

The Influence of Entrepreneurship Training and Financial Grant on Youth-Owned Enterprises in Somalia

Nasra Ahmed Mohamed
Faculty of Management Sciences, SIMAD UNIVERSITY

Dr. Ali Yassin Sheikh Ali
Faculty of Economics, SIMAD UNIVERSITY

Abstract

Entrepreneurship and business creation are a growing alternative for young people whose age group often faces a labor market with double digit unemployment rates. It plays a crucial role in driving economic development and job creation. The study therefore sought to establish the effects of entrepreneurship training and financial grant on youth-owned enterprises. Descriptive research design was selected in this study because it would allow the researcher to gather numerical and descriptive data to assess the relationship between variables. Simple random sampling was used to select a total of 83 youth enterprises for a population of 110 youth entrepreneurs. Questionnaire was used as the main data collection instrument and statistical packages for social sciences was employed for coding and analyzing the data. From the findings of the study it was that the trainings provided helped the enterprises of the youth and that they got an idea of establishing plans and managing businesses. The entrepreneurship promotions of youth in Somalia enhanced the youths' living condition, and that they get economic freedom of which they can also help with their households, the creation of the job enabled the youth to cover their needs, also the grants offer foundation as the business starts. In conclusion the knowledge spillover theory of entrepreneurship posits that entrepreneurship is a response to investments in knowledge and ideas by incumbent organizations, Entrepreneurship development is the process of improving the skills and knowledge of entrepreneurs through various training programs. The provision of training and grants empowered the youth to fight with poverty. The study recommended that the entrepreneurship training programmes should be repeated for the youth and that the Entrepreneurship development programs should first identify the local market. It is recommended to analyze and then design unique ideas based on the needs of the surroundings.

Keywords: entrepreneurship, entrepreneurship training, youth.

1. INTRODUCTION

Entrepreneurs have been defined as people with ability to identify viable business opportunities, marshal their resources to start a profitable business venture (Rwika, 2003). Entrepreneurship training has been highlighted as a key necessity to development and growth of the entrepreneurship in many countries of the world. It has been recognized as an important tool for changing the attitude and transfer of skills to people with entrepreneurial traits. Entrepreneurship training is a systematic, structured, and objectivism activity that people who has potential ability would be creatively educated or entrepreneurs would be educated to increase their skills and capabilities.

Empowerment means assisting people to overcome obstacles which might prevent them from achieving their potentials. The need for empower arises from the inability of an individual or a group of people to actualize their dreams and reach their greatest potential due to artificial barriers created by individuals and other groups within the same society (Olakulein and Ojo 2006). Youth empowerment as an attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults. He further argued that young people are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make an informed decision freely, take action based on that decision and accept responsibility for the consequences of those actions (Semboja, 2005).

The promotion of youth entrepreneurship is fundamental to the achievement of MDG 8, Target 16 which focuses on developing decent and productive work for youth. This has a significant effect of bringing back the alienated and marginalized youth into the economic mainstream thereby addressing some of the socio-psychological problems and delinquency which occur due to the joblessness (White and Kenyon, 2000).

According to White and Kenyon (2000) youth entrepreneurship is a critical in promoting innovation and resilience as it encourages young people to find new ideas and methods of doing things through experience based learning. White and Kenyon further note that social and cultural identity is promoted through youth enterprises, as is a stronger sense of community where young women and men are valued and better connected to society. They note that youth enterprises give young people, especially marginalized youth, a sense of 'meaning' and 'belonging'. This can shape the identity of youth and encourage others to treat them as equal members of society. A popularization and democratization of entrepreneurship can allow the disadvantaged in society to

succeed regardless of social or family background (OECD, 2001).

Available evidence shows that in developing countries, the rate of self-employment among youth, while low compared to adults, is significantly higher than among young people in developed countries. This is particularly the case in countries with slow or stagnant economic growth. Thus, Sharif (1998) observes that the tendency towards self-employment among youth is much greater in Sub-Saharan Africa than in other parts of the world. The belief in African countries is that young people are 'natural entrepreneurs' who only need access to credit to become self-employed.

The objective of the study is to examine the influence of entrepreneurship training and financial grant on youth-owned enterprises.

2. LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1: The role of entrepreneurship training on the performance of youth enterprises

According to Cole (1997), training is a leaning activity, which is directed towards acquisition of specific knowledge & skills for the purpose of an occupation. It focuses on the job task. The training can be both formal and informal and is usually carried out to assist a person understand and perform his/her job better. Armstrong (1999) concurs with Cole that training is a systematic modification of behaviour through learning, which occurs as a result of education and instruction. Meanwhile, entrepreneurship training is a systematic, structured, and objectivism activity that people who has potential ability would be creatively educated or entrepreneurs would be educated to increase their skills and capabilities.

Rasmussen & Sorheim (2006) argue that entrepreneurship training has traditionally focused on teaching individuals, but many initiatives are increasingly becoming more action-oriented, emphasizing learning by doing. In their paper they present a number of action-based activities at five Swedish universities. The cases show that entrepreneurship education focuses less on teaching individuals in a classroom setting and more on learning-by-doing activities in a group setting and network context.

Entrepreneurship Education and Training has been found to be a major determinant in the growth and survival of enterprises. According to the human capital theory, investment in knowledge, skills and the abilities enhance the productive capacity of the individual. Entrepreneurial training and education acts as a facilitator for entrepreneurial activities with the main focus being to stimulate entrepreneurial activity and performance. This fact acts as a base to ensure that the research that is necessary and conducive in this field to ensure economic growth, is in fact conducted. Training within this perspective is supported by the work of Hynes and Richardson, (2007), where the training per se is defined as an intentional effort to teach specific abilities, which are knowledge bearing, to complete the project better.

Training plays an important role both in situations in technological change and the process of applying new management system. A well trained entrepreneur was portray most of entrepreneurial traits. These traits was then be translated into business growth with the following results; satisfied customers demonstrated by repeat buying, customer royalty and increase in sales volume, well-kept business records, satisfied workers and reduced labour turnover, and finally increase in capital investment and employment creation.

2.2: Impact of Entrepreneurship for enhancing youth living condition

Entrepreneurship and business creation are a growing alternative for young people whose age group often faces a labour market with double digit unemployment rates. As traditional job-for-life career paths become rarer, youth entrepreneurship is regarded as an additional way of integrating youth into the labour market and overcoming poverty. Entrepreneurship can unleash the economic potential of young people.

Entrepreneurship is driven by economic necessity when there is no other alternative for income generation or making a living. According to GEM study, necessity-driven entrepreneurship levels in a country is associated with factors like low tax revenue as a percentage of GDP, lower levels of participation in both secondary and tertiary education and high levels of income disparity and low levels of social security. That is why especially youth in developing and low-income countries tend to engage in business out of economic necessity (e.g. lack of employment opportunities, need to supplement household income and poverty). The belief in the African countries is that young people are 'natural entrepreneurs' who only need access to credit to become self-employed (Mkandawire, 1996; Motts, 2000; Mulenga, 2000).

At global policy level, the need to promote youth entrepreneurship has culminated in the convention of a panel on the Youth Employment Network (YEN) by the Secretary General of the United Nations as well as a civil society-driven Youth Employment Summit (YES) held in Alexandria, Egypt. Both the YEN and YES have identified entrepreneurship as a key priority in the promotion of youth livelihoods and employment. At a local level, this has resulted in the emergence of a discourse on 'youth livelihoods and entrepreneurship' in much of Africa in recent years. This discourse has led to the introduction of Entrepreneurial Skills Development Programmes (ESDP) in countries like Gambia, Nigeria, Malawi, Zimbabwe, Swaziland, Uganda and Kenya. The belief in these countries is that promoting small business enterprises can solve the unemployment problem.

2.3: The influence of grants for youth enterprises

Start-up grants particularly aim to promote the establishment of new enterprises of students or young unemployed jobseekers by securing their livelihood during the time estimated for starting and stabilizing the business. Though increasingly superseded by loan schemes, the use of grant-based schemes is still a quite common approach to stimulate entrepreneurship and start-up activity among young people in different countries. However, as White and Kenyon (2001) point out, the issue of grant finance for self-employment ventures is a vexed one. On the one hand, it can be an important aid for people who have been rejected from other conventional forms of finance. On the other hand, many experts believe that programmes should help young people deal more directly with the problem of access to finance, rather than providing them with non-refundable funds or free money.

2.4: Theoretical Framework

1. Social Capital Theory

The social capital theory is based on the ideas of Pierre Bourdieu, James Coleman and Robert Putnam. According to Bourdieu (1986, p. 248) social capital is defined as ‘the aggregate of the actual potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition’.

Coleman’s (1988) definition of social capital comes close to Bourdieu’s (1986) and Loury’s (1977) but from a completely different point of departure. For Coleman, 1988, p. S98) social capital ‘consists of some aspect of social structure, and facilitates certain actions of actors-whether persons or corporate actors-within the structure’. For Coleman, social capital is productive, i.e. it is used so that actors can achieve particular ends that would have been impossible without it. So it has a clear instrumental purpose.

For Putnam (1993a, p. 35; 1993b) social capital refers to ‘features of social organizations, such as networks, norms and trust that facilitate action and cooperation for mutual benefit’. Putnam’s argument presents social capital, essentially the ‘amount’ of ‘trust’ available, as the main stock characterizing the political culture of modern societies. For Putnam, voluntary associations that enable a horizontal linking of people produce trust, the norm that causes interpersonal bonding. This is also the celebrated norm-producing feature of networks in Coleman’s formulation.

2. The knowledge Spill over Theory of Entrepreneurship

This is a theory of entrepreneurship in which the creation of new knowledge expands the technological opportunity set. The entrepreneurial activity does not involve simply the arbitrage of opportunities, but the exploitation of knowledge spillovers not appropriated by incumbent firms. The Knowledge Spillover Theory of Entrepreneurship challenges two of the fundamental assumptions implicitly driving the results of the endogenous growth models. The first is that knowledge is automatically equated with economic knowledge. In fact as Arrow (1962) emphasised, knowledge is inherently different from the traditional factors of production, resulting in a gap between knowledge and what he called economic knowledge. The second involves the assumed spillover of knowledge. The existence of the factor of knowledge is equated with its automatic spillover, yielding endogenous growth. In the Knowledge Spillover Theory of Entrepreneurship, the *knowledge filter* imposes a gap between new knowledge and economic knowledge and results in a lower level of knowledge spillovers (Acs et al, 2004).

3. METHODOLOGY

The study was conducted in Mogadishu, the capital city of Somalia. An organization named SHARDO was targeted to collect data for the youth trained by the organization & started their enterprises. This focuses on the research techniques adopted and used for this study with the aim of achieving the research objectives. A research design is defined as an overall plan for research undertaking. Research design provides the glue that holds the research project together. Descriptive research design was adopted in this study. Schindler and Cooper (2003) observed that descriptive studies are structured with clearly stated questions to be investigated. The descriptive design was selected in this study because it would allow the researcher to gather numerical and descriptive data to assess the relationship between the variables. This would make it possible for the researcher to produce statistical information on the entrepreneurship training and empowerment among youth.

The study used probability sampling techniques to create a sampling frame from youth run enterprises. Simple random sampling was used to select a total of 83 youth enterprises that was picked randomly using Microsoft excel in the record of SHARDO enterprise development program. A simple random sample is meant to be an unbiased representation of a group. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This means that the response rate for this study was excellent and therefore enough for data analysis and interpretation.

4. DATA PRESENTATION AND ANALYSIS

4.1 Profile of youth entrepreneur

According to the data in Table 1, below shows that the majority of male and female who participated the training and got the grants are under the age between 18-23 which indicates 53% of the respondents 33.7% male & 19.3%, while 42.2 % of which 21.7% are male while 20.5% are female were aged 24-29, and the remaining 4.8% were 30-35 of which 3.6% male & 1.2 female. This is indication that the youth who are trained and own enterprises were in 18-23 age brackets and were youths who had a potential of being productive entrepreneurs after being trained and empowered.

Table 1: Composition of Respondents by Age & Gender

Age	Gender		Total	Percentage		
	Male	Percentage			Female	Percentage
18-23	28	33.7	16	19.3	44	53.0
24-29	18	21.7	17	20.5	35	42.2
30-35	3	3.6	1	1.2	4	4.8

Table 2 shows level of education of the respondents. From the findings, majority (41.0%) had technical & vocational training followed by 34.9% who had primary education, 14.5% had secondary education, 8.4% intermediated and the remaining 1.2% was university graduated. From the findings of the study it can be concluded that a majority of the participants had a technical and vocational training and they got the opportunity of taking the training and managing their own businesses as tabulated in table 2.

Table 2: Level of education attained

	Frequency	Percentage
Technical & Vocational	34	41.0%
Primary	29	34.9%
Intermediate	7	8.4%
Secondary	12	14.5%
University	1	1.2%
Total	83	100%

The researcher also sought to establish type of business from the respondents. Based on the analysis of the findings, 30.1% indicated clothes shop, 19.3% cosmetic, 16.9%vegetable vendor, 8.4% cafeteria, repair and maintenance and electronic shop, each recorded 6.0%,grocery and pharmacy recorded 3.6% each, butchery and salon 2.4 each respectively and the remaining 1.2% had play stations. According to the analysis of the findings, it can be seen that most participant had cosmetics and clothes shop in their respectful locations, it indicates that the majority of the youth like to engage businesses like cosmetics and clothes, the youth selected that businesses and seen that it's their best option of owning enterprises. The findings of the study are tabulated in table 3.

Table 3: Type of business activity

	Frequency	Percentage
Clothes shop	25	30.1%
Cosmetic	16	19.3%
Vegetable vendor	14	16.9%
Cafeteria	7	8.4%
Mobile Repair & maintenance	5	6.0%
Electronic shop	5	6.0%
Grocery	3	3.6%
Pharmacy	3	3.6%
Butchery	2	2.4%
Salon	2	2.4%
Playstation	1	1.2%
Total	83	100%

4.4 Entrepreneurship Training

4.4.1 Content of Entrepreneurship Training

The researcher requested the respondents to indicate the year they attended the training. Based on the findings of the study it is clear that a majority (68.7%) attended the training in the year 2012 and the remaining 31.3% indicated year 2013. Therefore, the findings of the study concludes that majority of the participants attended the training in year 2012 as tabulated in table 4.

Table 4: Year attended training

Year	Frequency	Percentage
2012	66	68.7%
2013	17	31.3%
Total	83	100%

The researcher required the respondents to indicate the duration the entrepreneurial training lasted. The findings of the study reveal that majority (33.7%) indicated three (3) months followed by 27.7% who indicated four (4) months. Moreover, 15.7% indicated 5 months and the remaining 22.9% said six (6) months. According to the findings of the study it can be deduced that most of the majority entrepreneurial training lasted for three months as tabulated in table 5.

Table 5: Duration the entrepreneurial training last

Month	Frequency	Percentage
3 months	28	33.7%
4 months	23	27.7%
5 months	13	15.7%
6 months	19	22.9%
Total	83	100%

Table 6 shows areas covered by the respondents in the entrepreneurship training. Those indicated yes were on customer care with 100%, marketing products or services with 100%, record keeping with 100%, preparing business plans with 98.8%, financial analyses with 97.6%, overview of business management with 97.6%, costing & pricing products/services with 95.2%, and. In addition, those indicated no were on managing crises in business with 92.8%, human resource issues with 95.2%, and effective team management with 96.4%, sources of business finance with 97.6%, and business expansion and growth strategies with 98.8%. From the analysis of the findings, it can be seen that majority of the respondents have received entrepreneurship training on customer care, marketing products or services, record keeping, preparing business plans, financial analyses, overview of business management, costing & pricing products/services, and as tabulated in 6.

Table 6: Areas covered in the entrepreneurship training undertaken/attended

	Yes		No		Total
	F	%	F	%	
Customer care	83	100%	0	0%	83 100%
Marketing products or services	83	100%	0	0%	83 100%
Record keeping	83	100%	0	0%	83 100%
Preparing business plans	82	98.8%	1	1.2%	83 100%
Financial analyses	81	97.6%	2	2.4%	83 100%
Overview of business management	81	97.6%	2	2.4%	83 100%
Costing & pricing products/services	79	95.2%	4	4.8%	83 100%
Managing crises in business	6	7.2%	77	92.8%	83 100%
Human resource issues	4	4.8%	79	95.2%	83 100%
Effective team management	3	3.6%	80	96.4%	83 100%
Sources of business finance	2	2.4%	81	97.6%	83 100%
Business expansion and growth strategies	1	1.2%	82	98.8%	83 100%

4.4.2 Impact of Entrepreneurship Training

According to the table 7 which shows the impact of entrepreneurship training. based on the findings of the study those strongly agreed were on being aware of the customer needs with 80.7%, being able to prepare marketing plan with 85.5%, and being able to prepare a business plan with 65.1%. Those agreed were on being able to market products due to the training with 83.1% and on carrying daily bookkeeping of the business transaction with 68.7%. In addition, those indicated neutral were on financial skill are attributed to the training received with 65.1%. Those disagreed were on being able to prepare profit and loss account with 57.8%. According to the analysis of the findings, it is concluded that entrepreneurship training impacts on the youths' enterprises and have the ability to cover their customers' needs and prepare plans for the business and marketing plans and that the youth can market their products after they advantaged the training, The findings of this study agree with those of the study by Tushabombwe-Kazooba (2006) that revealed that most small enterprises fail due to poor record keeping and basic financial skills. This is due to the fact that these entrepreneurs are not able to prepare a profit and loss account of which most of the respondents disagreed as tabulated in table 7.

Table 7: Impact of Entrepreneurship Training

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I am able to prepare a marketing plan for my business	71 85.5%	12 14.5%	0 0.0%	0 0.0%	0 0.0%
I am aware of my customer needs	67 80.7%	26 31.3%	0 0.0%	0 0.0%	0 0.0%
I am able to prepare business plan	54 65.1%	26 31.3%	3 3.6%	0 0.0%	0 0.0%
I am able to market my products due to the training	11 13.3%	69 83.1%	3 3.6%	0 0.0%	0 0.0%
I carry daily bookkeeping of the business transaction	4 4.8%	58 69.9%	19 22.9%	2 2.4%	0 0.0%
I am able to prepare profit and loss account	0 0.0%	0 0.0%	12 14.5%	48 57.8%	23 27.7%
My financial skill are attributed to the training received	0 0.0%	0 0.0%	54 65.1%	21 25.3%	8 9.6%

4.4.2.2 Opinions on improvement of entrepreneurship training program

The researcher further requested the respondents to give their opinions for improvement of entrepreneurship training programs. According to the field responses, the subjects listed the following: create awareness, in which the participants are encouraged to examine who they are, clarify their own values, and evaluate their own personality, motivations, capabilities and personal resources, acceptance or recognition of one's strengths and weaknesses, goal setting, developing strategies or action plans, which are oriented to generating growth, direct experience where the emphasis is on doing structured learning experiences, and transformation and empowerment where the competencies acquired come together into a pattern that matches personal strengths and weaknesses with goals.

4.5 Entrepreneurship Promotion

The respondents were requested to indicate on whether they make any contribution to household's monthly income. According to the analysis of the findings, Overwhelming majority (94.0%) indicated yes while only 6.0% were on the contrary view. The findings of the study therefore reveal that the respondents make contribution to household's monthly income as shown in table 8.

Table 8: Contribution to household's monthly income

	Frequency	Percentage
Yes	78	94.0%
No	5	6.0%
Total	83	100%

The researcher also wanted to find out the amount contributed to household's monthly income before the training/before starting businesses. Based on the analysis of the findings, majority indicated none who accounted for 81.9%, less than \$ 50 were 18.1%. The researcher used dollar instead of Somali shillings because the community base everything in dollar while the Somali shillings changes every time. This reveals an indication that the majority of youth entrepreneurs were not contributing to their families before starting the business. The findings are as shown in table 9.

Table 9: Amount contributed to household's monthly income before starting business

	Frequency	Percentage
None	68	81.9%
Less than \$ 50	15	18.1%
\$50-\$100	0	0.0%
\$100-\$200	0	0.0%
Total	83	100%

The researcher also wanted to establish out on the amount contributed to household's monthly income at present. The findings of the study reveal that majority (62.7%) indicated \$50-\$100, 31.3% recorded less than \$ 50 and 6 % indicated none. this reveals that the youth contributed to their families after starting their business and getting the grants. The findings are as shown in table 10.

Table 10: The amount contributed to household's monthly income at present

	Frequency	Percentage
None	5	6%
Less than \$ 50	26	31.3%
\$50-\$100	52	62.7%
\$100-\$200	0	0.0%
Others	0	0.0
Total	83	100%

4.5.1 Changes in living standards come about as a result of having the business

The researcher also required the participants to indicate the changes in living standards come about as a result of having the business. According to the field responses, they listed issues like competition and innovation, feeling sense of having something, job creation, economic freedom & independence.

4.6 Performance of Enterprises

Table 11: Satisfaction with performance areas of the firm after starting the enterprise

Indicator					
	Very high	High	Neutral	Low	Very low
Market Development	17 20.5%	65 78.3%	1 1.2%	0 0.0%	0 0.0%
New Product Development	4 4.8%	53 63.9%	26 31.3%	0 0.0%	0 0.0%
Sales Growth Rate	0 0.0%	0 0.0%	57 68.7%	15 18.0%	11 13.3%
Market Share	0 0.0%	0 0.0%	73 88.0%	7 8.4%	3 3.6%

Table 8 shows satisfaction levels with performance areas of the firm after starting the enterprise. According to the analysis of the findings, those indicated high were on market development with a 78.3% and new product development with 63.9%. In addition, those indicated to a neutral extent were on market share with 88.0% and sales growth rate which also recorded 68.7%. The findings of the study are tabulated in table 11.

4.7 The effect of grants to the development of your business

4.7.1 Whether the grants empowers economically

The researcher investigated whether grants empower economically. According to the responses, it was established that yes indeed grants offer foundation as the business starts, it assists a struggling business, helps in expanding an existing business, it provide resources for training and skills development, it enable to encourage the development of a competitive and effective equities inclusive throughout the business, it is concluded that grants has enabled many youths in Somalia to be self-employed.

Table 12: The Grant Obtained

Amount	Frequency	Percentage
\$ 500	47	56.6%
\$2000	36	43.4%
Total	83	100%

The researcher also investigated on the grant obtained. According to analysis of the findings, it emerged that majority (56.6%) have obtained \$ 500 while the remaining 43.4% indicated \$ 2000. The grants to be provided was either \$500 or \$2000 after the training, the grants and the training were in different periods. The results are tabulated in table 12.

Table 13: Number of people employed after starting the business

Number	Frequency	Percentage
None	53	63.9%
1	13	15.7%
2	15	18.1%
3	2	2.1%
	83	100%

The study further determined number of people employed after starting the business. Based on the findings of the study majority indicated none who accounted for 63.9%. In addition, 18.1% indicated 2 people,

15.7%, 1 person and the remaining 2.1% indicated 3 people. The majority of the youth indicated none because their businesses are small and they can control their business activities. The findings of the study are as tabulated in table 13.

Table 14: Whether the business made profit or loss for the last year

	Frequency	Percentage
Profit	71	85.5%
Loss	12	14.5%
Total	83	100%

The researcher also probed on whether the business made profit or loss for the last year. The analysis of the findings clearly reveals that most businesses created profit after creation who recorded 85.5% and only 14.5% made loss. The findings are tabulated in table 14.

Table 15: Total profit as a percentage of total value of the firms' assets in the last year

	Frequency	Percentage
5% and below	39	54.9
6-10%	8	11.3
11-15%	13	18.3
16-20%	6	8.5
21-25%	0	0.0
26-30%	5	7.0
Total	71	100%

Table 15 shows the findings of the study on total profit as a percentage of total value of the firms' assets in the last year. The findings of the study reveal that majority (54.9%) indicated 5% and below, 11.3% indicated 6%-10%, 18.3% indicated 11%-15%. Further the findings also revealed that 8.5% indicated 16-20% and the remaining 7.0% they indicated 26-30% respectively. The findings of the study are as shown in table 15.

Table 16: Total loss as a percentage of total value of the firms' assets in the last year

	Frequency	Percentage
5% and below	7	70.8
6-10%	5	41.6
11-15%	0	0.0
16-20%	0	0.0
21-25%	0	0.0
26-30%	0	0.0
Total	12	100%

Table 16 shows the findings of the study on total loss as a percentage of total value of the firms' assets in the last year. The findings of the study reveal that (70.8%) indicated 5% and below loss, while the remaining 41.6% indicated 6%-10%. The findings of the study are as shown in table 16.

Table 17: If the respondents had adequate capital for the business

	Frequency	Percentage
Yes	22	26.5%
No	61	73.5%
Total	83	100%

The study sought to determine whether the respondents had adequate capital for the business. According to the analysis of the findings, it was revealed that majority (73.5%) no while only 26.5% indicated yes. Therefore, it is clear that majority of the respondent's lack enough capital for conducting their businesses as tabulated in table 17.

Table 18: Ways intended to acquire additional capital for the business

Source of Capital	Frequency	Percentage
Family and Friends	18	29.5%
Banks And Credit Unions	16	26.2%
Personal Savings	13	21.3%
Commercial Loans	11	18.1%
Other Investors	3	4.9%
Total	61	100%

The researcher required the respondents to indicate on the ways intended to get additional capital for the business. The analysis of the findings revealed that majority (29.5%) are intending to get family and friends, 26.2% banks & credit unions, 21.3% personal savings, 18.1% commercial loans, the remaining 4.9% from other investors. The findings of the study conclude that majority are intending to get family and friends as additional capital for the business, it reveals that the youth are very much depended and confident for their families and

friends. The findings of the study are tabulated in table 18.

4.7.2 Challenges experienced while running or managing the business

The researcher also investigated on the Challenges experienced while running or managing the business. The listed challenges from the respondents were such as lack of enough capital, lack of management skills, and lack of information about what is - and isn't – working, lack of a good plan, poor procedures, ignoring risks in their assessment of alternatives and opportunities, lack of focus, and also in some times lack of security which may cause failure to their businesses.

4.7.3 Other intervention strategies recommended for youth empowerment

The researcher also required the participants to recommend other intervention strategies for youth empowerment. The recommended interventions were that youths should be empowered on creating an economy so that they can be focus on their businesses and also giving them an opportunity for enhancing their education that helps the stability of the country because of the youth are the most populated in the country.

5. CONCLUSIONS AND RECOMMENDATIONS

The study sought to investigate the influence of entrepreneurship training and financial grant on youth-owned enterprises in Somalia. The study was guided by the following specific objectives, to determine the role of entrepreneurial training on the growth of youth owned enterprise; to find out whether the entrepreneurship promotion have impact on the enhancement of youth living condition and to investigate the influence of grants provided on the growth of enterprises owned by youth. Schoof (2006) has suggested that entrepreneurship education is crucial in assisting young people to develop entrepreneurial attributes and behaviors for them to recognize entrepreneurship as a career option. The study reveals that the trainings provided helped the enterprises of the youth and that they got an idea of establishing plans and managing businesses. The entrepreneurship promotions of youth in Somalia enhanced the youths' living condition and the creation of the job enabled the youth to cover their needs, also the grants offer foundation as the business starts.

The study find out the role of entrepreneurship training on the growth of youth owned enterprises. From the analysis of the findings, it emerged that those strongly agreed were on being aware of the customer needs, able to prepare a marketing plan for the business, and able to prepare a business plan. Those agreed were on able to market the products due to the training and carry daily bookkeeping of the business transaction. Analysis of the findings concluded that entrepreneurship training impacts on business growth and that they can manage their business effectively due to the trainings provided. As the findings stated the entrepreneurs are not able to prepare profit and loss account which is significant to the business and may cause failure due to the failure of basic financial skills. On the entrepreneurship promotion, it has changed the living standard by bringing up competition and innovation, it has created jobs thus economic freedom and has enabled the respondents to build a prosperous live.

The grants also effected the growth of the youths' enterprises. The youth started their businesses for the grants obtained, according to analysis of the findings, it emerged that majority (56.6%) have obtained \$ 500 while the remaining 43.4% indicated \$ 2000, also the grants encouraged the youths by getting their independence to practice their own ownership

The respondents were requested to indicate on whether they make any contribution to household's monthly income. According to the analysis of the findings, Overwhelming majority (94.0%) indicated yes while only 6.0% were on the contrary view. The findings of the study therefore reveal that the respondents make contribution to household's monthly income as shown in table 4.8. Even though the businesses created was small and majority of the youth didn't employ others but a valuable number which 18.1% indicated that they employed 2 people, which gives an opportunity for other youth.

Entrepreneurship development is the process of improving the skills and knowledge of entrepreneurs through various training programs. The whole point of entrepreneurship development is to increase the number of entrepreneurs. By doing this, the pace at which new businesses or ventures are made gets better. On a wider level, this makes room for employment and improves the economy of a business or country. Provision of entrepreneurship training to sensitize and inculcate entrepreneurial culture among the young people is crucial to identifying emerging business talents. The provision of continuous and relevant business development services to youth entrepreneurs is a key to the success of enterprise development initiatives in creating long term employment. The results revealed that the entrepreneurs were able to do daily bookkeeping of the business transactions. However, most of the respondents were not able to prepare serious accounting practices such as preparation of a profit and loss account. Suffering from any of these issues may lead to business failure, an issue which is obvious in the small business enterprise world (The European Federation of Accountants, 2004).

Another factor which needs to be enhanced is promotion of youth entrepreneurs, such as creating businesses & giving them an opportunity to exercise their ownership. The grants give an opportunity to start their small businesses, cover the family needs, fight with the poverty but increasing the grants would be an advantage to the youth entrepreneurs.

From the analysis of the findings, the following recommendations were made:

1. The entrepreneurship training programmes should be repeated for the youth after starting the enterprises, so that the businesses are kept on success and to provide necessary market information to the youth so as to gain competitive advantage in the areas of operation.
2. The study recommends that the funding organizations to increase the grants to the youth enterprises, that can cause creation of more stable businesses.
3. To make the training more meaningful to beneficiaries, it is necessary for the trainees to be closely monitored after the training to ensure that they are properly making use of the learnt skills. This was also reveal gray areas in the training program and rectify them in time. According to Harnes (1988), training managers should co-ordinate, monitor and evaluate the training results while trainers should conduct field monitoring exercises
4. Entrepreneurship development programs should first identify the local market. It is recommended to analyze and then design unique ideas based on the needs of the surroundings.
5. The governments should formulate specific policies that effectively support entrepreneurial development for economic growth and creation of new jobs.

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