

FACTORS INFLUENCING YOUTH PARTICIPATION IN COMMUNITY BASED DEVELOPMENT PROJECTS IN RWANDA: A CASE STUDY SAEMAUL ZERO HUNGER COMMUNITIES PROJECT IN NYAMAGABE DISTRICT

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ABSTRACT

In Africa, there is continuous push on the youth to be involved in community development project. Despite the government's effort to empower the youth through their participation in community based projects, youth have not fully participated in such projects. This study seeks to determine the factors influencing youth participation in community based development projects in Rwanda. This study adopted a descriptive research design that included collection of primary data. A total of 6965 youths from SZHC project formed the target population of this study. A sample size of for the study was 364 youths from the selected sectors. Simple random sampling technique was used in selecting households in the sectors while youths were selected using census method form the selected household. This study used questionnaire as the data collection tool that consisted of closed questions. Descriptive statistics was achieved through descriptive analysis to generate frequencies and percentage of various variables. Inferential statistics including Pearson Correlation Coefficient was used to establish the relationship between the study variables. P value less that 0.05 was used to indicate significant relationship. Statistical Package for Social Sciences version 21 was used as the appropriate tool for analysis. Data was presented using tables, graphs and pie charts to give a visual display of findings. The study findings revealed that youth characteristics ($r= 0.579$, P values < 0.01), education level ($r= 0.642$, P value < 0.01) and Socio-culture factors ($r= 0.455$, P value <0.01) correlate significantly with youths participation in Community based development projects. The study concluded that youth characteristics, education level and socio-cultural factors has significant influence on youth participation on the projects

Key words: Youth characteristic, Youth participation, Community Based Development Projects

1. Introduction

According to reports from World Bank (2010) about 50 percent of the developing world population is youths estimated at about 1.2 billion of age between 15 and 24 years. These statistics indicate that youths constitute a serious development opportunity as well as a challenge particularly in developing countries. The imperative of youth participation in community development programmes considering their numerical strength is an unlimited window in which a larger and younger workforce who can drive economic development faster and play a significant role in national security, leadership and social development of their communities can be enhanced. Angba et al., (2009) argue that, it will be impossible to reach the Millennium Development Goal targets, particularly on extreme poverty and hunger (MDG 1), child mortality (MDG 4), maternal health (MDG 5) and environmental sustainability (MDG 7) if the youths are not properly incorporated into the MDGs programmes.

The youth could play an active role in the development of community projects whereby they would support the development of skills such as working in a group, public speaking, and confidence to be able to communicate and interact with a range of stakeholders. The process of participation and empowerment is not about actions simply prescribed by others. Rather, it cultivates opportunities for young people to develop skills and competencies in a climate of mutual respect and understanding (Liebel and Saadi, 2010).

During the last decade, Rwanda has made tremendous efforts and registered tangible achievements towards Community Development. Community Development in Rwanda can be traced back to the 1970s, but a top-down and highly centralized approach limited initial efforts. A number of initiatives in the years after the 1994 genocide against the Tutsi have contributed more positively to Community Development. Low levels of community development projects are among challenges facing the efforts for Community Development (MINALOC, 2013). Additionally the CD Policy has not been well implemented due to lack of CD strategy, implementation plan and an adequate coordination mechanism. However the National Strategy for Community Development and Local Economic Development is committed to addressing the challenges (MINALOC (2014).

Between the year 2000 to 2013, Rwandan economy experienced steady and sustained growth at an average of 8%. The growth in economy is expected to continue growing due to the large numbers of local and foreign investors that are setting up businesses in the country (NISR, 2014). Additionally the growth in economy is said to arise from strong government leadership through policies such as the Economic Development and Poverty Reduction Strategy (EDPRS-II 2013- 2018), which aims to further build on the Vision 2020 goal of transforming Rwanda into a middle-income country EDPRS (2013) Although the growth of economy in Rwanda has been growing, the growth has not translated into sufficient productive employment particularly for the growing population of youths (UN, 2015). Recent findings by WADA (2015) reveal that unemployment rate among youth in Rwanda is growing and currently stands at 3.3% at national level, 12 % in urban areas and around 13.5% among university graduates.

Youth unemployment represents a sizeable economic loss stemming from unrealized human resources, foregone potential income tax revenues, and a loss of returns on government investment in education (NISR, 2014). Succeeding in compelling youths to actively participate in community development project would impact youths with skills and knowledge for establishing self employment activities.

Saemaul Zero Hunger Communities Project (SZHC) in Rwanda is funded by the Republic of Korea through the Korean International Cooperation Agency (KOICA). The second phase of Saemaul Zero Hunger Communities Project (SZHC) is being implemented in Nyamagabe, Karongi and Rutsiro districts. The

project duration is three years, from 2016 to 2018. The SZHC project is an integrated rural development project which combines elements of Korea's experience in rural development called New Village Movement (Saemaul Undong) with WFP's Food for Assets schemes and the Government of Rwanda's Vision 2020 Umurenge (VUP). The overall goal of is 'reducing hunger and under nutrition by improving household access to livelihood assets and enabling people and communities to meet their own food and nutrition needs. The SZHC project in Rwanda aims at reducing hunger and under nutrition in various districts. Understanding and addressing factors influencing youths participation in the project in one district would ensure increased level of youths participation in others districts where the project will be implemented. This would enhance the project performance and ensures that projects goals are achieved. It is in this view that the SZHC project was selected as case study.

2. Specific Objectives

The study had the following objectives

- i. To establish the effect of youth characteristics on youth participation in community based development projects in Rwanda
- ii. To determine the influence of education level on youth participation in community based development projects in Rwanda
- iii. To examine the effect of socio-cultural factors on youth participation in community based development projects in Rwanda

3. Literature Review

Concept of youth participation in community based Youth projects

The terms participation is a term modified with adjectives, resulting in terms such as community participation, citizen participation, people's participation, public participation, and popular participation. It means a community having a share in" or "to take part in," thereby emphasizing the rights of individuals and the choices that they make in order to participate. Chess and Purcell (2009) defined participation as a means to educate citizens and to increase their competence. It is a vehicle for influencing decisions that affect the lives of citizens and an avenue for transferring political power.

Dungumaro and Madulu (2011) suggest that youth participation may also be a response to the traditional sense of powerlessness felt by the general public when it comes to influencing government decisions: "people often feel that health and social services are beyond their control because the decisions are made outside their community. Involvement or participation has become one of the important conditions and is essential for the implementation of programmes and projects and also a fundamental condition to attract projects and programmes. It is also considered as a method capable of solving problems of maintenance of essential services that some of our communities meet like inadequate access to water and sanitation and lack of public funds.

Community based youth project are recognized as an integral component of economic development and a crucial element in the effort to lift countries out of poverty (Dungumaro and Madulu, 2011). Such projects are a driving force for economic growth, job creation, and poverty reduction in developing countries. They have been the means through which accelerated economic growth and rapid industrialization have been achieved (Nikkhah and Redzuan, 2009). According to Paul (2009), youth participation in community projects implies a proactive process in which the beneficiaries influence the development and management of development projects rather than merely receiving a share of project benefits. Nikkhah and Redzuan (2009) notes that community participation creates an enabling environment for sustainability by allowing users, as a group to select the level of services for which they are willing to pay, to guide key investment and management decisions, and also to make choices and commit resources in support of these choice.

4 Conceptual Framework

This study considers youth characteristics, education level and socio-cultural factors upon some researches as factors of interest in determining youth's participation in community development projects. A conceptual framework for the study will be developed basing on literature review with three independent variables (youth characteristics, education level and socio-cultural factors) and one dependent variable (youth's participation in community development projects). Indicators for youth's participation in community development projects in this study will be involvement in project decision making, availability for project meetings.

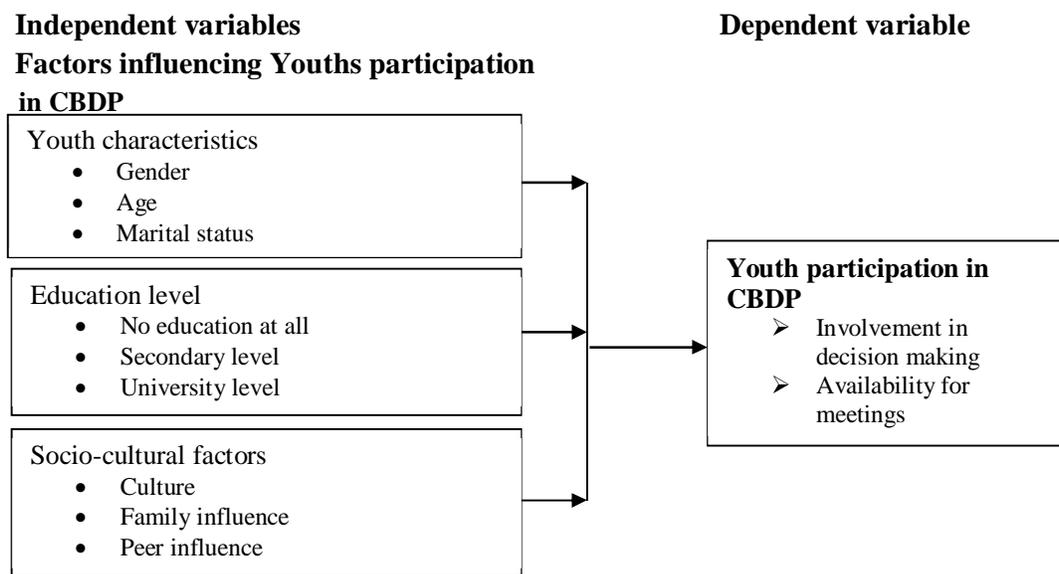


Figure 1 Conceptual framework

Influence of Youth characteristics on youth participation in community development projects

Several factors may influence youth participation in community development projects. Literature cites amongst others, personal characteristics, finance, and business characteristics as the most important ones (Ovwigbo and Ifie (2004)). One of the main factors affecting individual factors documented in the literature concerns their personal characteristics. In a study on Nigerian youth involvement in community based projects, the authors found that nearly half of their sample of youth participants started their business between 19-24 years old (Mordi et al., 2010). It is observed that age has an impact on how one approaches his environments and activities. Young people are very aggressive, impatient, and ready to take risks. This may influence on business practice of the entrepreneurs. Individuals are socialized to behave in ways that meet with the approval of their role set, example, a young person with business owning parents may well be expected to join family business and not to do so would create a vacuum in the business. Simon (1998) found that age has an impact and perceived levels of participation is acquired overtime and consequently age has an impact on the involvement of youth in community activities e.g. it has been suggested that many aged thirty or less may not have acquired sufficient organizational experience while those aged forty five years or more may no longer possess the required energy.

Level of education and youth participation in community based projects

A study by Angba et al., in 2009 evaluating the effect of level of education on youth participation in community projects in Rivers State, Nigeria revealed that youth who were better educated participated actively than those not very well educated. In this study, data was collected with the aid of structured questionnaire administered to 210 youths in 27 communities. A multi stage random sampling technique was employed in the selection and data analysis was by the use of Pearson Correlation. Findings revealed that some relationship exist significantly between socio-demographic characteristics such as educational level and the attitude of youths towards community water projects.

Educational level correlates significantly and positively with age. The implication of this finding is that as one attains a higher level of education attitude towards participating in community water projects is likely to be more favorable. In essence the higher the educational level attained the more favorable the attitude towards participating in community development projects. Ovwigho and Ifie (2004) reiterated the importance of education when they noted youth's involvement in community development endeavors. Also, Onweagba (1990) in a study found that education was linked to attitude towards participation.

Similarly, Borden et al., (2006) reported that age is more often used as a tenable criterion for some social status than education. According to Nelson et al (1960) 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 favorable. Bridges et al., (2001) found that educated youth participated more in the rural development programme of government (Better Life Programme). Education is a major determinant of effective participation in community development projects.

The educated people would most likely appreciate community development better than the less educated. If the people appreciate community development his attitude towards participating in community water projects is likely to be favorable. Onu (2000) had reported the importance of education among rural development agents. The educated youths are potent agents in development in many rural and urban communities. Regarding education, most studies are inconsistent about education and participation in community development projects. Findings from various studies researching youth participation indicate that the level of education of youth is high in Nyeri County, Kenya and translated to high level of participation. In their study conducted in Greece, Sarri and Trihopoulou (2005) indicate that the level of education is a determinant of how youth understand development issues and which also motivates them to get involved. Lack of sufficient education and training for youth is an impediment their participation in community based activities. Culturally, and especially in the rural setting, the girl child was not given equal opportunity to study like the boys; hence they had limited education and training which tended to affect effective performance in later life (Fletcher et al., 2001).

Influence of Socio-Cultural factors on youth participation 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 behavior of administrators. Cultural differences emerge in many types of development settings, from assumptions to project design to technology transfer and management styles. The technocrats from outside may not be familiar with local resources and are accustomed to different approaches to project management practices. This in turn causes conflict of interest, puts extra pressure on executives and frustrations which restrain project progress. This leads to lost opportunities, cost overruns and schedule delays. Cultural misfit of the project objectives and a lack of local knowledge and understanding can result into rejection of projects by intended beneficiaries. Some religions may discriminate against sex and the caste system in India may not allow freely intermingling of the population.

5. Research Methodology

5.1. Research Design

This study was conducted using descriptive survey design. Descriptive survey suited this study because the population in question was large and it was difficult to observe the characteristics of each individual. It also helped in collecting original data on youth participation in community based projects.

5.2 Target population

The target population of this study comprised of all male and female youth, i.e. those aged between 14-35 years in Kamegeri and Cyanika sectors in Nyamagabe district according to Rwanda's Ministry of Youth, Culture, and Sports. This totaled to 3,853 and 3112 respondents respectively (NISR 2012).

5.3 Sample size

A sample size of 364 respondents was selected for the study. The sample size was determined using Krejcie and Morgan’s (1970) formula for sample size determination;

$$S = \frac{X^2NP(1-P)}{d^2(N-1)+X^2P(1-P)}$$

s = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size=6965

P = the population proportion (assumed to be 50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (05).

$$S = \frac{3.84*6965*0.5(1-0.5)}{0.0025(6965-1)+3.84*0.5(1-0.5)} = 364$$

Table 1: Sampling Frame

Sectors	Population	Sample size	Sampling Technique
Cyanika	3112	163	Random sampling for Households Census sampling for youths in selected households
Kamegeri	3853	201	Random sampling for Households Census sampling for youths in selected households
Total	6965	364	

5.5 Sampling Procedure

The researcher randomly selected households in the selected sectors. All the youth from the selected households were sampled using census method until a complete number of the samples were obtained.

5.6 Data collection Instrument

This study used questionnaires as the instrument for primary data collection. This instrument is less costly and participants can easily be reached even through email (Kothari, 1999) hence it was the appropriate choice for this study. The questionnaire was divided into sections representing the study objectives.

5.7 Data processing, analysis and Presentation

The raw data collected was sort, edited, coded and tabulated for analysis. The data was analyzed by descriptive statistics through percentages and frequencies. This involved detailed description of the variables under study. Inferential statistics including Pearson Correlation Coefficient was used to establish the relationship between the study variables. P value less than 0.05 was used to indicate significant relationship. Statistical Package for Social Sciences (SPSS) version 21 was used as the appropriate tool for analysis. Data was presented using tables, graphs and pie charts to give a visual display of findings.

6. Research Findings and Discussions

Out of the 364 questionnaires dispatched to the respondents 284 were returned fully filled for analysis. This translates into the response return rates of 78%. The respondents were allowed to present their questionnaires one or two days later and this duration might have resulted to misplacement of questionnaires which could have contributed to many questionnaires (80) not being returned. This return rate was however considered favorable for the study.

6.1 Demographic Information

The study sought to investigate the demographic information of the respondents. These data were important in ascertaining the background of the respondents and how they contribute to the area under study. Demographic information collected pertained to; gender, age, education level and marital status and employment status of the respondents.

6.1.1 Distribution of Gender of respondents

The study sought to determine the distribution of gender among the study participants. The study findings revealed that majority (55%) of the study participants were male while female participants constituted 45 % of the study sample as indicated by figure 2. This indicates that the both male and female youths in the selected sectors were fairly represented in the study. However male youths who took part in the study were slightly more than female youths.

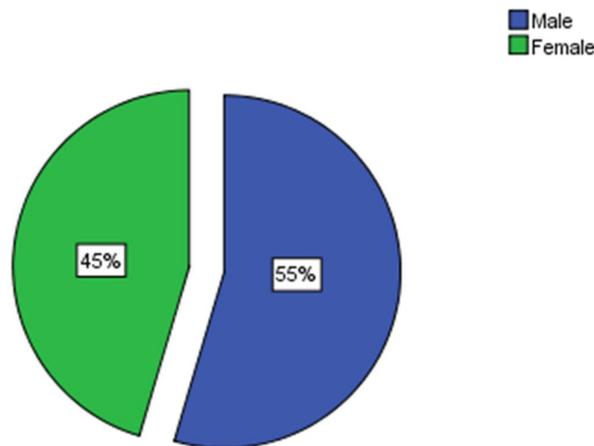


Figure 2 Gender distribution

6.1.2 Age of respondent

The study further sought to establish the distribution of age of the respondents. Data collected under age are presented in the table 2

Table 2 Age distribution of Respondents

Age Group	Frequency	Percent (%)
14-20 years	91	32
21-26 years	120	42
27-35	73	26
Total	284	100

Table 2 indicates that majority 42% of the respondents were aged between 21-26years, 32% of the respondents were aged between 14-20years and 26% of the respondents were aged between 27-35 years.

6.1.3 Level of Education

The study also sought to determine the highest level of the education attained by the respondents. Figure 3 display the distribution of education levels among the study respondents

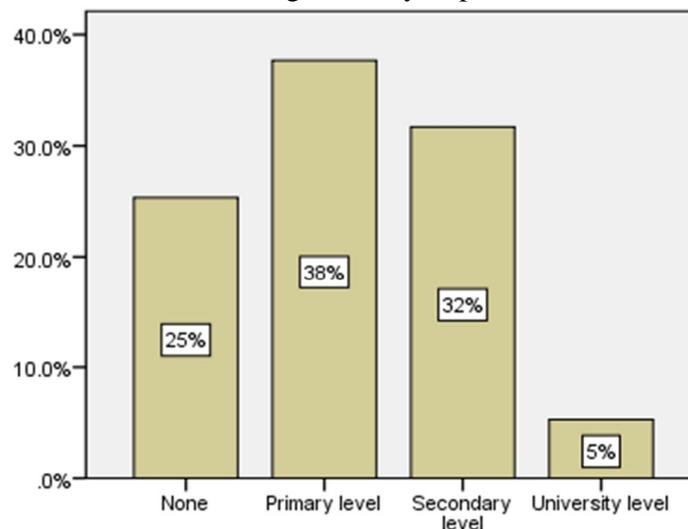


Figure 3: Distribution of Education levels of respondents

Figure 3 shows that majority (38%) of the respondents had primary level of education, 32% had secondary level of education, 25% had not attained any level of education while 5% had university level of education. From the findings, it is clear that majority of the youth had at least acquired basic education. Also the finding implies that a fair percentage (secondary plus university level) of the respondents was literates and could give relevant information on the subject matter.

6.1.4 Occupations of Respondents

The study sought to find out the occupation of the respondents to establish the activities in which they spend their time.

Table 3 Occupations

Education Level	Frequency	Percentage (%)
Employment	75	27
Farming	37	13
Student	101	36
Others	71	25

Table 3 indicates that 27% of the study respondents were employed, 13% were engaged in farming activities, 36% were students and 25% did not have any specific occupation. This implies that most of the sampled youths were students.

6.1.5 Marital status

The study sought to determine the marital status of the respondents. Figure 4 display the distribution of marital status among the respondents.

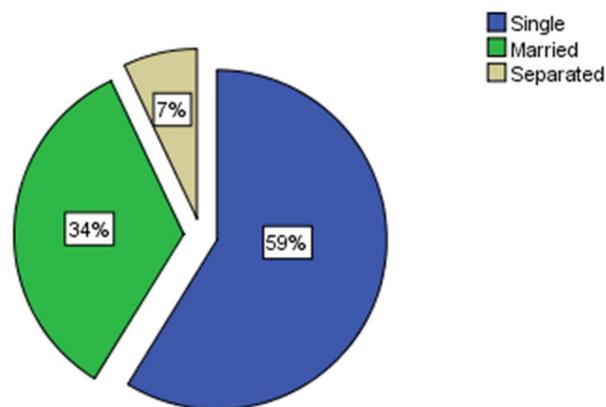


Figure 4: Respondents marital status

Figure 4 indicated that majority (59%) of the study respondents were single, 34% were married while 7% were separated. This implies that most of the study participants were single followed by those who were married.

6.2 Effect of youth characteristics on youth participation in CBDP

The study sought to determine the effect of youth characteristics on youth participation in community based development projects. Youth characteristics that were studied included marital status, gender and age.

Table 4 Effect of youth marital status on youth participation in CBDP

Statement	Strongly agree %	Agree %	Disagree%
Youth marital status influence their participation in CBDP	154(54%)	100(35%)	30(11%)
Married youths participate more actively in CBDP compared to single youths	21(7%)	96(34%)	131(46%)
Married ladies participate in community based development projects	32(11%)	68(24%)	184(65%)

Table 4 shows that 54% of the respondents strongly agreed with the statement that youth marital status influence their participation in CBDP, 35% only agreed while 11% disagreed with the statement. The finding also shows that 7% of the respondents strongly agreed with the statement that married youths participate more actively in CBDP compared to single youths, 34% just agreed while 46% disagreed. Majority (65%) disagreed with the statement that married ladies participate in community based development project, 24% just agreed while 11% strongly agreed with the statement.

Table 5 Effect of gender on youth participation in CBDP

Statements	Yes	No
Do you think that Gender of the Youth influence their participation in CBDP?	264(93%)	20 (7%)
In your opinion do male youths participate in CBDP more than female?	213(74%)	75 (26%)

Table 5 indicates that majority (93%) of the youths felt that gender of the youths influence their participation in CBDP. Additionally, 74% of the study participants were of the opinion that male youths participate in CBDP more than female

Table 6 Effect of gender on youth participation in CBDP

Statement	Strongly agree	Agree	Disagree
Age of the Youth influence their participation in CBDP	98 (35%)	171 (60%)	15 (5%)
Youths willingness to participate in CBDP increase with increase in age	101(36%)	173(61%)	10 (3%)

Table 6 indicates that 35% of the respondents strongly agreed with the statement that age of the youth influence their participation in CBDP, 60% only agreed while 5% disagreed with the statement. The finding also shows that 36% of the respondents strongly agreed with the statement that youth's willingness to participate in CBDP increase with increase in age 61% agreed while 3% disagreed.

Table 7: Correlation between Youth characteristics and participation in CBDP

		Youth characteristics	Youth participation in CBDP
Youth characteristics	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	284	
Youth participation in CBDP	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	284	284

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 indicates that youth participation in CBDP has a significant relationship with youth characteristics ($r= 0.579$, P values < 0.01). This implies that youth willingness to participate in CBDP as well as their commitment to the project will vary with youth characteristics including age, gender and marital status.

6.3 Influence of education level on youth participation in CBDP

The study sought to establish on whether the level of education influenced youth participation in community based development projects.

Table 8: Influence of education level on youth participation in CBDP

Statement	Strongly Agree %	Agree %	Disagree %
Youth education level influence their participation in CBDP	97 (34%)	146(51%)	45(16%)
Youths with different levels of education participate differently in the CBDP	161(57%)	123(43%)	
Experiences in the education are useful in the participation of CBDP	99(35%)	185(65%)	
Education encourages the youth to participate in community based development project	27(9%)	86(31%)	171(60%)
Youth who have low education are not willing to participate in CBDP	177(62%)	64(23%)	43(15%)
Differences in education levels hinders effective youth participation in implementation of the CBDP	81(29%)	16(5%)	187(66%)
Educated youth are better empowered for participation in the community based Development projects than uneducated youths	176(62%)	108(38%)	
Educated youth appreciate community Based development projects better than the less educated	98(35%)	186(65%)	

Table 8 shows that 34% of the respondents strongly agreed with the statement that youth education level influence their participation in CBDP, 51% only agreed while 16% disagreed with the statement. The finding also shows that 57% of the respondents strongly agreed with the statement that youths with different

levels of education participate differently in the CBDP while 43% only agreed. Majority (65%) agreed with the statement that experiences in the education are useful in the participation of CBDP while 35% strongly agreed.

Further, the study found that 9% of the respondents strongly agreed with the statement that education encourages the youth to participate in community based development project, 31% only agreed while 60% disagreed. Majority (62%) of the respondents strongly agreed that Youth who have low education are not willing to participate in CBDP, 23% agreed while 15% only disagreed. Most (66%) of the respondents disagreed with the statement that differences in education levels hinders effective youth participation in implementation of the CBDP, 5% agreed while 29% strongly agreed with the statement. Majority (62%) of the respondents strongly agreed that educated youth are better empowered for participation in the community based Development projects than uneducated youths, 38% just agreed. Most (65%) of the respondents agreed with the statement that educated youth appreciate community based development projects better than the less educated and 35% with the statement.

Table 9: Correlation between Youth participation in CBDP and Education level

	Competitive Advantage	Education level
YOUTH PARTICIPATION	1	
Pearson Correlation		
Sig. (2-tailed)		
N	284	
EDUCATION LEVEL	.642**	1
Pearson Correlation		
Sig. (2-tailed)	.000	
N	284	284

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 indicates that Youth participation has a significant relationship with education level ($r = 0.642$, P value < 0.01). This indicates that youths with higher education level will participate more in Community based development projects compared to those with low level of education.

This findings are consistent with those of a study by Maya and Jose (2011) that indicated that higher levels of youths participation in development projects was associated with higher levels of education among the youth. Also the findings concur with Angba et al., (2009) who pointed that education levels are highly significant in the extent, intensity and pattern of youth participation in community based development projects.

6.4 Effect of socio-cultural factors on youth participation in CBDP

The study further sought to determine the respondents' opinion on the effect of socio-cultural factors on youth participation in CBDP.

Table 10 Effect of socio-cultural factors on youth participation in CDBP

Statement	Strongly agree %	Agree %	Disagree %
Adults respect young people and believe they have significant contributions to make in community projects	40(14%)	103(36%)	141(50%)
Adults promote youth active participation in community projects	23(8%)	88(31%)	173(61%)
Young people may have good ideas but are unsure about how to implement them in community projects	105(37%)	179(63%)	
Your parents and family influence you to participate in the community projects	12(4%)	156(55%)	116(41%)
Your friends influence you to participate in the community projects	79(28%)	167(59%)	38(13%)

Table 10 indicates that 14% of the study respondents strongly agree with the statement that adults respect young people and believe they have significant contributions to make in community projects, 36% only agreed while 50% disagreed. Majority (61%) of the respondents disagreed with the statement that adults promote youth active participation in community projects, 31% agreed while 8% strongly agreed. The table also shows that 37% of the study participants strongly agreed with the statement that young people may have good ideas but are unsure about how to implement them in community projects while 63% agreed. Most (55%) of the study respondents agreed with the statement that their parents and family influence them to participate in the community projects, 4% strongly agreed while 41% disagreed. The table also shows that (28%) of the study respondents strongly agreed with the statement that their friends influences them to participate in the community projects 59% agreed while 13% disagreed with the statement.

Table 11: Correlation between Youths participation in CDBP and socio-culture factors

		Youths participation		Socio-culture factors	
Youths participation	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	284			
Socio-culture factors	Pearson Correlation	.455**		1	
	Sig. (2-tailed)	.001			
	N	284		284	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 11 indicates that youths participation has a significant relationship with Socio-culture factors ($r=0.455$, P value <0.01). This means that youths from deferent socio cultural backgrounds will participate in community based development projects differently.

7 Conclusions and Recommendations

7.1 Conclusions

The study concluded that youth characteristics namely age, gender and marital status has significant influence of youth participation on CBDP. This conclusion was arrived at following correlation analysis that revealed a significant relationship between youth participation in CBDP has a with youth characteristics

The study also concluded that youth education level influences their participation in Community based development project. Also experiences in the education are useful in the participation of CBDP. Having low level of education is likely to affect youth participation while those with higher level of education will fell encouraged to participate. Youth participation and education level has a significant correlation

Further, the study correlated that youth participation significantly correlates to Socio-culture factors. Respecting young people and believing that they have significant contributions to make in community projects would encourage youths to participate in CBDP. The study also concluded that parents and families as well as friends has a role in influencing youths to participate in the community based development projects.

7.2 Recommendation

Basing on the study findings and conclusion, the study made the following recommendations

1. Youths should be encouraged and supported to person education since education level positively influence the extent to which youths participate in community based development project
2. Adults should respect and believing that young people significant contributions to make in community projects would encourage youths to participate in community based development project
3. Families and parents should motivate young people to actively participate in community based development project especially those that are not engaged in any specific occupation.

7.3 Suggestion for further studies

This study has reviewed factors that influence youth participation in community development project in Nyamagabe district and suggest the following for further studies

1. A similar study that will focus on other districts in Rwanda
2. Study that will establish factors that influence youth participation in decision making in community based projects
3. The current study looked at social economic factors in general and therefore a study that will only look at the effect of various socio-economic factors separately is suggested

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