

# **Development Perspectives: Voices of Likoni Youth**

**Austin Walker  
Fulbright Research Fellow  
June 2013**

**Acknowledgments:**

Special thanks to the Fulbright Program and Hatua Likoni for their generous support. Without the help of my assistants; Kelvin Odindo, Suleiman Aboid, Peter Louie, Grace Mwendu, Sylvia Wairimu and Jackline Muthoni I would never have been able to complete my goal of 89 interview across five Likoni secondary school.

<b>Table of Contents</b>	<b>Page #</b>
1) Introduction	4
2) Methodology	5
3) Participant Background	6
4) Challenges Facing Youth in Likoni, Mombasa	7
5) Youth Identified Solutions	11
6) Implementation and the Role of NGOs	15
7) Policy Recommendations for Hatua Likoni	18

## 1) Introduction:

The prominence of Kenya's youth bulge and the staggering rate of unemployment in the country has combined to create a myriad of challenges for young people throughout Kenya. If ignored youth in Kenya hold the ability to harness their energy to the detriment of the country's development and security. However, if given opportunities, youth hold the potential to harness their passions and drive to improve their lives and those of their communities. While highlighting the situation created by Kenya's youth bulge Shari Bryan writes, “while the youth bulge presents many risks for policy makers and politicians both in Africa and around the world, the opportunities for meaningful participation in the political process are plentiful – if they are made a priority and targeted in a constructive manor (Bryan 2010, 2).” In order to better understand who Kenya's young people are several important questions must be answered; What projects would they introduce? How would they utilize resources to improve their lives and the lives of those in their communities? Should outside organizations play a role in seeking and promoting solutions to the challenges imposed by poverty?

In order to identify locally grounded perspectives on youth development, this study turns to Likoni's urban youth for answers. It explores the challenges facing Kenya's youth and the solutions they propose to address these challenges. It also ponders what role local NGOs should play in promoting development initiatives. By analyzing the perspective of Kenya's youth this report reveals that youth face the following challenges: insufficient financial resources, negative peer influence, bad school performance, drug abuse and insecurity. Participants also note that through job creation, the provision of guidance and counseling, and sponsorship of education many of these challenges can be overcome. Projects in these areas must be cognizant of the socioeconomic and gender diversity present in Kenya and the disparities these aspects create in the challenges experienced by youth. In order to promote these initiatives youth should be formerly integrated into the decision-making processes of locally based NGOs. This will not only instill agency within younger generations of Kenyan's but also productively engage them while simultaneously preventing their co-optation by those promoting extra-

state violence.

## 2) Methodology:

Likoni constituency is located on the southern coast of Kenya and separated from Kenya's second largest city, Mombasa by Likoni creek. With a population of 166,000, Likoni covers an area of 41.10 square kilometers or 25.54 square miles. The region is comprised primarily of basic urban dwellings and represents an affordable alternative to living cost in Mombasa town. Likoni boast a thriving juakali sector (informal sector) with numerous family run businesses and workshops. Despite the prominence of the informal sector unemployment in Likoni is staggering. Furthermore, insecurity remains of significant concern with both drugs and crime posing significant challenges. Access and quality of education is also relatively low. According to data garnered from the Kenyan National Examination Council, Kenya's average KCSE exam score was a C- in 2011. In the same year, however, Likoni's average KCSE score was a D. Although these statistics provide a grim image of the region, many communities remain resilient and determined to improve their livelihoods.

In an effort to identify informed and innovative solutions to the challenges facing Likoni this study focuses on secondary school students. In doing so, five secondary schools were selected in Likoni. In order to acquire the perspectives of a diverse section of Kenya's youth population, two mixed gender regional schools, one all boys regional school, one all girls regional school and one mixed provincial school were selected.<sup>1</sup> My affiliation with the *Hatua Likoni*, a locally based non-governmental organization, facilitated the study's approval with the district educational officer. At each school my assistants and I identified a 10 percent sample of the school's form three (high school juniors) and form four (high school seniors) students by selecting every tenth name from the school roster. At the three coed schools we exercised discretion in revising the sample to include more

---

<sup>1</sup> Kenya's secondary school system is broken into regional, provincial and national schools. Admission to these schools is based on primary school test scores and the family's ability to pay (regional schools tending to be the cheapest and national schools the most expensive). This often translates to a low quality of education at regional schools, a good quality of education at provincial schools and an excellent quality of education at national schools. Regional schools tend to draw many local students while provincial and national schools tend to draw students from around the country.

females. In these schools, the goal was to acquire a ratio of 4 girls to every six boys. Once the selection process was completed, students were called from their classes one at a time to be interviewed by one of my research assistants. Each participant was asked to answer the 32 questions included in the scripted, open-ended interview. This process resulted in the completion of 89 interviews.

Once the interviews were complete I coded the data and entered it into an Excel file. This file was then analyzed to determine the frequency of responses to each question. The study's methodology, along with careful data analysis, brings into focus the challenges and solutions held by Kenya's youth in Likoni. Further, it allows the voices of Kenya's youth to be added to the broader debate surrounding the role of youth in Kenya.

### **3) Participant Background:**

In order to gain a better understanding of the research sample, the scripted interview includes a number of personal background questions. These questions provide a degree of context to the student's responses to further questions. Given that the research focused on students entering their final two years of secondary school, the majority of the participants, 86.52 percent, were between the ages of 16 and 19. Although my assistants and I took the liberty of skewing the two regional school's samples to increase the number of female participants, the number of males selected remained higher than that of females. This reflects the common perception throughout East Africa that male education is more important than female education. The majority of participants had 2-5 siblings. While most students noted that both their parents play a role in providing for them, 34.83 percent identified one or both of their parents as either being deceased or no longer part of their lives. The majority of participants estimated that their guardian's monthly expenditures ranged between 10,000 KES (\$118) and 20,000 KES (\$236) with a mean average of 18,904 KES (\$222). While only 52.94 percent of mothers reached secondary school, 74.02 percent of fathers had reached secondary school. Similarly, while only 14.12 percent of mothers had received post secondary education, 32.46 percent of fathers had perused further

education after completing secondary school. This information further supports the understanding that male education is prioritized.

The majority of students note that when at home they spend their time helping with domestic chores such as cleaning, cooking, caring for siblings and fetching water. Others noted they also help by caring for livestock and running family businesses. Given family sizes, scarcity of work and low family incomes, nearly all students find themselves concerned about their school fees. While the burden of school fees most often falls on the parents, many relatives (often uncles and brothers) take on the responsibility of education costs. Despite students' varied backgrounds, they hope to be given the chance to attend university or college. However, faced with the challenges of school fees, poor school performance, family issues and negative influence from peers, the majority of students worry that they will be prevented from reaching higher education. Although students are clearly anxious about how to reach their goals, many have lofty and admirable dreams. Most commonly students voice the desire to become doctors, engineers, lawyers, journalists, business-men/women and accountants. The two most common dreams held by both boys and girls are to become doctors and engineers. The responses to these questions indicate that students from Likoni, Mombasa are industrious in their lives at home and readily contribute to daily tasks. They also have great ambitions for themselves, despite the abandonment by caregivers and the extreme financial burden that education costs pose.

#### **4) Challenges Facing Youth in Likoni, Mombasa:**

In order to better capture the challenges facing youth in their last two years of secondary school, the scripted interview poses several questions that ask participants to describe challenges they, individually, face; challenges their peers face; and obstacles preventing access to post secondary education. As evident in *Table 4.1*, 49.43 percent of youth identify the lack of financial resources as the biggest challenge in their lives. The majority of respondents who make this claim, discuss the difficulties they have in securing school fees. They frequently cite the priority of a sibling's education

or their parent’s inability to secure reliable employment as factors that inhibit their ability to attend school.

After conducting several interviews one afternoon, I allowed my two assistants to take over to allow me to attend to several participants who had been waiting to speak with me about our research. After diplomatically trying to explain several times how this work has the potential to benefit Likoni youth, Hamisi, a 17 year old form three student began to explain to me his on going struggle to pay his school fees after his mother died and he went to live with his aunt. He recounted numerous occasions of being sent home for weeks to look for money. Despite his aunts hard work and appeal to local organizations Hamisi was preparing to be sent home again and was not sure when he would have the money to resume his studies. Although Hamisi was clearly worried about his present circumstance, he appeared more distraught over the impact of his situation on his dreams for the future. He noted that without school fees he would be unable to perform well enough on the Kenya Certificate of Secondary Education(KCSE) exam to reach University. Based on the high cost of attending university or college in Kenya and the meager salaries earned by the majority of those living in Likoni, the challenge of obtaining school fees poses a serious challenge to the future success of the regions youth.

In addition to financial challenges, a significant percentage of participant answers highlight the challenges created by negative peer influences, poor school performance and family issues.<sup>2</sup> Given the context of Kenya’s education system and the lack of support services available, the presence of many of these challenges in the lives of youth are expected.

*Table 4.1: Individual’s greatest challenge*

	Percent Who Answered
Money/School Fees	49.43
Negative Peer Influence	24.14
Poor School Performance	11.49

<sup>2</sup> Negative peer influence is a term that frequently came up during interviews. Students usually used this term to refer to peer pressure. Further, it was intended to encapsulate a broad range of poor decisions (using drugs, engaging in sex, committing violent acts and others) that an individual might be encouraged to make by friends or peer groups.

Family Issues	9.20
Other	5.74

While the majority of participants note the deficiency of financial resources as their largest challenge, they provide a different explanation for the challenges facing their peers. As noted in *Table 4.2*, a significant percentage of students report negative peer influence as youths' most serious challenge. Many participants discuss the overwhelming impact that peers can have on one another. In this regard many participants, both boys and girls, recount stories of friends pressured into engaging in sexual acts, drugs and crime. Others merely describe the effect of peer influence on creating distractions from academics. It is unclear why participants' responses regarding negative peer influence shift from 24.14 percent, when asked about personal challenges, to 61.73 percent of answers when asked about their peers. This could be attributed to youths' discomfort discussing their own personal challenges in regards to relationships, drugs and sex. It also may be that youth perceive their challenges as linked to their financial ability, while they view their peers' situations as a product of behavior and actions. Regardless of the reason for the difference, the high incidence of their concern for the power of negative influence is one of the most intriguing discoveries of this research. Based on this finding, it is apparent that Likoni youth understand and acknowledge their struggle to find exemplary peers and a clear path to success.

As I was conducting an interview one evening, a girl named Atieno confided that a little over a year ago she left home because she could no longer deal with her drunken uncle. While away she became pregnant and was forced to drop out of school. Fortunately, several concerned teachers reached out to her and insured that she had a safe place to live until the baby was born. After giving birth they also found a way for her to return to school. Many girls are not as lucky as Atieno and are unable to resume their education after giving birth. Students' lack of guidance and understanding regarding relationships, sex and drugs, as well as professional development, continues to take a toll on Kenyan youths' ability to succeed.

*Table 4.2: Youth’s greatest challenge*

	Percent Who Answered
Negative Peer Influence	61.73
Money/School Fees	16.05
Poor School Performance	13.58
Family Issues	3.70
Other	4.94

Many of the same challenges participants cite as issues for themselves and their peers are identified again when they are asked “what prevents youth from reaching post secondary education?” As indicated in *Table 4.3*, 40.45 percent of students focus on a lack of financial resources. Others again indicate negative peer influence, poor school performance and family issues as issues barring youth from advancing their education. The high concentration of responses related to financial resources and bad school performance are understandable, given the structure of the education system. Youth are admitted to university through two avenues. They must either demonstrate the ability to fund their own education or score very well on national exams. If a student scores well on his or her exams, the government provides education loans to the individual. Participants’ responses demonstrate their understanding of the system and its inability to meet youths’ demands for higher education.

*Table 4.3: Barriers preventing youth from receiving post secondary education*

	Percent Who Answered
Money/School Fees	40.45
Negative Peer Influence	39.33
Poor School Performance	14.61
Family Issues	5.62

In order to gain more information about the lives of youth, the scripted interview asks; “How do your peers spend their your time?” Many of the respondents discuss youth participation in sports, studying for school and watching TV or listening to the radio. However, a number of respondents also discuss cases of partying, “storying” (gossiping), sexual relationships and strolling around. All of these responses are described in a negative light and viewed as the result of negative peer influences. The

acknowledgment of these activities paints a clearer image of the challenges youth perceive themselves facing.

This section of the study reveals several interesting points. First and foremost, youth acknowledge that they struggle with a lack of financial resources on a personal level. However, youth also mention the impact of peer influences on their lives. This point is perhaps even more intriguing given their perception of this issue as a broader youth problem, though not an issue notable enough to significantly highlight in connection with personal challenges. Finally, youth note that the lack financial resources and poor school performance as the biggest challenges preventing individuals from reaching post secondary education. Through the exploration of the challenges facing this portion of Kenya's population, not only can greater understanding be afforded youth, but also an informed process of problem solving can begin.

#### **5) Youth Identified Solutions:**

In order to identify solutions to the challenges facing Kenyan youth in Likoni, the study's scripted interview sought to find out who youth view as their allies. Participants were asked; "Do you feel that adults, professionals and politicians consider and understand your challenges?" When responding to this question, 67.42 percent of participants indicate that adults understand and consider their challenges. When asked to elaborate, participants describe instances when adults had provided advice, gave them encouragement or corrected bad behavior. However, others noted that their parents and community members were too absorbed in their own challenges to consider the difficulties faced by youth. In some cases participants describe how adults stigmatize youth as a source of communities' hardships. 75.28 percent of participants indicate that professionals understand and consider the challenges facing youth. Participants explain that professionals provide a source of advice, but also pay some student's school fees, start youth groups and donate supplies to schools. However, only 19.32 percent of participants feel that politicians understand and consider the challenges they face. While

students note that politicians provide money to help with tuition, provide supplies for schools and attempt to increase girls’ enrollment, many also point out that politicians make empty promises, show interest only when seeking election and provide services only to their supporters. Given Kenya’s political history, it is not surprising that youth believe politicians are not as trustworthy as other adults in their lives.

In an effort to uncover what services youth wish government officials would extend to them, the scripted interview asks; “If you could talk to your leaders, what would you tell them?” Participants were asked to address this question as it pertains to their regional, county and national leaders. *Table 5.1* provides the most common responses. As indicated, scholarships, guidance and counseling, job creation, improving security/addressing drugs and crime and improving education are the most common issues youth would discuss with their leaders.<sup>3</sup> The desire to talk about these five areas supports not only the information provided in participants’ background information but also the common challenges represented in *Table 4.1* and *Table 4.2*. The financial background of families and high rates of unemployment in Kenya, explain participants’ focus on these areas.

*Table 5.1: Areas youth wish to discuss with their leaders*

	Local Leaders	County Leaders	Country Leaders
Scholarships	30.86	26.44	19.23
Guidance & Counseling	16.05	18.39	10.84
Job Creation	14.81	16.09	13.25
Security/Drugs & Crime	16.05	13.80	14.46
Improve Education	9.88	13.79	14.46
Other	12.35	11.49	27.76

Similar patterns emerge when participants are asked what projects would help them overcome their challenges and what projects would aid their peers in overcoming challenges. *Table 5.2* and *5.3*

---

<sup>3</sup> “Guidance and counseling” is another term used frequently by participants. It will be used often in this report and is a solution proposed by Kenyan youth for a wide range of challenges. Youth often feel they are poorly educated on how to overcome their challenges (whether in relation to finding employment, fostering healthy romantic relationships or seeking admission to colleges or universities). For this reason, they desire mentors that have overcome these challenges and can give them sound advice.

outline the areas that received the highest concentration of responses. Both tables indicate participants' perceived need for guidance and counseling. When asked to elaborate on this issue, participants cite multiple areas of life where they feel inadequately informed. One of the highest areas of concern is relationships and sex. While some schools provide limited education on the issue, others avoid the subject entirely. At home, parents also struggle to address this issue due to cultural norms and practices that make the subject taboo. When students discuss the need for guidance and counseling they use the term to refer to initiatives to fill the gaps in their education. In addition to seeking the provision of information to meet the challenges posed by relationships and sex and negative peer influence, students discuss utilizing guidance and counseling as a vehicle to improve access to jobs, scholarships, post secondary school admission and many other important areas commonly inaccessible to them.

While conducting interviews, I observed a local organization holding seminars for youth in an attempt to fill this gap. The presenters later reported to me that once a safe environment had been created for the young people to ask questions about relationships and sex there was no need for a lesson plan. In fact the students were so eager to discuss these issues it was difficult to close the session. Youth also fervently indicate that they do not understand how to succeed given the structure of their society. Many youth indicate the desire to have youth groups where they can discuss their challenges and collectively seek out advice from individuals who model success. The possibilities for projects like this are seemingly without limit and need greater exploration.

Another clear area of concern for youth is jobs. Both *Table 3.5* and *Table 3.6* indicate this point. According to the *Central Intelligence Agency*, Kenya's unemployment rate lay at 40 percent in 2008 (World Fact Book). This staggering statistic has not changed a great deal since and youth are naturally concerned with finding jobs.

*Table 5.2: Projects for youth (the Individual)*

	Percent Who Answered
Scholarships	34.67

Guidance and Counseling	29.33
Job Creation	22.67
Improve Education	8.00
Other	5.33

*Table 5.3: Projects for youth (peer groups)*

	Local	County	Country
Job Creation	37.84	36.36	36.36
Guidance & Counseling	36.49	37.66	22.73
Improve Education	9.46	7.79	10.61
Security/Drugs & Crime	6.76	7.79	10.61
Other	9.45	10.40	19.69

The understanding youth have of how to address the challenges that face them are sculpted by the programs and projects they have seen carried out in their communities, districts and country. 71.76% of participants acknowledge that they have personally seen or heard of projects similar to the ones they outlined as solutions to their challenges. They note that most often, schools, churches and clinics sponsor such projects. Sometimes, projects conducted by these groups collapse or merely do not equitably distribute resources and information. Despite the possibility of failure, projects that focus on the areas indicated in *Table 5.2* and *5.6* are seen by Likoni youth as the key to increasing opportunities and the quality of life for themselves and their peers.

This section of the study outlines areas of priority youth hold when forming solutions to their challenges. In this light, youth note that energy should be directed to projects dealing with job creation, as well as guidance and counseling. Youth note the need for focus on these areas to address each individual's personal challenges, as well as the challenges faced by youth at large. In addition, participants indicate that their expectations of local leaders are grounded in personal matters of daily life. These students believe that local leaders should address the issue of personalized guidance. By examining *youth identified solutions*, governments and NGOs can more effectively tailor their projects to the needs of individuals while simultaneously giving legitimacy to youth's ideas.

## **6) Implementation and the Role of NGOs:**

In order to grasp participant's understanding of NGOs, they were asked to explain what they know about them. Their replies indicate that 68.54 percent have an understanding of the tasks and roles of NGOs in Kenya and 31.46 percent have little or no understanding. Although 57.95 percent of participants report they have never been in direct contact with an NGO, the fact that most youth appear to have some understanding of the work of NGOs allows for further exploration into the perceived effectiveness of NGOs' work. While no recognizable pattern of response emerges, the open-ended interview elicits a variety of interesting anecdotal replies.

Most participants describe how NGOs work to provide much needed social services. Participants indicate NGOs' abilities to financially sponsor student's education, provide health services, provide guidance for youth, promote environmentalism and to provide disaster relief. However, participants also report that NGOs succumb to a number of downfalls. Participants point out that NGOs often are caught up in corruption, too involved in politics, lack good facilities, fail to utilize local resources, do not provide services equitably, or are inefficient. What can be observed from these points is that youth understand that NGOs often play a critical role in their society and have the intention of creating a positive difference. However, at times, NGOs get sidetracked or become too entwined in bureaucracy to make community driven, efficient and sustainable improvements.

In order to better understand what youth would focus on if given the chance to take charge of projects themselves, they were asked what project they would conduct for youth if they had a budget of 40,000 KES (roughly \$500). This question was then repeated with a budget of 50,000,000 KES (roughly \$600,000). Given the answers to the previous section of the interview, *Youth Founded Solutions*, the responses to these questions are not surprising. As indicated in *Table 6.1*, if given 40,000 KES, 67.44 percent of participants focus on increasing jobs for youth. As described previously, the need for jobs in Kenya is a serious issue that must be addressed in order to meet the rising demand for

jobs posed by the large and growing youth population. Youth recognize that the lack of productive employment means that many youth not only have a great deal of idle time, even worse they are getting into trouble. In order to combat these issues some youth would use the 40,000 KES to invest in the informal sector.

Similarly, when participants were asked how they would spend 50,000,000 KES to help combat the challenges of youth, 44.71 percent of participants suggest that they would allocate a portion of these funds towards increasing job opportunities for youth. As expected, the cost of the projects increased with the larger budget. Other students suggest they would use this money to provide scholarships or invest in counseling services. These responses depict an informed understanding of Kenya’s economic system and opportunities in a way that many outsiders are unable to acknowledge or comprehend.

*Table 6.1* also indicates that many youth would allocate resources to improve the quality of education. In order to obtain improvements, youth suggest that supplies be donated to schools, better teachers hired and additional schools, colleges and universities constructed. As expected, the cost of projects increases when participants are asked how they would allocate 50,000,000 KES. With this amount of money most participants would focus funds on constructing educational institutions.

Participants also note the need to improve education and aid orphans as areas they would allocate funding. The challenges posed to students by schools’ poor infrastructure and meager supplies clearly support students’ focus on this area. The region’s prevalence of HIV/AIDS, which often orphans children, has also caused youth to be concerned about the needs of orphaned youth. Overall, youths’ focus on these areas clearly captures the challenges they face and the projects that they would prioritize as the architects of their own development.

*Table 6.1: Utilizing resources*

	40,000 KES (470 USD)	50,000,000 KES (590,000 USD)
Job Creation	67.44	44.71
Scholarships	10.47	17.65
Guidance & Counseling	9.30	12.94

Improve Education	3.49	12.94
Other	9.30	11.76

In addition to asking youth where they would direct funding if in charge of an NGO, the scripted survey gave participants the opportunity to indicate what areas of youth’s lives NGOs should not be involved in. As indicated in *Table 6.2*, 74.12 percent of individuals indicated that NGOs should avoid interfering in people’s personal lives. When elaborating some students mentioned issues regarding marriage, relationships and family problems. These responses often reference a desire to respect traditional family power structures and forms of decision-making. Intriguingly, 20.00 percent of individuals indicate that NGOs should feel free to be involved in all areas of youth’s lives. When questioned further, these individuals indicate that NGOs should feel free to share advice on relationships and family dynamics. Given that 80.00 percent of participants believe that there are areas of youths’ lives that NGOs should not be involved in, it is important to exercise respect for culture and tradition when working with youth.

*Table 6.2: Areas NGOs should not be involved*

	Percent Who Answered
Personal Life	74.12
None	20.00
Other	5.88

Participants were also given the opportunity to share their ideas about how to best organize and run an NGO focused on youth challenges. 86.52 percent of participants noted the need for youth to be formerly incorporated into the decision-making structure of NGOs. To accomplish this some youth suggest the creation of advisory boards be formed where they can participate in decision making alongside other community representatives. This suggestion would help minimize cultural oversight and contribute to strengthened community ownership and support of projects.

Through the examination of this section of the study several key points highlight what youth based projects should focus on, as well as the role that NGOs should play in providing services.

Participants note that if they had the resources to implement projects for youth they would most often focus on creating income-generating activities. Such projects are noted by youth not only as being a source of income but also a way to create a constructive structure for idle youths' lives and a way to fund education. With an increase in jobs, youth suggest that the negative impacts of peer pressure could be reduced, as youths' time is made productive. In addition, while youth overwhelmingly note the positive role that NGOs play in society, they also highlighted instances of corruption and cultural disrespect. In reaction, youth indicate a desire to be more integrated into project design and the institutional structure of NGOs, in order to create a stronger connection and deeper level of understanding between communities and NGOs.

#### **7) Policy Recommendations for Hatua Likoni:**

This study highlights several key areas that need to be addressed in order for youth to succeed. Among them are; providing scholarships to individuals who cannot afford education, provide guidance and counseling, improve education and promote youth employment. Given this list it is clear that Hatua Likoni is already doing an incredible amount to meet the needs of Likoni youth. Hatua continues to expand its scholarship program for deserving secondary school students, is implementing weekly guidance and counseling sessions and is in the process of building a career network to connect Likoni youth with local professionals. Furthermore, Hatua partners with local schools to improve education infrastructures and programs.

As is evident from this study Hatua Likoni has created a model for addressing the challenges youth face that is closely in line with the priorities of Likoni youth. As Hatua continues to expand it is important for the organization to further develop and distinguish these programs. To remain in line with the needs and priorities of Likoni's youth Hatua should consider creating a formal advisory board that incorporates thoughtful youth advisers, among other representatives from the community. This advisory board should be encouraged to ensure that Hatua conducts its programming with respect for local

cultures and values. Furthermore, they should be charged with promoting the organization throughout the community by raising awareness and respect for the work of Hatua.

**References:**

Bryan, Shari. *The Youth Bulge in Africa Opportunities for Constructive Engagement in the Political Process*. National Democratic Institute, 2010.

CIA World Factbook. "Kenya." Last Modified December 21, 2011. <https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html>.