independent business activities since they are unable to provide collateral. Gender is described as a socio-economic consideration that is useful in analysing the responsibilities, roles, constraints and opportunities of both women and men along diverse religion, ecological lines, and ethnic. The highest level of education reached by the youth is secondary school level compared to primary, tertiary, O level and A level. Therefore, this means that accessing white collar jobs in Kenya is very competitive and most of the time requires people who are highly educated hence these findings explain the reason why many of the youth are engage in small business activities as majority of them have their highest level of education as secondary school level. The ultimate goal for empowering the youth’s on financial literacy is to terminate the sequence of economic poverty by providing the young people with a feel of hope and endow them with the practical skills that can assist them understand entrepreneurship and engage in self-employment as effective career options. It was observe that training is essential in ensuring the youth are equipped with the knowledge of keeping the record for every transaction they make and hence be in a position to account for what they have put into and taken out of the enterprise. The youth highly benefited from the training conducted and welcomed the idea since it helped them be informed on the necessity of keeping records and calculating profits and losses made. The youth lack access to capital to finance their own businesses thus rely heavily on other organizations to jump start their business initiatives so as to prosper as entrepreneurs. The fund that provided access to capital for youth to start businesses did not assist those that lacked the business skill. Therefore our training was very useful in helping the youth acquire both capital and knowledge on entrepreneurship so as to succeed in their business ventures.

The start- up capital provided has seen a tremendous increase in the youth monthly income. To some extent the incomes have enabled the youth to access different types of foods, increased the number of meals per day and seen an improvement in their housing. This has improved the household food security. Engaging in vegetable production has also impoed the nutritional status of the households and the community.

According to various reports, among the primarily responsible for engaging in the devastating violence that ensued post the 2007 election period were young people (70 per cent of the perpetrators). In addition, youth criminality in Kenyan slams is also a longstanding phenomenon and some of the youth groupings that orchestrated the violence existed prior to the 2007 elections. The Peace discussions and activities were well received. The youth pledged to keep away from violence. Some said they needed to protect the newly acquired businesses. Coincidentally, the 2022 Elections had no violent incidences.

**General Conclusion**

From the findings, the youth empowerment positively influenced the slams youth’s livelihoods. On financial literacy training, the study concludes that financial literacy training programs for the youths contributed heavily to the establishment of sustainable vegetable production enterprises in the slams. However, these trainings did not have a positive impact as the youth who had a challenge in keeping proper records to which they could gauge their businesses with. It was noted that the education level was one of the key issues that contributed to the slow rate of uptake of any trainings on business skills and entrepreneurship thus bringing out that gap on record keeping. These trainings on financial literacy were intended to equip the youths with knowledge and skills to manage their business successfully, and make sound financial decisions. On start-up capital the study concludes that youths were facing challenges in accessing credit from financial institutions and initiatives such as those undertaken by Urban Shamba project in providing support on start-up capital enabled them to start business. It was also seen that the youths could likely grow dependent of the programs, thus a need to ensure that they got used to financing their own businesses with time through the project for sustainability in growth. On marketing linkages, the study concluded that women were found to be active in marketing of the produce and organizations such as Farm Africa helped link most of the youths to their current markets.

But a break from the violent past has not translated into improved prospects for stability and development for Kenya. While Kenya has the potential to be one of Africa’s best-performing economies, the country still exhibits some fragility that undermines its democracy and development. Most importantly, high levels of poverty, regional developmental disparities as well as high youth unemployment (64 per cent of the nation’s total unemployed population) are a threat to the country’s overall stability. The country also faces a large skills gap of its work force as the massive numbers of unemployed young people, constitute a large group of those unskilled. In essence, Kenya’s economic growth has not been sufficiently inclusive with almost half of its overall population living below the poverty line. Limited access to basic services, inadequate infrastructure, inequality and unemployment has had a negative affect especially on the poor. Other factors include terrorist activities and ethnic tensions compounded with a postcolonial land allocation that left minority communities and vulnerable groups such as young people feeling dispossessed and created unrest. There is, a strong need to create opportunities for disadvantaged and marginalized groups, in particular young people, to avoid conflict and violence in the future and to build inclusive societies. Young people’s inclusion and addressing disenfranchisement is therefore not only a socioeconomic imperative but also key to preserving stability and building peace. In this context, there has been a renewed impetus for reforms in inclusion of young people and political participation from the government and from the IEBC.

**Recommendations**

On financial literacy training, the study recommends that financial literacy is a vital training that should be conducted to help entrepreneurs save enough to provide adequate capital to invest in their businesses. Financial literacy training should be based on income and education levels because highly educated consumers with high incomes can be just as ignorant about financial issues as less educated, lower income consumers. People should be asked to choose among various investment and savings products because the financial landscape is very dynamic. The Government, through youth empowerment programs should continuously offer training to youths especially those with no technical skills, on new production and marketing strategies/ techniques that aim at increasing quality and quantity of harvest to achieve lasting impacts. On start-up capital, this study recommends that public partnerships should be fostered between the government, development partners, non-governmental organizations, financial institutions and other relevant financial institutions to ensure that people can access capital towards investing in urban vegetable production.. On market linkages, it’s recommends the inspiring of formation of growers’ or an assembly market through the promotion of new market by supporting improved planning in the community. It’s also recommended that assisting the start of new trading relationships that help to arbitrate in the event of breakdowns in communication and disputes. Good relationships should be established to better the knowledge of growers about their markets and how they can befit additional profitable and more commercially oriented by increasing market demand through the production of market preferred crops. Information should be provided in advance, like traders’ business terms, probable array of prices and other companies worth contacting etc. On urban farming empowerment, industrialization should be boosted to create more opportunities and employment to the ever rising number of unemployed youths in the country since farming is not a holistic panacea to lack of employment among the youths and not every youth is interested in it. In general, we recommend that youth livelihood development must be supported by the willingness to share knowledge and collectively work together so as to expand outreach to the youth growing populations enabling a collective environment that will maximize the impact of the surge of youth entering the workforce hence curbing the unemployment menace.

What needs to be underlined is that youth should be conceptualized and studied as agents of positive peace in terms of addressing not only the challenges of physical violence, but also the challenges of structural and cultural violence, and the broader social change processes to transform violent, oppressive and hierarchical structures, as well as behaviour, relationships and attitudes into more participatory and inclusive ones.

**Sustainability**

The project is directed towards sustainability through empowerment of self-help groups. The SHG leaders will be well equipped in managing SHG function. All 50 members will be empowered with knowledge and skills in business management. Initial capital fund, thrift savings amount will be utilized for income generating activities profitably. They will also be linked with the micro credit support and marketing channel. So the sustainability of the project is ensured.

Training peace ambassadors will ensue that there is continuous advocating o peace among the youth themselves.

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