FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT INITIATIVES OF GAROWE DISTRICT

Abdinur Jama Mohamud, Prof.Willy Muturi, Prof. Mohamed S. Samantar

Jomo Kenyatta University of Agriculture and Technology, Kenya

ABSTRACT

In Africa, there is continuous push on the youth to be involved in community development Initiatives. This study is designed to identify the influence of Youth participation to their community development initiatives and how their active involvement in development initiatives can contribute towards community development in Garowe District. This study intends to establish how level of education among the youth, information accessibly and socio cultural perspectives of local community influences their participation in community development initiatives in Garowe. A review of literature was conducted to determine the existing knowledge gap concerning youth participation in community development initiatives. A descriptive research design was adopted in order to achieve the objectives of this study. Data was collected using structured questionnaire with a sample size of 96 being selected and 15 key informants was interviewed. Data cleaning, coding, and analysis was done using SPSS version 20. Pilot testing of the questionnaire was used to know whether the questions in the questionnaire are well framed, some errors in the question was replaced, research assistants was trained, the areas of the study of the research was used for pilot testing. Analysed data were presented using both descriptive and inferential analysis. Tables and figures were adopted during the presentation of analysed data Likert scale was also used. Findings revealed that educated youth are better empowered for participation in the community development initiatives, which means that there is close relationship between youth educational level and their contribution to the community development initiatives. The findings also revealed that youth need to gain vocational skills to find opportunities of involvement in the community development activities. The study sought to determine the extent of information accessibility to the youth participation and revealed that youth do not get that youth get awareness encouraging youth participation and that there are no informative channels promoting youth inclusion on community development opportunities which can hinder youth representation in community development activities. The study further sought to establish the extent in which socio cultural perspectives influences youth participation in community development initiatives and the analysed data indicated that both peer pressure and cultural perspectives have negative influence to the level of participation of youth to the

community development initiatives. The study recommended that youth should consider education and improvement in their professional and vocational skills as an important ingredient towards their participation in community development initiatives. The government and the other stakeholders should work together in creating awareness and campaign that technical skills and knowledge are as important as office oriented skills that the youth prefer to technical skills. The government and other stakeholder should work together by creating information accessible environment that encourages transparent youth inclusion practices. Adults should respect and believe that young people have significant contributions to make in community development initiatives.

Keywords: Youth participation, Community development, Factors influencing, Socio-economic

LIST OF ACRONYMS

CDI: COMMUNITY DEVELOPMENT INITIATIVES

DFID: DEPARTMENT FOR INTERNATIONAL DEVELOPMENT

HDR: HUMAN DEVELOPMENT REPORT

MOLYS: MINISTRY OF LABOUR YOUTH AND SPORTS

UNDP: UNITED NATIONS DEVELOPMENT PROGRAM

USAID: UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

PDRC: PUNTLAND DEVELOPMENT AND RESEARCH CENTER

SPSS: STATISTICAL PACKAGE FOR SOCIAL SCIENCE

DEFINITION OF TERMS

Community development: Community development refers to the mobilization of community members to actively participate in initiatives aimed at poverty alleviation, solving social problems, and achieving socio-economic development (O‟Brien, 2009).

Educational Level: Educational level is simply referring the highest level of schooling that a person has reached. At the primary and secondary school level. Likewise, educational level refers to the number of grades completed, including post-secondary level, institutions attended and certificates, degrees of diplomas attained or sometimes certificates attained from informal educational institutions. (Sierd Hadley 2015).

Information Accessibility: Ability to access informative channels (World Bank,2009), for the purpose of this study, Information accessibility refers to the accessibility of youth to the information of opportunities that can youth be involved in.

Socio Cultural Perspectives: refers to how a particular community looks at their values, customs, beliefs and their traditions, Socio-cultural perspectives involve both social and cultural elements of society (Kottak, 2002)

Youth: The ages between 15 to 30 years old (Puntland National Youth Policy, 2011).

Youth participation: refers to the process of involving young people in institutions and decisions that affect their lives (Checkoway and Guiterrez, 2006). For the purpose of the study, youth participation refers to the involvement of youth in meaningful/development activities inside their communities.

1. INTRODUCTION

1.1 Background of the Study

Community development is a process of transforming a community into a socially, politically, academically, and economically desired state with the primary purpose of improving the quality of life for the population. It is, therefore, a socio-economic process which seeks to bring about the equitable distribution of resources and income within a given community. This involves the integration of the rural population which in essence constitutes the vast majority of the population especially in developing countries into a national economy (Silverman, 2003).

Youth participation in community development initiatives is a fundamental approach towards enabling communities to assist themselves and sustain efforts in development activities. Recently, young people are no longer seen as recipients of development programs but rather they have become significant stakeholders and relevant participants in the implementation and management of community development programs. Community development is a dynamic process which involves all segments of the local communities especially the youth population. Engaging the youth in community development initiatives is a challenge and also rewarding, and it requires great patience and energy. For the achievement of the millennium development goals, it is important to engage the youth in the initiatives of community development projects.

To better understand the role of youth participation in community development initiatives, there is a greater need to engage and train the extension agents, innovative actors, and policy planners in community development initiatives. It is also important to understand the benefits and opportunities available through youth participation in community development initiatives. The

young people can actively contribute to a variety of community development programs through extension activities and thus enhance their lives and the local community. It is imperative to involve the youth in community development programs so that they can become life-long participants in development projects and hence empower the local communities while having a sense of ownership in development efforts.

In Mercy Corps' (2009) Nepal program, the youth designed community projects for which they raised money and subsequently built and helped maintain these community development projects. By including the youth in all phases of the development initiatives, Mercy Corps enabled youth to perceive as agents of change who are responsible for their future. The youth could play an active role in the development of community projects implementation whereby they would support the development and production of skills such as working with a group, confidence, and public relations and speaking to be able to communicate and interact with a range of relevant stakeholders. The process of participation, involvement, and empowerment is not about actions simply prescribed by others. Rather, it cultivates opportunities for young people to develop skills and competencies in a realm of mutual respect and understanding.

In Nigeria, Youths have been seen for their active involvement in community development programs, greater social propensity, faster reaction time, prowess, and innovation. Therefore, it becomes important to utilize their active features for progressive change in the community through active and meaningful participation in programs directed towards their development.

Masanyiwa and Kinyashi (2008) in a study in Tanzania observe that community members participate effectively when they perceive that interventions being undertaken by a project address their immediate needs as identified in community consultation processes. Further, Bhatnagar and Williams (1992) observe that people support and participate in development initiatives that account for their needs. Beneficiary communities participate collectively to take initiative for their own socio-economic development which results in empowerment through asset and capacity building. People's participation can be based on the fact that people have the ability to carry out activities suited to their needs by becoming empowered to develop them in a collective effort to improve living conditions in the community which is dependent on the people determining their wants and needs and how to do it (Samah & Aref, 2009). The study findings therefore indicate that in the community driven development approach, development interest, project meets needs, previous development experience, to serve the community and development need contributes to participation by beneficiary community in development.

Youth must be fully involved in community development initiatives especially in the local communities so that they can learn to function effectively and efficiently as responsible members of the community. Youth participation in community development initiatives has been a major

focus recently especially with the local leaders. Community development for the youth focuses mainly on building the capacity of the youth and empowers them to identify the benefits and opportunities of change within and without the community.

The Somali Youth have suffered most during the long conflict and most of them have known only conflict and hardship in their life due to several years of political crisis. Youth have witnessed themselves being side-lined in decision-making and participating forums while at the same time at the frontline in combat defending leaders who clearly have shown to have no regards for their wellbeing and future. According to (UNDP, 2012)-Human Development Indicator (HDI) report cited Somalia is among the lowest in the world; economically, employment perspective and gender equality. The report further notes that young Somali youth end up "greatly disadvantaged in all spheres of life, a reality that hinders their rights and development, and perpetuates intergenerational cycles of youth participation (UNDP 2012). The report was based on surveys conducted in more than 3,000 households in South Central Somalia, Puntland and Somaliland. The report reveals that although the majority of Somali youth believe they have a right to be educated (82%) and a right to decent work (72%); they feel disembowelled by multiple structural barriers built into government and society at large. The report also shows that Somalia has over 70% of its population under the age of thirty with majority are less represented in the job market (UNDP 2012). This is given when considering the country has been in an internal civil war for twenty-two years and lacked collaborative social and political resolution for years. However, there is a general believe that as long as young people see themselves excluded socially, politically or economically, they are more likely to engage in an alternate survival tactic, including war. Good example is the report's indication that majority of Somali youth do want to leave the country for better future somewhere else.

Through active participation in youth development initiatives, young people are empowered to play a critical role in building their own capacity and that of their communities. It will also help them acquire vital life skills, develop knowledge on human rights, citizenship and promote their positive civic action. Youth participation can therefore be enhanced by engaging youth in the design and implementation of youth programs, and initiatives. This is a clear indication that there exist gaps among the youth that affect their uptake of these opportunities. Moreover, the nature of the factors influencing youth and the way they feel about participating in community development initiatives is not clear. This study therefore investigated the factors influencing youth participation in community development initiatives in Garowe Puntland Somalia.

1.2 Problem statement

Since youth participation is a vital role for the development of every community, Lower youth participation is common phenomena in the Social, political and cultural arena of Somalia.

Generally, in Somalia there is a large number of young graduates and the unemployment rate is increasing, as indicated by(UNDP,2012), unemployment rate for youths in Somalia is one of the highest in the world at 67% among all 14 to 29-year-olds — 61% among men and 74% among women. The Somalia Human Development Report 2012, issued by the UN Development Programme considers 82% of Somalis to be poor, with 73% living on less than $2 a day. The report also said that 40% of youths are actively looking for work and active participation in development and decision making, while 21% are neither working nor in school with unemployment becoming among the biggest threats facing the Somali society.

The development scholars in the recent past have seriously advocated for the involvement of youth participation in the community development initiatives, as they believe the objectives of any initiatives cannot be fully achieved unless youth and other people in the community actively and meaningfully participate in it, (Adesope,2007), argues that it becomes necessary to exploit their active features for progressive change in the community. According to (USAID, 2012), the lack of provision of education and training opportunities in Somalia for the past two decades has produced a youth population that has neither the education nor the skills needed for getting gainfully employed and becoming productive and actively participative members of their communities.

Despite the fact that, Puntland state of Somalia was regarded as the Somalia's most stable regions in which there are some youth led initiatives participating in the social, political and economic development of the community. According to (Salama, 2010) youth aged between 20-29 years were more represented than any other age bracket. From this, we can therefore infer that there may be a high population of people aged 20 years and below thus making the youthful population to more than double in coming ten years. This concern has also been pointed by PDRC (2004) where it cited high birth rates in Somalia with an average of eight (8) children per household.

However, based on the scholarly articles and literature reviews, there are limited studies on factors influencing youth participation in the community development initiatives in Puntland with reference to Garowe. The existing study focused on the evaluation the economic activities that youth ware participating like business and livestock and their contribution of the poverty reduction strategies (Salama, 2010) but not directly covered the factors influencing youth participation in community development initiatives which is undeniable and huge problem existing in Puntland, thus necessitating this study so as to bridge the existing knowledge gap. This study depicts the strategic factors influencing youth participation in the community development initiatives by focusing the influence of educational level, information accessibility and sociocultural perspectives of the local community.

1.3 Objectives

1.3.1 General Objectives:

The general objective of this research is to assess the factors influencing youth participation on community development initiatives in Garowe.

1.3.2 Specific Objectives:

The specific objectives of this study was:

1. To identify the influence of education level on youth participation in community development initiatives of Garowe town
2. To find out the influence of information accessibility on youth participation in community development initiatives of Garowe town.
3. To determine the influence of socio cultural Perspectives on youth participation in community development initiatives of Garowe town.

1.4 Research Questions:

1. What is the influence of education level on youth participation in community development initiatives of Garowe Town?
2. What is the role of information accessibility on youth participation in community development initiatives of Garowe Town?
3. What is the influence of socio cultural Perspectives on youth participation community development initiatives of Garowe Town?

1.5 Significance of the study

Understanding the factors influencing youth participation in development initiatives will help enable the development policy makers design and implement policies that take into account the input and the needs of the youth. The study will give recommendation to help youth develop labour market oriented employability skills, make worthy choices for their self-growth and positive citizenship and enterprise development.

In addition, the study will be a reference point for action by civil society, NGOs and other youth and community development actors to advocate for youth participation in various development initiatives.

The existing development policy initiatives have not taken into consideration the participation of the youth and also the factors that affect their participation on the same. The proposed study will

therefore provide a pointer for the need for change of approach towards development. Lastly, the study will contribute to existing literature and form a basis for further research.

1.6. Scope of the study

The scope of this study was to assess the factors influencing youth participation in community development initiatives in Garowe district of Puntland. The study chose Garowe because it is the capital of Puntland and hosts variety of people from all Puntland regions and can represent a good sample of whole regions of Puntland. The study targeted youth, and youth key informants to collect information such as general information of respondents, influence of education level, information accessibility, and socio cultural perspectives of the local community.

2. LITERATURE REVIEW

2.1 Introduction

This chapter comprises literature review that is relevant to the research topic, and includes theoretical literature on the factors affecting youth participation in community development initiatives and strategic options for mitigating challenges hindering youth participation in development initiatives, review of variables of like level of education, Information accessibility and socio cultural influence and reviewing empirical literature. Moreover, the chapter ends by undertaking a critique of empirical studies, highlighting research gap identified and Summery of the Chapter.

2.2 Theoretical Framework

2.2.1 The Arnstein's theory

There are several theories that have been brought forward to explain the human behaviour in social, economic and cultural processes. This study adopted the Arnstein's theory of community participation that stems from the explicit recognition that there are diverse levels of participations from manipulation of the community members, consultation into real participation, which are the levels of participation and the control of the community members. Arnstein's theory depicted a ladder of participation in the community (Choguill, 1996). He stated that a number of factors, which comprises of power centers, processes issues, technical capacity, leadership, and attitudes of the participants influence participation in the community. He argued that there is a shift towards understanding youth participation in terms of the empowerment of the youth and the communities (Arnstein, 1969). This is derived from the growing prominence of the idea of a community member as the consumer where there are choices among alternatives, which are seen as a means through which power can be accessed. Under this theory, people are

expected to be technically responsible for them and should, therefore, engage comprehensively in the decision-making processes particularly regarding the participation of the community development initiatives. The researcher chooses this theory as it relates to the education level variable.

2.2.2 The social systems theory

The social systems theory was also adopted for this study. This theory was used to analyze the existing situation of the youth in the community and the various sub-systems such as peer group, information availability culture and social perspectives. The resulting scenario on self or personality of the individual youth which affects their participation and involvement in the implementation of community development was analyzed using the system theory. System is defined as a complex of elements or components that are related directly in a specific network such that each component is related to at least some others in a more or less constant way within a period of time.

A social system therefore is a special order of system in that it is composed of persons or groups of persons who interact and influence each other's behaviour. Within these order friends, organizations, communities, societies and cultures are included. The social system model therefore can be validly applied to all forms of the association of human. It is, however, vital to specify that this study was based on social system theory, which look into the way the youth 's individual social life is organized and transformed. It questions the usual assumptions that sharpen individual lives and depicts issues as the division of power, identity, rationality and human experiences as pre-modern, modern or post-modern aspects. It acts as a field of important inquiry which is interdisciplinary, and addresses the various social and human factors. Social system theory offers a diverse selection of subjects that seeks depict the complexities of social human behaviour.

Miller and Page (2007) argued against traditional social theory for doing little more than chanting old theoretical subjects and irrelevant to the dynamic changes taking place in society hence unable to help the society to understand where the society is headed. Sociological theory therefore must have a purpose and role in the functionality of the society. He is in favour of social theory that is interested not just in knowledge but also in a search for knowledge for the improvement of the society. He argues that both corporate and individual actors in the society have roles and purposes in the society. Furthermore, within a corporate structure such as an organization may pursue purposes of their own interest thus giving rise to conflict of interest. This conflict helps to understand the sources of revolution in the society against corporate entities. The relationship here involves the way in which people perceive authority from the corporate structure and obtain legitimacy in those engaged in the revolution. According to Miller

and Page, the key social change is the rise of corporate players to complement the human actors. Both may be considered as actors because they possess control over resources and activities and their capability to take actions to achieve their interests.

There have always been corporate participants in the society, but old ones, like the clans are steadily being replaced by new, purposively constructed corporate actors. The existence of these new corporate actors brings forth the issue of how to ensure their social adequacy. Therefore, social system theory emphasizes the socialization process and a close relation between the individual and society because it affects involvement of individual in the participation of group activities. This invariably affect the initiation of community development projects of the youth Organizations' productivity, involvement and their worthiness within the social system in the society. The interaction between the corporate actors, human actors and their host communities in Puntland would suggest if the level of youth involvement in their community development activities is high, medium or low. This depicts the youth productivity and maturity within their communities. The researcher chooses this theory as it covering both information accessibility and socio cultural influence.

2.3 Conceptual Frame work

This study was anchored on the conceptual framework developed in figure 2.1. A conceptual framework defines the interrelationship between variables deemed important in study. According to Kothari (2004), it presents the researchers view about the concept being presented in the study. In this study independent variables will include respondents' education levels, information asymmetry, socio cultural factors and it is hypothesized that these variables have a direct influence on the youth participation in development initiatives, being dependent variables. Youth participation in community development initiatives will be checked through increased youth capacity, increased youth inclusion, increased youth employment and decreased negative cultural perspectives.

Conceptual Frame Work
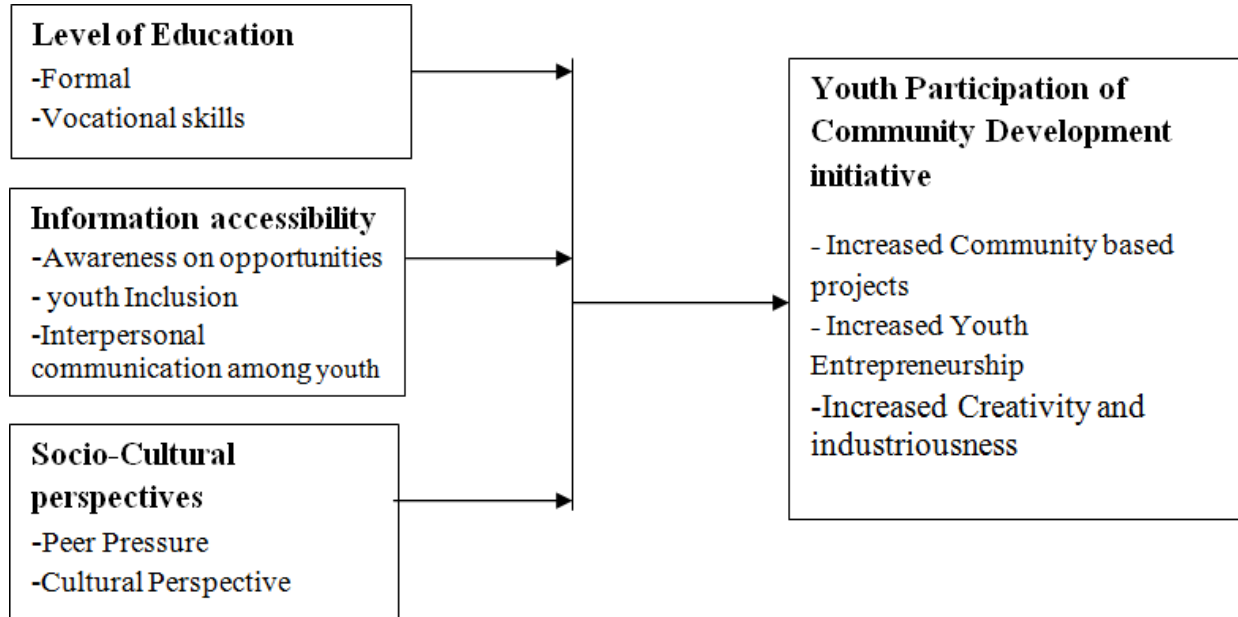
2.4 Review of Variables

2.4.1 Level of Education

According to Angba, (2009), educational levels are highly significant in the extent, intensity and pattern of participation. They further stated that participation increases with education, but beyond the high school level the increase is greatest in non-church-related organizations. It was further expressed that effective participation obviously requires communicative and human relational skills which must be learned; hence those who are better educated would be better empowered for participation because their attitude would likely be favourable.

Education is therefore, a major determinant of effective participation in community development projects. The well-educated and trained youth would most likely appreciate community development better than the less educated. If the youth appreciates community development his attitude towards participating in community development projects is likely to be favourable. Ani (1999) had reported the importance of education among community development initiatives. The youths are potent agents in development in many rural and urban communities. Jibowo and Sotomi (1996) in their study found that statistically significant relationship existed between age, level of formal education, occupation and participation in youth programmes.

According to Department for International Development (2014), Education systems is critical in preparing the youth to adequately to participate in the implementation of community

development initiatives and decision-making processes in their communities. Education enables the youth to develop the necessary analytical skills that help them to be critical thinkers and problem-solvers through participating in community development projects. Youth who have a high educational level, according to DfID, have been depicted to be more involved in participatory activities relating to community development.

Nikkhah & Redzuan (2009) argued that education enables youth to have desirable qualities that promote them to participate in the implementation of community development initiatives. They further reiterated that educated youth have strong interest towards development and therefore are more involved in the implementation of community development projects. Educated youth are more concerned with economic empowerment that their uneducated counterparts who are depicted to have a strong apathy towards community development. The development of a community currently depends largely on youth participation in the development initiatives. This therefore means that to enhance community development, youth should be empowered in terms of their academic achievements and their capacity to initiate community development activities.

According to Sir Arthur Lewis Memorial Conference (2008), the accessibility and attainment of high quality education serves as a catalyst of attaining further opportunities for the development of social mobility and relations. Education level therefore enables the youth to enhance a prosperous socio-economic development in the community. Moreover, high education level enhances personal development. Educated youth focuses more on development of the community and social cohesion, thus are more concerned with participation in the implementation of community development projects especially with regard to decision-making processes, monitoring and evaluation of projects in the community.

An individual's level of education and training also greatly affected one's involvement in community development projects. For instance, very highly, educated youth who may have acquired valuable skills and knowledge from the technical college and universities could opt to go for white collar jobs preferably away from their community and even out of their own country this is bound to impact negatively on the human resource that would have been vital for community development initiatives. On the other hand, some of the community development initiatives required special skills that should be learnt by those involved Thus an individual without the necessary knowledge and skills could not be of any value even if he/she was available in the community.

2.4.2 Information Accessibility

Information and advocacy involved the dissemination of the relevant information for action to the youth that needed it most. This advocacy for youth's participation in development initiatives

involved the creation of forums that allowed the youth to share the skills and knowledge that they need. For instance, the Annual Youth Assembly at the United Nations set for August 2010 would seek to empower the youth with skills and knowledge on: leadership, conflict and conflict resolution, and assertion to make them have their rights. This would be expected to make them have voice and the general understanding of their rights and responsibilities. Various youth leaders were therefore trained annually in order to bring the youth's full participation in development on board. In a study of Processes in the Substance Care System carried out in Australia, a young person asked to describe his reaction to not being involved in making a decision about his life said, "Decisions that involve me are basically my life. This is my life, why are you talking about it as if 1 don't exist" (NSW, 1998) The youth therefore needed to be equipped with information and knowledge about various life skills that would enable them live pragmatic lives. While many young people felt disenfranchised from the processes of power and their ability to make a difference, they still cared deeply about issues relevant to them such as: education, employment, the environment, health and sexuality (Hallett, 1999). Thus genuine participation in decision-making and community development initiatives should deal with issues of most concern to the youth. Channels of communication and the relevance of the information provided to the youth to highly determine the youth's level of participation in projects/ programs that were meant for them. In a research carried out in Kibera Slum in Nairobi by Courtney Crosson in 2004-2005 on Youth Information Networks in Kenya, it revealed that the information sources most widely accessed and used were the Radio, Television and Posters. For example, the most trusted source for information on HIV/AIDS was the radio, followed by the TV while current community issues were accessed via radios and posters.

However, youth awareness and inclusion mainstreaming is crucial way that can be increased in youth participation in community development initiatives. Also you the awareness campaigns may change the negative attitude that majority on the society believes from the youth.

2.4.3 Influence of Socio-Cultural Perspectives

The society and culture within which an individual youth finds him/her in was bound to influence the extent to which he or she participated in community development initiatives. It is worth noting that the youth's social setting included the cultural practices and beliefs which in turn influenced one's attitude, Peer pressure was one of the social factors that impact either positively or negatively on the youth's desire to participate in community development projects.

These factors refer to how a particular community looks at their values, customs, beliefs and their traditions. Socio-cultural factors involve both social and cultural elements of society (Kottak, 2002). They are facts and experiences that influence individuals' personality, attitudes and lifestyle. They include discrimination, population, culture and limits of cultural

interpretations. Chinguta (2001) has suggested that youth enterprise support programmes in developing countries should consider socio-cultural constraints that limit the participation of youth in particular young women who want to engage in income generating activities. The problem of credit access to youth run enterprises seems to be more pronounced in developing countries.

Most youth do not have the technical skills that may be relevant in their development agenda. They thus have to rely on international consultants who are not well versed with societal expectations. Staudt (1991) states that "Understanding culture is the starting point for learning the meaning of development, the values that guide people's actions and the behaviour of administrators. In Somali people the traditional culture dictates that the older always dictates the younger; that is why most of the youth are not included in the community activities.

Wanting to belong, compounded by peer pressure can make beneficiary community members to participate in development. As Botes and Rensburg (2000) argue, a critical factor influencing the motivation to participate is often the composition of a community peer pressure. Moreover, wanting to belong, based on existence of traditional forms of community cooperation, makes individuals to collectively give priority to the goals of the larger group they belong to which often results in actions of individuals leading to service to the community or society (Bamberger, 1988; Ardichvili, Maurer, Li, Wentling, & Stuedemann, 2006). Similarly, participation of community members in any organization is dependent on the opportunity that the organization provides for inclusion (Goodman et al., 1998). Further, community acceptance of one another by offering each member the safety of knowing that they are accepted for who they are can be a militating factor in community participation as a way of wanting to belong (Reid, 2000). Working on the old adage of unity is strength, participation is a means of exerting influence or bargaining power which motivates communities to work collectively in development processes because it serves to enhance social cohesion and it makes communities recognise the value of working in partnership with each other (Khwaja, 2004; Burns et al., 2004).

According to (Abdi,2013) Somali society became very comfortable with the concept that Somali elderly men can foretell the future of the country and can make a sound judgment of what is good for the country. However, society seems to forget that the country's future depends not only on its elderly, but its young alike. Somalia needs to harness the full potential of its youth- boys and girls whom will be the country's key to new vitality and hope. The country needs to encourage youth participation in community activities and be connected to their communities for better engagement and direction other than the war. Moreover, the common belief is that a child whose behavior and attitude relate to its community as young person adopts lifelong civic affiliations and perspectives.

2.5 Empirical Studies

Muriu (2013) investigated the link citizen participation and service delivery in the local authorities in Kenya. He used data from case studies of various local authorities and secondary data. Content analysis was employed in the analysis. His findings indicated that citizen participation was minimal and the resulting influence was negligible. The study had the shortcoming of not investigating the factors affecting citizen participation.

Axelsson *et al*. (2010) investigated the importance of peoples, participation and involvement in e-government projects in Sweden. He used case studies of two e-government projects in which he used the qualitative and comparative data collected. The results of the findings showed that community and user participation was a key challenge in addition to being an integral segment of the organizing process and management of the projects. The key finding was that citizen participation was significant to the success of the projects. The shortcoming of the study is that it did not investigate the factors that affect citizen participation in the projects. The proposed study seeks to investigate these factors focusing on youth participation.

Lynch and Gregor (2010) explored the relationship between user participation and project outcome in Sweden using data from 38 information system development projects in Sweden. A qualitative study was conducted on the projects. The findings were that the extent of user participation in the process of project design impacted significantly on the desired result. They also showed that it was important to elaborate more on the participatory activities and on the structure participation. A major critique of their study is that they did not explore the factors affecting user participation and the levels of user participation. In addition, the context on which the study was done is different in that Sweden is a developed country as opposed to Somalia. Wamuthenya (2010) analyzed factors influencing participation in formal and informal employment in Kenya. Kenya Labour Force Survey data (1977, 1986, and 1998) and multinomial logit model were utilized in his study. The results were that age by cohort, gender, marital status. Household headship education and employment policy gaps were the significant variables influencing participation in employment in Kenya. This study looked on participation in employment; however, our study is on participation of youths in community development initiatives.

Kakumbi (2010) examined the benefits plus the limitations of existing participatory mechanism in rural development in Uganda. The results of the study were that decentralization enhanced participation of the marginalized groups like women and youth in decision making. In addition, local community participation was significant in providing resources necessary for local development, asking for accountability and in participatory planning. This study did not investigate the factors affecting youth participation in rural development.

Abdi (2014) investigated the factors that influence women participation in entrepreneurial activities in Mandera township in Kenya. The study used primary data collected 138 women and employed qualitative and quantitative analysis in achieving its objectives. The findings were that individual factors, socio-cultural factors, economic factors lack of finances, insecurity and lack of entrepreneurial skills significantly influenced women participation in entrepreneurial activities in Mandera. The study however failed to investigate about youth participation in entrepreneurial activities. Gemma Anaibwe (2014) did a study on the creating youth employment through entrepreneurship financing. He found that older youth between the ages of 26 and 35 years were likely to access the fund compared to the young youth.

2.6 Critique of existing literature

The theoretical and the empirical literature demonstrate that, the existing literature on factors influencing youth participation in community development initiatives Garowe District. The researched presented some related studies with different cases and countries of Africa.

Akinboye *et al*. (2007) studied the factors affecting youth participation in community development projects in rural Nigeria. The utilized primary data and employed descriptive statistics in their analysis. The results were that lack of cooperation from community members, parental influence, inadequate assistance from government at the grassroots level and inadequate recognition of the youths as formidable labour force in the community, access to information, youth occupation, and level of education were the significant factors Majale (2008) researched on job creation through participatory urban planning and slum upgrading in Kitale, Kenya. He investigated the impact of participatory planning approach in accessing and addressing the challenges faced by poor urban dwellers through slum upgrading. The research was based on case studies of three slums in Kitale. According to the findings, urban poor participation and especially the marginalized groups like the youth and women were key to project identification, planning and implementation. Community participation was significant in slum upgrading interventions. The study is however criticized on the grounds that it did not investigate the factors affecting participations of the marginalized groups (youth and women).

Kimaro *et al*. (2015) investigated the determinants of youth participation in agricultural activities in Tanzania using primary data collected through questionnaires. The findings indicated that marital status, sex, age, family background, credit accessibility, level of education, lack of job alternatives, perception and agricultural knowledge were the major determinants of youth participation in agricultural activities. This study focused on agricultural activities as unlike this study which focuses on community development initiatives.

Himberg *et al*. (2009) investigated the benefits and constrains of participation in forest management in Taita Hills, Kenya. They used primary data obtained using structured questionnaires. Participatory rural appraisal, SWOT and correlation analysis were employed too. The findings showed that motivational factors like the will to conserve, access to forest products, income and employment were the major benefits of participation. Men considered income source and employment to be the major reasons for participation in forest management. Conservation of the forest, the values and dependency that the people attach to the forest were found to be significant motivators for community participation. The findings also indicated that fewer youth participated in forest activities. Water was the one significant reason why both women and men participated in forest management. Men were however motivated more by income generation to participate in forest management. The study however did not investigate the factors that affect youth participation.

(Salama 2010) researched on the evaluation of the level of participation of youths in economic development activities and poverty reduction in Puntland State of Somalia. Data was collected by combining both qualitative and quantitative procedures. Once collected, both qualitative and quantitative data was analyzed using the Principal Analysis Factoring (PAF) via SPSS. Presentation of the analyzed data was done using descriptive statistics in form of frequencies cross tabulation with chi-square tests. The study found out that there were a significant number of female youths that engaged in business activities and that there is practice of youth groupings into business ventures was high. The Study focused to evaluate the economic activities that the youths were participating in like business and livestock, and how they are contributing to poverty reduction strategies. While this study focused the level of youth inclusion and the factors influencing youth participation in the community development initiatives.

2.7 Summery and Research gaps

According to the reviewed literature, not much has been done in Somalia in determining factors that influence youth participation in community development initiatives. Although there are a number of factors found in the literature review to have influenced the participation of youth in other countries, those factors may not necessarily apply to Somalia due to regional variations. It was also noted that if the community's economy is to be uplifted, all agents of change ought to guide the youth in the community towards involvement and full participation of community development initiatives which are meant to improve wellbeing of the youth. There is dire need to emphasize on equal participation between youth and older people in decision-making and implementation and implementation of development projects.

Finally, In view of the developed theories and past studies it can be deduced that for each variable selected as an objective of this study significantly determines influences youth participation in

community development initiatives in Puntland. It is from this basis that the variables under investigation in this study namely Educational Level, information accessibility and social cultural influence were picked as key determinants influencing youth participation in community development initiatives.

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods of the study. It describes the research design, study population, sampling frame, sample and sampling techniques, data collection instruments, data collection procedure, Pilot test, and Data processing and analysis.

3.2 Research Design

The study employed a descriptive research design. Descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual, or of a group. One of the ways of collecting data for descriptive studies is the use of interview which involves securing information concerning a phenomenon under study from a sample of the concerned population (Kothari, 2004). Since the phenomena under study was the level of education, information accessibility, and socio cultural perspective descriptive research design can be applicable because it determines and report issues such as behaviours the way they occur in the environment. Descriptive research sought to obtain information that describes existing phenomena by asking the youth about their perceptions, attitudes, behaviour or values. The research was used this approach because the data was collected using the close and open ended questionnaire which was quantitative and data which was analysed using statistics. Qualitative approach on the other hand involved interpretation of phenomena.

3.3 Target Population

A population consists of a group that share common characteristics from which the youth or units of analysis was selected out of the population for the study. The target population for this research was the urban residents of Garowe district who are estimated to be 131577 (Mopic, 2016) and 27.82% as the percentage of youth (aged between 15-30 years) of Nugal region which Garowe is the most populated (MoPIC, 2014) the target population was 36,604. The sample size was calculated using Survey Monkey Online Sample calculator.

3.4 Sampling Frame

A sampling frame is defined as a list containing units from which the sample was drawn from (Kothari, 2004). Garowe consist of 8 villages and the youth (15-30 years old) is approximately

3,6604 which will be considered in this study. The study also interviewed key informants mainly from youth development associations, government officials and business entities.

3.5 Sample and Sampling Techniques

A sample in this study is a portion of the population of interest. The purpose of sampling is to secure a representative group which enabled the researcher to gain information about a population. The sample size of 96 respondents was used. Survey Monkey online calculator provides a simplified formula to calculate sample sizes. The determination of sample size in its respect according to survey monkey sample size calculator indicated below.

Where

Population size (N)= 36,604

Confidence Level = 95%

Margin error= 10%

Sample size (n): 96 respondents

https://www.surveymonkey.com/mp/sample-size-calculator/.

The target respondents were 96 youths and 15 key informants. Using stratified sampling, the researcher divided Garowe into 8 villages and the respondents was randomly selected. The researcher used code numbers to select the respondents. For each village was given a specific code number which facilitated the selection of youth respondents.

3.6 Research instruments

The instruments of the study were structured close and open-ended questionnaire and interview question for the key informants. Questionnaire followed as per study objectives to collect the data, factors influencing youth participation in community development init iatives. The questionnaire consists five sections including section one with is general information and three sections as per variable and objectives. Therefore, section one was general information, while section two focused on the influence of level of education to the to the youth participation in development initiatives. Section three was the information accessibility and it is influence of the youth participation in community development initiatives. Section four was socio cultural perspectives and it is influence of the youth participation in development initiatives. Finally, section five was the overall influence of youth participation to the community development initiatives.

3.7 Data collection procedure

The researcher made ready the questionnaire tool before to go to the field to collect data. Enumerators was hired and trained on the questionnaire to administer. The researcher introduced himself to the respondents by stating the rationale behind the study. The information they provide will be kept as confidential.

3.8. Pilot test

For questionnaire surveys, (Kothari, 2004) it is always advisable to conduct 'pilot study' for testing the questionnaires. In a big enquiry, the significance of pilot survey is felt very much. Pilot survey is in fact the replica and rehearsal of the main survey. The reason of pilot testing was to determine whether questions in the questionnaire are properly worded and whether they will be understood by the respondents. In order to achieve this, a detailed pilot exercise will be conducted to test the questionnaire. The respondents were selected in areas other than the selected ones. Any unclear questions were replaced before the actual data collection take place.

3.9. Data processing and analysis.

Data was analysed using Statistical Package for Social Sciences (SPSS version 20). Questionnaires was coded to make easy for data entry. Data cleaning was checked so that to avoid errors during the data processing. Data was presented tabular and graphical forms showing the frequencies and the percentages effecting on each variable.

4. RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents information on the findings of the study using descriptive and inferential statistics. It summarizes the findings systematically as well as comparing and contrasting the possible relationships of theoretical and empirical literature and the overall objectives of the study. It starts with the response rate, general information of the sample, and provides findings according to the following study objectives:

1. To identify the influence of education level on youth participation in community development initiatives of Garowe town
2. To find out the influence of information accessibility on youth participation in community development initiatives of Garowe town.
3. To determine the influence of socio cultural Perspectives on youth participation in community development initiatives of Garowe town.

4.2 Response Rate

A total of 96 respondents were sampled in the study. The response rate was 95.8% since a total of 92 returned the distributed questionnaires. Also 15 key informants ware interviewed and returned with 100% response rate. This response rate indicates exact representation of the sample and of the entire population.

4.3 General Information

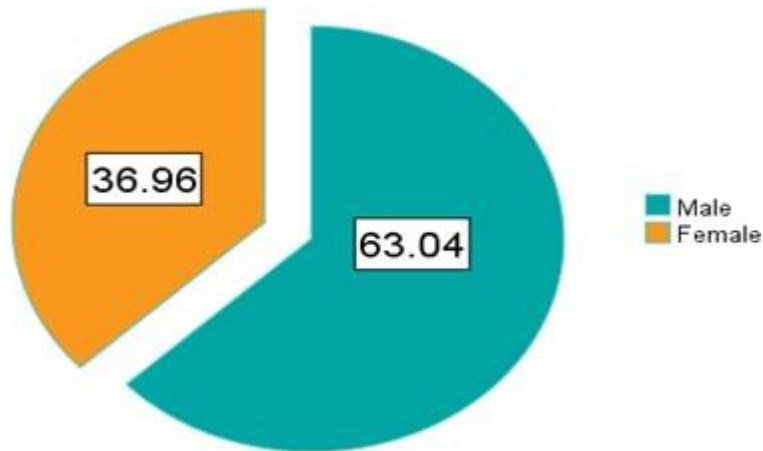In this section general information of respondents will be discussed.

1. Gender

Figure 4.1: Gender of Respondents

According to (Figure 4.1) out of the 92 respondents 58(63.04%) were male and 34(36.96%) were female from the sampled youth in Garowe. As the figure shows most of the sampled respondents ware male which is implying male youth are the most participative portion according to the female.

2. Age Bracket

Table 4.1: Age Bracket of Respondents

Age Bracket	Frequency	Percent
15-20	9	10
21-25	31	34
26-30	32	35
31 >	20	22
Total	**92**	**100.0**

As Table 4.1 is indicating 9 (10) aged 15-20 years while 31 (34) ware 21-25 years old and the majority 32(35%) aged 26-30 while the rest ware 31 and above years old. This implies that the researcher focused on the middle age youth to participate the study.
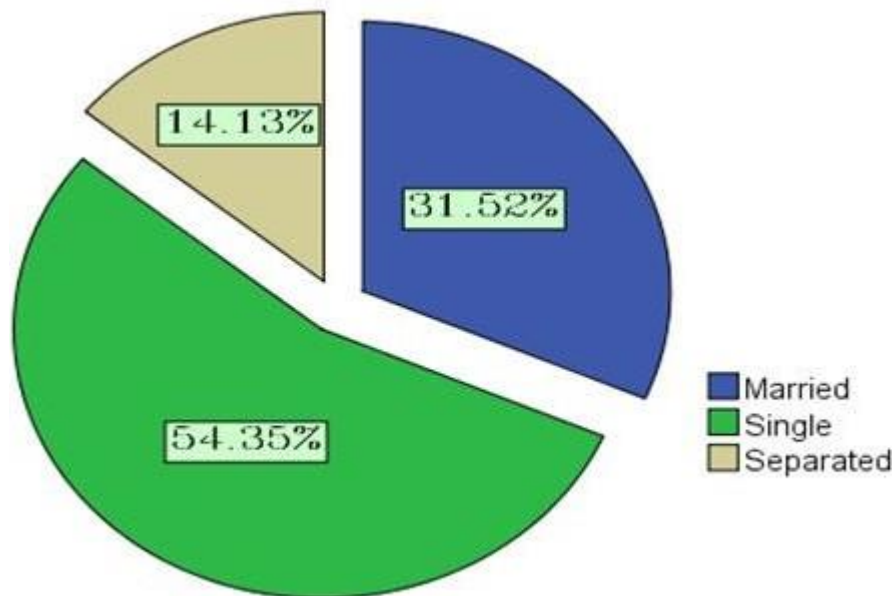
3. Marital Status

Figure 4.2: Marital statuses of respondents

According to (figure4.2.) the marital status of the respondents which 31.52% were married, while 54.35% were single and the rest 14.13% ware separated either divorced or widowed.

4. Educational Level

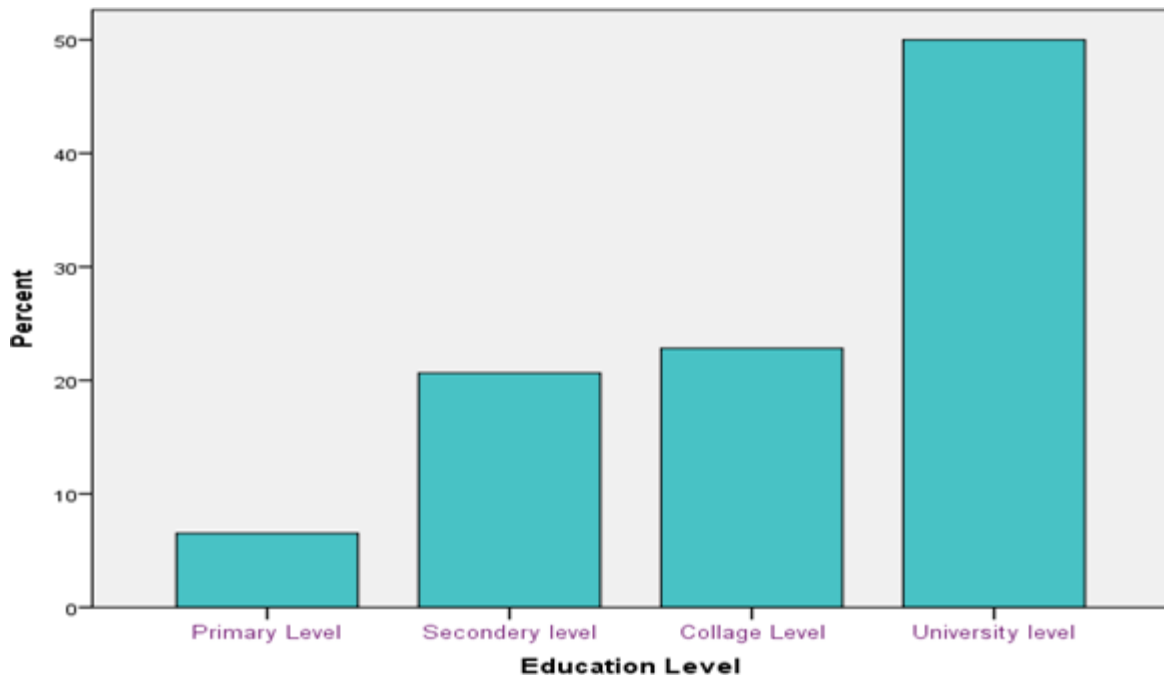The study requested respondents to indicate their level of education and the results was as follows.

Figure 4.3: Educational level of Respondents

As the above figure (4.2) shows Most of the respondents interviewed reached university of level of education (50%), however a significant number (22.8%) had attained collage level education. The results also indicated that (20.7%) had secondary school level of education and view respondents (6.5%) had primary level of education. This is demonstrating that majority of respondents' ware educated that can potentially participate the study.

5. Occupation

The study sought to find out the occupation of the respondents to establish to identify their level of participation and the resulted showed as follows.

Occupation	Frequency	Percent
Employed	13	14
Un employed	44	48
Student	19	21
Other	16	17
Total	92	100.0

Table 4.2: Occupation of respondents

The study findings indicate that 44(47%) of respondents are unemployed, 19(21%) also stated that they are students while only 13(14%) said that they are full time employed and the rest 16(17.4%) that they include volunteer groups, unpaid interns, partially employed and so on.

5. Vocational Skills

Table 4.3: Vocational Skills of Respondents

Vocation	Frequency	Percent
Yes	32	35
No	60	65
Total	92	100.0

As the above table 4.3 shows the majority of respondents 60(65%) indicated that they do not have vocational skills while the other 32(35%) responded that they have vocational skills. This implies that there is large number of educated youth who do not have vocational skills to work with.

4.4 Influence of level of education on the youth participation in community development Initiatives

The purpose of this study was to determine the factors influencing youth participation in the implementation of community development projects. Specifically, the study sought to determine how level of education influenced youth participation in the implementation of community development projects. Data is presented in the following section: Table 4.4

STATEMENT.	SD		D		N		A		S		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Educated youth are better empowered for participation in the community development initiatives	4	4.3	11	12	13	14.1	35	38	29	31.5	92	100
Youth who have low educational level is not willing to participate in the CDI	3	3.3	18	19.6	9	9.8	41	44.6	21	22.8	92	100
Youth get equal participation despite their level of education	22	23.9	41	44.6	11	12	11	12	7	7.6	92	100
Youth need vocational skills to get participative opportunities	9	9.8	12	13	7	7.6	34	37	30	32.6	92	100

As shown by the above table 4.4 respondents were asked if educated youth are better empowered for participation in the community development initiatives in Garowe district. 29(31.5%) Strongly agreed that educated youth are better empowered for participation in the community development initiatives. Also 35(38%) agreed while 11 (12% disagreed). Respondents were also asked if youth who have low education level are not willing to participate in the CDI 21(22.8) strongly agreed and 41(44.6%) agreed while 18(19.6) disagreed that youth who have low educational level are not willing to participate in the Community development initiatives. Further the study asked if youth get equal participation despite their level of education majority 41(44.6%) disagreed and 22(23.9) strongly disagreed while 11(12%) agreed that youth get equal participation despite their level of education. The findings also show that 34(37%) respondents agreed with statement that youth need vocational skills to get participative opportunities while another 30(32.6) agreed.

As the data revealed majority of the respondents agreed that the level of education of the youth has strong relation with their participation in the community development initiatives. The data supported Carter, (2000) who indicated that insufficient education and training for youth was an impediment of participation in community based activities.

A key informant interview conducted by the researcher also demonstrated that 72.2% of the key informants stated that there is strong relation between youth participation and their level of education. This also agrees with Nelson (1960) who indicated that educational levels are highly significant in the extent, intensity and pattern of participation.

4.5 The influence of Information Accessibility on youth participation in Community Development Initiatives

The research sought to identify the extent to which information accessibility influenced the youth's participation in community development initiatives in Garowe District. As expounded earlier in chapter two, information accessibility in this sense referred to the youths' accessibility to the relevant and dated information in their fields of interest and participative opportunities in the community. Information accessibility is a key determinant of youth participation in community development activities. For instance, in order to identify the influence of Information accessibility the respondents were the following questions.

Table 4.5: Influence of Information Accessibility on youth participation

STATEMENT.	SD		D		N		A		S		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Youth get awareness encouraging youth participation	27	29.3	28	30.4	15	16.3	10	10.9	12	13	**92**	**100**
Information accessibility influences youth participation in community development initiatives	9	9.8	8	8.7	17	18.5	32	34.8	26	28.3	**92**	**100**
youth get informative channels promoting youth inclusion on community development opportunities	20	21.7	29	31.5	27	29.3	15	16.3	1	1.1	**92**	**100**
Youth inclusion advocacy increases youth Participation in the CDI	4	4.3	27	29.3	15	16.3	29	31.5	17	18.5	**92**	**100**

As indicated by the results of table 4.5 majority (29.3%) disagreed the statement that youth get awareness encouraging youth participation in community development initiatives while on 12(13%) agreed the statement. Further the findings of the study shown that (34%) of the respondents agreed that Information accessibility influences youth participation in community development initiatives. Respondents were also asked if youth get awareness channels promoting youth participation influences the level of youth 31.5% and 21.7% agreed and strongly agreed

respectively that youth get informative channels promoting youth inclusion on community development opportunities while only 16.3% agreed the statement. Further the study indicated that majority 31.5% agreed that Youth inclusion advocacy increases youth Participation in the community development initiatives and only 4.3% disagreed the statement.

4.6 Influence of Socio Cultural Perspectives on Youth participation in Community Development Initiatives

The study sought to establish the extent to which socio- cultural factors influenced the youth's participation on community development initiatives in Garowe district. It should be noted that a community's culture and perception of social issues is bound to affect its youth participation, social engagements and duty allocation. In order to get data from the above purpose, the respondents were asked questions on the issues such as the influence of cultural perspectives on youth participation and the typical influence of the peer pressure to the level of youth participation. The data collected was analysed, presented, interpreted and discussed under the following table.

Table 4.6: Influence of Socio Cultural Perspectives on Youth participation in Community Development Initiatives

STATEMENT.	SD		D		N		A		S		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Peer pressure negatively influences youth Participation in CDI	0	0	15	16.3	15	16.3	31	33.7	31	33.7	**92**	**100**
Youth do not actively participate because of cultural perspectives of the local community	3	3.3	15	16.3	14	15.2	38	41.3	22	23.9	**92**	**100**

As indicated by the above table 4.7 respondents were asked if peer pressure negatively influences youth participation in the community development initiatives majority of respondents 31(33.7%) agreed that youth peer pressure has significant contribution to the youth involvement in the community development initiatives only 15(16.3%) disagreed the statement. The study further demonstrated that majority of the respondents 38(41.3%) with statement that youth do not actively participate because of cultural perspectives of the local community while only 15(16.3%) disagreed that the cultural barriers has influence to the to the active involvement of the youth to the community development initiatives. This implies that the socio cultural

perspectives of the community have negative influence to the youth participation in the community development initiatives. The key informant interview conducted by the researcher also indicated that the cultural perspectives of the communities can hinder the youth involvement in the community development initiatives. The key informants also stated that the traditional culture of the Somali communities is always based elder led approach that is why there is low youth inclusion from decision to the implementation of the communities.

4.7 Youth Participation

Youth participation was the dependent variable of the study, the researcher will demonstrate the following data with the level of youth participation, and the types of activities youth mostly participate, challenges faced by youth and the possible solution that can be taken to enhance youth inclusion in the community development initiative level.

4.7.1 If Respondents Participated CDI

In this section the respondents were asked if they have participated community development initiatives and the results were as follows:

Table 4.7: Have you ever participated CDI

	Frequency	Percent
Yes	22	24
No	70	76
Total	**92**	**100.0**

As the above table 4.7 demonstrated, the majority 70(76%) of the respondents indicated that they do not have participated any community development initiatives while only 22(24%) responded that they have participated community development initiatives. This shows that there is low youth inclusion in the community development initiatives.

4.7.2 How many years they were participating in the CDI

The respondents were asked how many years they were participating in the community development initiatives the results were presented and analysed in the following table.

Table 4.8: Number of Years respondents was participating in the CDI

	Frequency	Percent %
Less than One Year	13	59
2-4 Years	6	27
5 and Above years	3	14
Total	**22**	**100.0**

The above data indicated that most of the respondents 13(59%) of the respondents said they were participating less than one year for the community development initiatives another 6(27%) stated that they were participating two to four years and the rest 3(14%) responded that they were five and above years in the market.

4.4 Kind of Activities youth actively Participate
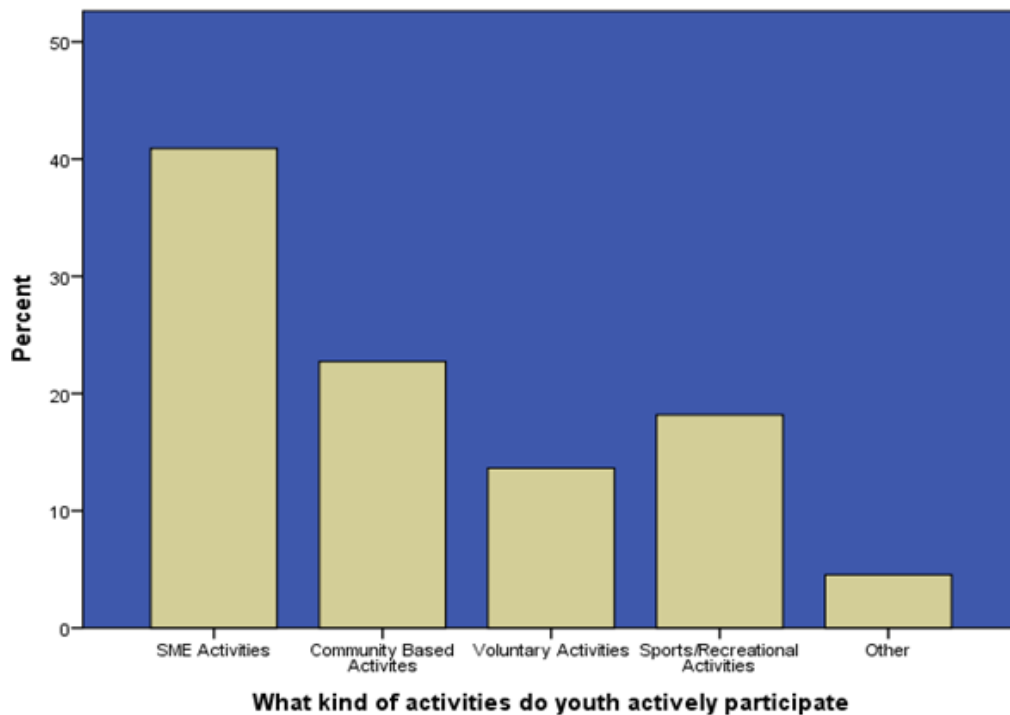
Figure 4.4: Kind of Activities youth actively Participate

As Indicated by the above figure 4.4 respondents were what kind of activities of activities do youth most actively participate around 41% of the respondents belief that small medium enterprises are the most activate kind of activities in which youth are involved in, another 22.7% responded community based activities, the data also shows that 13.6% and 18.2% responded that voluntary and recreational activities are among the most participative activities in which youth are mostly involved and the rest 4.5% indicated other activities.

The respondents were asked the kind of challenges that youth face to participate community development initiatives and the results were as follows:

Table 4.9: Challenges that youth face to Participate in the CDI

Challenges	Frequency	Percent
Luck of Educational Skills	33	36
Luck of information accessibility	21	23
Luck of Financial Support	21	23
Social Motivation	12	14
Other	5	5
Total	**92**	**100.0**

Analysis of the challenges faced by the youth to participate in the community development initiatives indicated that 36% of the respondents indicated that luck of educational skills is one most challenging obstacles faced by the youth, 23% of the respondents also stated luck of information accessibility, another 23% of the respondents stated that luck of financial support is a challenge for the youth involvement in the community activities. The results also indicated that 14% of the youth belief that luck of social motivation is among the challenges while the rest 5% rated as there are other challenges.

Table 4.10: Perception of Youth Participation

The respondents were asked their perception of the youth participation in the community development initiatives and the responses were presented the following table.

Table 4.12: Perception of Youth Participation

Perception	Frequency	Percent
Youth Participation is Vital for CDI	24	26
Youth Participation increases youth income	40	44
Youth Participation increase youth involvement in decision making	18	20
Youth Participation is not necessary for CDI	10	11
Total	**92**	**100.0**

Findings indicate that 26% of the respondents perceive that youth participation is vital for community development initiatives, another 44% also belief that youth participation increases youth income generation. The data also revealed that 20 % stated that youth participation is necessary for youth involvement in decision making while the rest 11% do not considered youth participation as it is necessary for community development initiatives.

Table 4.11: what steps should government to take to increase youth inclusion?

The study further sought to establish the kind of steps in which government to take to increase youth inclusion in the community based development activities and the results were presented in the following table.

Table 4.11: what steps should government take to increase youth inclusion?

Steps should government to take	Frequency	Percent %
To Provide Professional Skills	27	29
To Provide Vocational Skills	17	19
To create job Opportunities	25	27
To Provide Financial Support to the Youth Entrepreneurs	13	14
Taking advocacy campaigns against youth discrimination	10	11
Total	**92**	**100.0**

Majority of the respondents 29.3% of the respondents stated that providing professional skills is necessary for increasing youth participation in the community development initiatives, 27.2% replied creating job opportunities while 18.5% opted to provide vocational skills to the youth, another 14.1% of respondents also indicated that providing financial support to the entrepreneurs is vital for youth inclusion and the left 10.9% indicated that taking advocacy campaigns against youth discrimination is a solution for increasing youth involvement in community development activities.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1 Introduction

This chapter presents the summary of the study as guided by specific objectives, research questions and conclusions reached based on the findings and recommendations for factors influencing youth participation in development initiatives in Garowe District, as well as recommendations and suggestion for further research.

5.2 Summary of Findings

The purpose of the study was to assess the factors influencing youth participation in community development initiatives in Garowe District. Three research objectives guided the study. Research objective one sought to establish the influence of level of education among the youth on their participation in community development initiatives, research objective two sought to assess how information accessibility influenced youth participation in community development initiative,

research objective three sought to explore how socio cultural perspectives influenced youth participation in community development initiatives in Garowe district.

The study adopted a descriptive survey design. The sample comprised of 96 respondents distributed to questionnaires and 15 key informants were interviewed. Data was collected by use of questionnaires and key informant interview, and was analyzed by use of qualitative and quantitative technique.

5.2.1 Influence of Educational level on Youth participation in community development initiatives

Findings under this variable indicated that 38% of respondents agreed the statement that educated youth are better empowered for participation in the community development initiatives, which means that there is close relationship between youth educational level and their contribution to the community development initiatives. Majority of respondents 45% also agreed that Youth who have low educational level are not are not willing to participate in the community development initiatives, this implies that those who have low level of educational level are less participative in the local community level activities. The study further though to determine if youth get equal participation despite their level of education, 45% of the respondents disagreed that that there is equal participation despite the educational level of the youth. This means that the education is an influencing factor for youth involvement in the community development initiatives. The findings also revealed that 37% of the respondents agreed that youth need vocational skills to be more participative in the community development activities. The researcher also run key informant interview and the respondents stated that the relationship between level of education and youth participation, Majority of respondents indicated that there is a significance relationship between level of education and youth involvement in the community development initiatives. The above findings showed that youth who were better educated participated actively than those not very well educated. The study further indicated that education was an important factor on youth's involvement in community development endeavours. In addition, education was linked to attitude towards participation. These findings also concur with Angba, (2009) education levels are highly significant in the extent, intensity and pattern of participation.

5.2.2 Influence of Information Accessibility on youth participation in Community development initiatives

In this Variable the study sought to identify the extent to which information accessibility influenced the youth's participation in community development initiatives in Garowe District. The study findings demonstrated that majority of respondents 30% disagreed with the statement

that youth get awareness encouraging youth participation and only 13% agreed the statement. This shows that there is low awareness encouraging youth inclusion. The respondents were also asked if information in accessibility hinders youth involvement in the community development initiatives 34% and 28% of the respondents strongly agreed and agreed that information inaccessibility hinders youth involvement in community development initiatives. The study further indicated that majority of respondents 32% disagreed with the statement that youth get informative channels promoting youth inclusion on community development opportunities this can hinder youth representation in community development activities. Respondents were also asked if youth inclusion advocacy increases youth participation in community development initiatives and the findings indicated that majority 31% agreed that youth inclusion advocacy is significant indicator in which youth inclusion can be increased. The key informant interviews also demonstrated that youth inclusion advocacy and awareness and providing awareness raising channels promoting youth inclusion can increase youth involvement in community development activities.

The findings however indicated that the efforts adopted in creation of awareness and information accessibility was not effective. The responses showed that the ineffectiveness of information accessibility strategies negatively affect opportunities youth participation.

5.2.3 Influence of Socio Cultural Perspectives on Youth Participation in Community Development Initiatives

After the analysis of the data collected in a bid to explain how socio-cultural Perspectives affected the youth participation in community development Initiatives the majority of respondents 34% belief that peer pressure negatively influences the level of youth involvement in the community development initiatives while only 16 % disagreed. This demonstrates that peer pressure is another significant determinant that is hindering youth participation in community development activities. The key informants also stated that the negative influence of peer pressure to the youth participation is more than it is positive influence. The key informants also perceive that there are a few positive ways in which peer pressure helped youth to struggle their inclusion like the association of youth groups, organizations, umbrellas and so on.

The study further sought to establish the extent in which cultural perspectives of local communities on youth participation. The majority of respondents 41% of respondents agreed with the statement that youth do not actively participate because of the cultural perspectives of local communities. This indicates that that local cultural perspective of the communities has significance influence to the level of youth involvement in the community development activities.

The findings demonstrated that youth socio cultural perspectives of the community have significant to the youth participation in the community development activities.

5.3 Conclusion

After a thorough scrutiny of the summaries of findings under the study objectives, a systematic presentation of informed conclusions was made on every research question in order to create a basis for valid recommendation for effective policy action, meant to improve and establish effective and efficient youths' participation in community development initiatives in Garowe District.

From a keen observation of the summary of findings on the influence of education on youth involvement in the community development initiatives, the researcher concluded that educated youth are better empowered for participation in the community development initiatives also increased the number of unemployed youth in Puntland. Having low level of education is likely to affect youth participation while those with higher level of education will fell encouraged to participate. The study further demonstrated that youth do not get equal participation despite their level of education as the educated youth are more participative then the lower educated youth. The study also conclude that the youth have a great desire to gain vocational skills to be more involve in the community development activities.

The summary on the findings that were obtained in order to establish the extent to which information accessibility influences level of youth participation in the community development initiatives, the study concluded that youth do not get awareness encouraging youth participation. The study therefore concluded that Information in accessibility hinders youth participation in community development initiatives. The study concluded that youth do not get informative channels promoting youth inclusion on community development opportunities these opportunities are mostly occupied by nearby members or informally recruited by the senior staff members. It was also worth noting that youth inclusion advocacy increases the level of youth participation in the community development activities.

In order to establish how socio- cultural perspectives influenced the youths' participation in community development initiatives, a careful integration of the summary of findings on the same led to the conclusion that peer pressure negatively influences the youth involvement in the community development activities. The study also concluded that cultural perspectives of the local community is a significant factor that hinders youth participation in the local community development initiatives.

5.4 Recommendation

This study specifically focused on the investigation of the factors that influenced the youth participation in community development initiatives of Garowe District of Somalia. In order to help put in place effective and productive youth participation in community development initiatives, recommendations made from statistically informed conclusions were presented.

1. The government and the other stakeholders should work together in creating awareness and campaign that technical skills and knowledge are as important as office oriented skills that the youth prefer to technical skills.
2. The government and other stakeholder should work together by creating information accessible environment that encourages transparent youth inclusion practices.
3. Adults should respect and believe that young people have significant contributions to make in community development initiatives.

5.5 Suggestions for further studies

This research study suggests the following two issues for further research

1. The current study looked at social factors in general and therefore a study that will only look at the effect of various socio-economic factors separately is suggested.
2. The study also recommended a similar study to be done on other parts of the country to establish whether there are other determinants of youth participation in community development initiatives like government Policies on financing youth and job creations.

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