



Management Practices and Sustainability of Training Programs: A Case of Digital Skills Training Projects in Kibera Slums, Nairobi City County, Kenya

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ABSTRACT

Youth unemployment is a subject of great concern in the developing world, particularly in developing nations, and among them is Kenya. These countries are characterized by the high population of youths who make up the majority of the unemployed in the nation. Governments and non-profit organizations are partnering to eradicate poverty and unemployment among the youth. To achieve this, novel ways, such as promoting digital skills training programs such as WFP's EMPACT and the Ajira. This research sought to address these shortages by analyzing the management practices and sustainability of training programs on WFP's EMPACT and the Ajira Digital skills training project in Kibera. It used a systematic sampling method of data collection accompanied by questionnaires. The results from this research will give a starting point for understanding the project's potential in Kenya and not just in Kibera. It will also provide insights and recommendations for the project's second phase by the Ministry of Planning in its efforts to use digital skills to end youth unemployment in the country. This study aimed to assess management practices and the sustainability of training programs. It was a case study that involved two training programs i.e. Ajira Digital training program and WFP's EMPACT. Data was collected in Kibera slums in Nairobi City County. Its main objectives were to investigate how stakeholder participation affects the viability of digital skills development programs in Kibera slums, to ascertain how risk management strategies affect the viability of programs for teaching digital skills in Kibera slums, to establish the impact of evaluation and monitoring on the sustainability of the programs for teaching digital skills in Kibera and to examine how budgeting affects the viability of initiatives for teaching digital skills in Kibera slums. Questionnaires were used for data collection. The questions were close-ended. Data collected was examined systematically and then carefully analysed using EXCEL and SPSS. From the descriptive statistics results it was found out most of the respondents agreed to a great extent that leadership skills, project communications, resource allocation and cost management skills have an influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. From the regression analysis it was revealed that leadership skills have a positive ($B=.283$), project communication has a negative ($B=-.112$), resource allocation has a positive ($B=0.496$) and finally cost management skills have a positive ($B=0.449$) influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The overall model was considered fit to explain the sustainability of digital training programs. The study therefore concluded that leadership skills have a significant and positive influence on the sustainability of digital training programs project communication has a negative but insignificant influence on the sustainability of digital training programs resource allocation has a positive and significant influence on the sustainability of the digital training programs that cost management skills positively and significantly influence sustainability of the digital training programs. The study recommends that management skills (leadership skills, project communication, resource and allocation and cost management skills ought to be considered as significantly influencing the sustainability of digital training programs.

Keywords: Management Practices, Sustainability of Training Programs, Digital Skills Training Projects, Kibera Slums

Introduction

Sustainability is to be able to continue to make something continue to exist or happen for a period. It is the endurance of systems and processes (Kassidy & Heindorf, 2019). Digital skills training programs were introduced for enabling youths to acquire skills. Project sustainability is the ability of a system of any type to remain in good condition and to continue providing services over the long term. Project sustainability ensures that resources are managed in a way that ensures the current generation enjoys the benefits that accrue from the project without denying future generations the enjoyment of similar benefits (Gill, Aftab, Rehman & Javaid, 2019).

Sustainability encompasses conventional approaches while adding a longer-term perspective. This longer-term perspective invites other, less traditional considerations for project identification and

selection. Further, Bryman & Bell, (2003) highlighted that, for a project to achieve sustainability, it needs to be implemented through a strategic approach. The strategic approach incorporates four main elements, future Orientation: assuming things will change and planning to maximize benefits which can be derived during and from that change; external emphasis: recognizing the diversity of the project environment and the many dimensions which impact on project outcomes, including technology, politics, society, and economics; environmental fit: planning for a continual fit between the project (both benefits and delivery institution) and its environment, including mission, objectives, strategies, structures, and resources; and process Orientation: planning and management priorities evolve in an iterative cycle of conscious and deliberate learning from experience as the reality changes (Bryman & Bell, 2003).

Sustainability is the ability of an organization to continue its mission or program far into the future. All projects have to end eventually, but the project impact should continue. Donors want to see how the project and its impact will outlive their direct involvement in the project (Kassidy & Heindorf, 2019). Governments and donors fund various projects to enhance the living standards of the county residents. Hence sustainability of these projects is very significant. Globally, billions of shillings have been spent on projects that are meant to enhance the living situation of the communities, especially youths. These projects include empowerment projects, and training programs among others (Iddrisu, Adugudaa & Martins, 2020). The projects are initiated based on the fact that for the growth of any nation, there is a need to come up with policies and initiate sustainable projects for youths.

The government is introducing young people to digital platforms by providing them with the necessary tools, training, and guidance to earn a living. EMPACT training and Ajira digital programs are examples of such tools and initiatives. These initiatives are part of a larger effort by governments and non-profit organizations to create a global economy based on knowledge Cherutich (2016). The Kenyan government and non-governmental organizations such as WFP believe that the introduction of this program will demonstrate to multinational corporations that Kenya needs personnel to fill vacancies. It hopes to make Kenya a commercial hub by 2022, creating local jobs through digital platforms KEPSA (2020).

The Ajira digital and WFP's EMPACT training programs hope to establish Kenya as the global leader in independent contractors by the end of 2022. KEPSA (2020). Its mission is to help one million Kenyans find quality online employment. The programs are designed to achieve specific objectives. Protecting the assets of future generations should be the private sector's top priority. Another strategy for enhancing sustainability is automating and promoting organic growth in our managed ecosystems. As part of the program's mission, brokers are eliminated for the benefit of average citizens (KEPSA, 2020). Lastly, the project promotes the local economy by investigating novel approaches to enhancing people's learning.

In order to achieve sustainability in projects, there was a need to have better approaches covering governance, foundations, advocacy, fundraising, management and leadership among others. The focus should be on capacity building to ensure a workforce with appropriate skills that promote participatory and sustainable project development while at the same time empowering stakeholders to be more analytical about their situations, and resources and develop appropriate intervention strategies to address the problems faced. The World Bank (2011) defined sustainability as to be the ability of a project to maintain an acceptable level of benefit that flows through its economic life. Many rural youth projects actively promoted the application of technology to improve agricultural production on a sustainable basis, and the start-up of agricultural and rural-based nonagricultural income-generating activities.

The sustainability of any project is affected and determined by management practices. The management practices in this case are all elements within a project or an organization which have an influence on the people or stakeholders involved in the projects (Gill, Aftab, Rehman & Javaid, 2019). Management practices entail any attempt to enhance the knowledge, skills and experiences of young people, capacity building as well as project communication which all aim at increasing and enhancing the sustainability of the projects (UN Report, 2014). Sustainability pertains to multiple aspects with institutional, social, technical, environmental and financial dimensions. This accounts for the fact that understanding and measuring sustainability is so difficult, and why solutions are highly context specific.

Practical responses to the challenge of sustainability are being tested and used by development practitioners the world over.

Globally, emphasis has been based on initiating projects to support the growth and development of small and medium-sized enterprises (SMEs) for youths in Australia. Examples of initiatives focusing on entrepreneurship skills include The Office for Entrepreneurship Education (OEE), a dedicated national resource with the specific remit of assisting the skills development of upcoming entrepreneurs. Another project is the Emerging Leaders Executive, a level development program, which targets emerging businesses with small turnover but growth potential. Though these projects have born a lot of benefits, their sustainability is still a challenge (Peprah, 2013).

In Canada, sustainability of projects has always been lacking in as much as several billion and billions of monies have been pumped in by donors for projects throughout the Country. There are still several programs which have not been successful and people still depend on government funding to implement more projects without any mechanism to sustain the projects beyond their timelines (Iddrisu, Adugudaa & Martins, 2020). The project initiatives such as Goldman Sachs 10,000 and Growth Accelerator assist in empowering the youths in Canada to develop their entrepreneurship skills and provide examples of good and effective practices through their sustainability has been an issue.

In Africa, youth empowerment projects are vital drivers of development to improve countries' competitiveness and help to integrate the continent into the global economy and it promotes sustainability and socially inclusive economic growth. African heads of State and Government adopted the Programme for Infrastructure Development in Africa (PIDA) which is a framework for regional and continental infrastructure development until 2040. In Tanzania, the country has for the last 15 years embarked on a range of reforms and development initiatives, which have led to substantial changes in local development practices. This led to significant development projects funding identification and implementation in the Zanzibar Islands and mainland Tanzania.

In South Africa, the sustainability of projects has been a major issue. Most projects initiated by the government tend to collapse a few years after completion. Development projects funded by the government often tend to experience sustainability difficulties, especially after project closure whereby the government funding is cut off but the project is expected to continue to benefit the targeted beneficiaries (Woohoo, 2016). Some of the sustainability challenges in South Africa include Bad governance, resource curse, conflicts, lack of project management capacity, poor project design, politics, geographical location, and corruption. Projects meant to empower the youths in South Africa have assisted through training and capacity building (Woohoo, 2016).

In Kenya, Ajira's digital program addresses supply, demand, and market linkages in five ways. This program aims to reduce supply shortages by expanding youth training and mentoring opportunities Kimathi (2020). It will be beneficial to Ajira Youth Empowerment Centers across the country. Ajira Digital Clubs will be fully developed for the second program in TVETs and universities Kimathi (2020). This initiative arose from a desire for more legitimate local employment opportunities. Third, eGovernment collaborates with government agencies to improve the accessibility of digital work Kimathi (2020). The final step in supporting digital platforms is the private sector.

Millions of Kenyan youths, particularly in Kibera, have found employment due to Ajira internet platforms and WFP's EMPACT training. Most young people who use the Ajira digital platform did so after receiving extensive training in personal blogging, e-commerce, and online influence Kimathi (2020). Many young people are acquiring digital skills from Kibera Community Library courtesy of the EMPACT program of the WFP Innovation Accelerator (KNLS Kibera). Students discuss how their new skills assisted them in finding employment and lifting their families out of poverty. Numerous multinational corporations have hired popular bloggers with large followers to promote their products. This is essential to the local economy because it exposes locally produced goods to the global market Iddrisu et al (2020). Its 300 innovation centers in Kibera have increased access to digital jobs in all Kenyan constituencies Kimathi (2020). Ajira's digital platform is used to teach online jobs at these centers. Both programs offer no-cost instruction on how to benefit from the digital economy through internships and job applications. Joe Mucheru stated that this effort would assist youth in finding

employment online Kimathi (2020). Kazi, for instance, connects innovative centers to Studio Mashinani and promotes youth. Despite Kenya's modest economic growth, digital technology has steadily increased the number of new jobs created (Kimathi, 2020).

New methods and customs have emerged as the world enters its fourth revolution. It has also thrown off traditional work schedules. Remote workers are gradually supplanting the traditional 8-to-5 workday. Employees in today's global economy must complete tasks, provide feedback online, and be reimbursed (Kimathi, 2020). They can now work digitally due to the rapid growth of the internet and the proliferation of cell phones among young people. Unemployment has compelled the administration to seek new solutions Iddrisu et al. (2020). Ajira ensures that young people have the skills and information they need to succeed in the informal job market by embracing technology. Online data entry, writing, video captioning, e-commerce, and e-marketing are professional opportunities (Kimuru, 2018)

In Kenya, more than fifty percent of the population is below 25 years of age. Despite most of the population, young people are neither economically viable nor productive International Labour Organization (2020). In the past, most high school graduates could obtain formal employment, but this is no longer the case. As a result of an influx of new graduates onto the job market, many young people are battling to find employment. The number of unemployed youths exceeds the number of available jobs. As a result, unemployment has increased, and many individuals have sought alternative income sources (Franz, & Omolo, 2014).

Inadequate supervision and direction for young people lead to dangerous behaviour, among other social challenges. The rising unemployment exacerbates these problems turning many youths into crime and drug abuse (International Labour Organization, 2020). To make ends meet, youths resort to crime, but this strategy generates a violent and unproductive society Kassid & Heindorf (2019). These challenges impact families and governments as the country's future is put at stake when youths resort to social menace and children lack parental care (Woohoo, 2016).

Lack of skills and knowledge prevents Kenyan youth from accessing digital job opportunities (Budget Policy Statement, 2019). This has led to a rise in adolescent crime, with most offenders unemployed. Only these avenues support innovation and entrepreneurship. Lack of training and mentorship hinders teenage business and financial success. Young people lack the knowledge and skills to explore digital opportunities. With enough information, young people can explore job options, prosper financially, and contribute to the economy (Franz, & Omolo, 2014). Ajira's digital program helps young people worldwide find digital jobs, thus saving the country from this menace.

This project seeks to fill a research gap for teenagers to participate in digital programs that improve their financial performance, boost the economy, and reduce young unemployment. According to general data, Ajira Digital and the World Food Program's EMPACT initiatives aid young people in project management and financial success (Peprah, 2013). Despite the Ajira digital program's and the World Food Program's EMPACT initiative's promises of youth training and mentoring, the impact on project management is uncertain. Therefore, it is of great importance to carry out this study and attain its objectives.

Methodology

This study adopted a descriptive approach, whose objective was to ascertain the present condition of the population under study by identifying and reporting the world as it exists Mugenda & Mugenda (2003). Data collected using this design takes place without altering the surrounding environment. Therefore, qualitative descriptions, patterns, perceptions, and attitudes held by an entire population can be deduced from the sample population. In line with Bryman and Bell (2003), descriptive research establishes connections between the numerous investigated aspects. Zikmund (2003) focuses on the use of surveys in descriptive research design. The author points out that they are quick, inexpensive, accurate, and efficient methods for investigating the population. Therefore, the use of a descriptive research design through

surveys aims at evaluating the connection between community participation in community-based initiatives and project sustainability.

The target population in the study was 447 including youth representatives, project managers and community leaders based on the study by Kibor (2017), Table 1 below shows the study's population distribution adopted for this study.

Table 1 Target Population

Category of Respondents	Target population	Percentage
Youth representative	273	61.1
Program Officers	66	14.8
Community leaders	108	24.2
Total	447	100

The sample size was 109 including Youth representatives, project managers and community leaders, the sampling ratio was calculated and then multiplied by the target population for a targeted group. The ratio was $109/447=0.244$, which was to be used as shown in Table 2.

Table 1 Sample Size

Category	Target population	Sample size
Youth representatives	273	67
Program Officers	66	16
Community leaders	108	26
Total	447	109

Primary data was obtained using self-administered questionnaires. The questionnaire was made up of both open-ended and closed-ended questions. The open-ended questions were used so as to encourage the respondent to give an in-depth and felt response without feeling held back in illuminating any information and the closed-ended questions allow the respondent to respond from limited options that had been stated. According to Trochim, (2005), open-ended or unstructured questions allows profound response from the respondents while closed or structured questions are generally easier to evaluate .

Data was analyzed using Statistical Package for Social Sciences (SPSS Version 25.0). All the questionnaires received were referenced and items in the questionnaire were coded to facilitate data entry. After data cleaning which entails checking for errors in entry. Descriptive statistics such as frequencies, percentages, mean score and standard deviation were estimated for all the quantitative variables and information was presented in the form of tables. The qualitative data from the open-ended questions was analyzed using thematic content analysis and presented in narrative form .

Inferential data analysis was done using multiple regression analysis. Multiple regression analysis was used to establish the relations between the independent and dependent variables. The multiple regression model was chosen because it is useful in establishing the relative importance of independent variables to the dependent variable (Trochim, 2005). Such importance is deduced from standardized regression coefficients (beta-weights), whose magnitudes show how much relative impact the independent variables have on the dependent variable, while the negative and positive signs associated with the coefficients show negative and positive impacts respectively (Hoang, & Antoncic, 2003). Also, it is ideal for the dependent variable to be recorded at a continuous level of measurement. This study used the multiple regression model, which generally assumes the following equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where Y= Sustainability of digital skills training programs in Kibera slums

B_0 = Constant

$\beta_1, \beta_2, \beta_3$ and β_4 are Coefficients

ε = error term

X_1 = leadership styles

X_2 = cost management practices

X_3 = project communication

X_4 = resource allocation

Results

The researcher aimed on establishing the influence of project communication on the sustainability of Digital skills training programs. The respondents were implored to indicate their extent of agreement with the statement on project communication on a scale of 1-5 where 5- Very great extent, 4-Great Extent, 3- Moderate Extent, 2- Low Extent and 1- Very low extent. The findings are indicated in Table 3

Table 3: Project Communication and Sustainability of Digital Skills Training Programs

Statement	5 %	4 %	3 %	2 %	1 %	N	Mean	Std. Deviation
Formal Feedback	48 (68.6)	12 (17.1)	5 (7.1)	3 (4.3)	2 (2.9)	70	4.44	1.002
Top-down/bottom up	45 (64.3)	17 (24.3)	1 (1.4)	4 (5.7)	3 (4.3)	70	4.39	1.067
Methods of communication	36 (51.4)	22 (31.4)	3 (4.3)	5 (7.1)	4 (5.7)	70	4.16	1.163
Evidence of minutes	38 (54.3)	26 (37.1)	3 (4.3)	2 (2.9)	1 (1.4)	70	4.40	.824
Information sharing	55 (78.6)	11 (15.7)	0 (0.0)	3 (4.3)	1 (1.4)	70	4.66	.814
Valid N (listwise)						70		

From the findings in Table 3, 68.6% of the respondents agreed that to a very great extent, 17.1% agreed to a great extent, 7.1% agreed to a moderate extent, 4.3 percent agreed to a low extent while 2.9% agreed to very low extent with the statement that formal feedback influences the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that formal feedback influences the sustainability of digital training programs.

On the other hand, 64.3% of the respondents agreed that to a very great extent, 24.3% agreed to a great extent, 1.4% agreed to a moderate extent, 5.7 percent agreed to a low extent while 4.3% agreed to very low extent with the statement that top-down/bottom-up communication influence the sustainability of digital skills training programs. These findings therefore show that most of the respondents agreed that top down/bottom up communication influences the sustainability of digital training programs.

The results further indicated that 51.4% of the respondents agreed that to a very great extent, 31.4% agreed to a great extent, 4.3% agreed to a moderate extent, 7.1 percent agreed to a low extent while 5.7% agreed to very low extent with the statement that Methods of communication influence the sustainability of digital skills training programs. These findings therefore show that most of the respondents agreed that Methods of communication influence the sustainability of digital training programs.

The results further indicated that 54.3% of the respondents agreed that to a very great extent, 37.1% agreed to a great extent, 4.3% agreed to a moderate extent, 2.9 percent agreed to a low extent while 1.4% agreed to very low extent with the statement that Evidence of minutes influences the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Evidence of minutes influences the sustainability of digital training programs.

The results further indicated that 78.6% of the respondents agreed that to a very great extent, 15.7% agreed to a great extent, 0.0% agreed to a moderate extent, 4.3 percent agreed to a low extent while 1.4% agreed to very low extent with the statement that Information sharing influence the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Information sharing influences the sustainability of digital training programs.

The researcher aimed on establishing the influence of resource allocation on the sustainability of Digital skills training programs. The respondents were implored to indicate their extent of agreement with the statement on resource allocation on a scale of 1-5 where 5- Very great extent,4-Great Extent, 3-Moderate Extent, 2- Low Extent and 1- Very low extent. The findings are indicated in Table 4

Table 4: Resource Allocation and Sustainability of Digital Skills Training Programs

Statement	5 %	4 %	3 %	2 %	1 %	N	Mean	Std. Deviation
Funds mobilization	33 (47.1)	15 (21.4)	11 (15.7)	7 (10.0)	4 (5.7)	70	3.94	1.250
Projects funding	42 (60.0)	13 (18.6)	7 (10.0)	3 (4.3)	5 (7.1)	70	4.20	1.223
Financial management	51 (72.9)	12 (17.1)	4 (4.7)	2 (2.9)	1 (1.4)	70	4.57	.844
Availability of funds	61 (87.1)	5 (7.1)	2 (2.9)	1 (1.4)	1 (1.4)	70	4.77	.705
Valid N (listwise)						70		

From the findings in Table 4, 47.1% of the respondents agreed that to a very great extent, 21.4% agreed to a great extent, 15.7% agreed to a moderate extent, 10.0 percent agreed to a low extent while 5.7% agreed to very low extent with the statement that Funds mobilization influence the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Funds mobilisation influences the sustainability of digital training programs.

On the other hand, 60.0% of the respondents agreed that to a very great extent, 18.6% agreed to a great extent, 10.0% agreed to a moderate extent, 4.3 percent agreed to a low extent while 7.1% agreed to very low extent with the statement that Projects funding influence the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Project funding influences the sustainability of digital training programs.

The results further indicated that 72.9% of the respondents agreed that to a very great extent, 17.1% agreed to a great extent, 4.7% agreed to a moderate extent, 2.9 percent agreed to a low extent while 1.4% agreed to very low extent with the statement that Financial management influences the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Financial management influences the sustainability of digital training programs.

The results further indicated that 87.1% of the respondents agreed that to a very great extent, 7.1% agreed to a great extent, 2.9% agreed to a moderate extent,1.4 percent agreed to a low extent while 1.4% agreed to very low extent with the statement that Availability of funds influences the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that the Availability of funds influences the sustainability of digital training programs.

The researcher aimed on establishing the influence of cost management skills on the sustainability of Digital skills training programs. The respondents were implored to indicate their extent of agreement with the statement on cost management skills on a scale of 1-5 where 5- Very great extent, 4-Great Extent, 3-Moderate Extent, 2- Low Extent and 1- Very low Extent. The findings are indicated in Table 5

Table 5: Cost Management Skills and sustainability of Digital Skills Training Programs

Statement	5 %	4 %	3 %	2 %	1 %	N	Mean	Std. Deviation
Every task touching the project is well budgeted	45 (64.3)	12 (17.1)	3 (4.3)	6 (8.6)	4 (5.7)	70	4.26	1.224
Individuals accountable for each task are specified	50 (71.4)	15 (21.4)	3 (4.3)	2 (2.9)	0 (0.0)	70	4.61	.708
There is a planning charts completed by breaking down every activity into a variety of tasks	52 (74.3)	15 (21.4)	2 (2.9)	1 (1.4)	0 (0.0)	70	4.69	.603
There is a cost control system for project activities in Training Project	44 (62.9)	16 (22.9)	5 (7.1)	3 (4.3)	2 (2.9)	70	4.39	.997
Valid N (listwise)						70		

From the findings in Table 5, 64.3% of the respondents agreed that to a very great extent, 17.1% agreed to a great extent, 4.3% agreed to a moderate extent, 8.6 per cent agreed to a low extent while 5.7% agreed to very low extent with the statement that Every task touching the project is well budgeted. These findings, therefore, show that most of the respondents agreed that budgeting for each and every task of the project influences the sustainability of digital training programs.

On the other hand, 71.4% of the respondents agreed that to a very great extent, 21.4% agreed to a great extent, 4.3% agreed to a moderate extent, 2.9percent agreed to a low extent while 0.0% agreed to very low extent statement that Individuals accountable for each task are specified. These findings, therefore, show that most of the respondents agreed that accountability for every task of the project influences the sustainability of digital training programs.

The results further indicated that 74.3% of the respondents agreed that to a very great extent, 21.4% agreed to a great extent, 2.9% agreed to a moderate extent, 1.4 per cent agreed to a low extent while 0.0% agreed to a very low extent with the statement that There is a planning chart completed by breaking down every activity into a variety of tasks. These findings, therefore, show that most of the respondents agreed that having planning charts that detail every activity of all the tasks influences the sustainability of digital training programs.

The results further indicated that 62.9% of the respondents agreed that to a very great extent, 22.9% agreed to a great extent, 7.1% agreed to a moderate extent, 4.3 per cent agreed to a low extent while 2.9% agreed to a very low extent with the statement that there is a cost control system for project activities in Training Project.

The researcher aimed on establishing the sustainability of Digital skills training programs. The respondents were implored to indicate their extent of agreement with the statement on resource allocation on a scale of 1-5 where 5- Very great extent, 4-Great Extent, 3-Moderate Extent, 2- Low Extent and 1- Very low extent. The findings are indicated in Table 6.

Table 6: Sustainability of Digital Skills Training Project

Statement	5 %	4 %	3 %	2 %	1 %	N	Mean	Std. Deviation
Completion rate of the projects	52 (74.3)	10 (14.3)	4 (5.7)	3 (4.3)	1 (1.4)	70	4.56	0.895
Quality of the projects	49 (70.0)	11 (15.7)	6 (8.6)	4 (5.7)	0 (0.0)	70	4.50	.881
Project completion with timelines	55 (78.6)	10 (14.3)	3 (4.3)	2 (2.9)	0 (0.0)	70	4.69	.692
Beneficiary satisfaction	47 (67.1)	6 (8.6)	8 (11.4)	6 (8.6)	3 (4.3)	70	4.26	1.212
Operational efficiency	57 (81.4)	6 (8.6)	3 (4.3)	3 (4.3)	1 (1.4)	70	4.64	.869
Valid N (listwise)						70		

From the findings in Table 6, 74.3% of the respondents agreed that to a very great extent, 14.3% agreed to a great extent, 5.7% agreed to a moderate extent, 4.3 percent agreed to a low extent while 1.4% agreed to very low extent with the statement Completion rate of the projects influence the sustainability of the digital training programs.

On the other hand, 70.0% of the respondents agreed that to a very great extent, 15.7% agreed to a great extent, 8.6% agreed to a moderate extent, 5.7 percent agreed to a low extent while 0.0% agreed to very low extent with the statement that Quality of the projects influences the sustainability of digital skills training programs. These findings therefore show that most of the respondents agreed that the Quality of the projects influences the sustainability of digital training programs.

The results further indicated that 78.6% of the respondents agreed that to a very great extent, 14.3% agreed to a great extent, 4.3% agreed to a moderate extent, 2.9 percent agreed to a low extent while 0.0% agreed to very low extent with the statement that Project completion with timelines influences the sustainability of digital skills training programs. These findings therefore show that most of the respondents agreed that Project completion with timelines influences the sustainability of digital training programs.

The results further indicated that 67.1% of the respondents agreed that to a very great extent, 8.6% agreed to a great extent, 11.4% agreed to a moderate extent, 8.6 percent agreed to a low extent while 4.3% agreed to very low extent with the statement that Beneficiary satisfaction influences the sustainability of digital skills training programs. These findings therefore show that most of the respondents agreed that Beneficiary satisfaction influences the sustainability of digital training programs.

The results further indicated that 81.4% of the respondents agreed that to a very great extent, 8.6% agreed to a great extent, 4.3% agreed to a moderate extent, 4.3 percent agreed to a low extent while 1.4% agreed to very low extent with the statement that Operational efficiency influences the sustainability of digital skills training programs. These findings, therefore, show that most of the respondents agreed that Operational efficiency influences the sustainability of digital training programs.

The study undertook a linear regression to establish the influence of the management practices (leadership skill, project communication, resource allocation and cost management) on the sustainability of the digital training programs in the case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The significance of the beta coefficient was under a 5% significance level. The findings on the model summary, fitness and coefficient are shown below.

The study aimed on determining the coefficient of determination alternatively referred to as the R square. It is aimed to determine the variation in the dependent variables in this case the sustainability of the digital training programs which is attributable to the independent variables which are leadership skills, project communication, resource allocation and cost management skills. The results are indicated in Table 7.

Table 7: Model Summary
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992 ^a	.983	.982	.1177

a. Predictors: (Constant), Cost Management Skills, Leadership Skills, Project Communication, Resource Allocation

The results in Table 7 show that management skills (Cost Management Skills, Leadership Skills, Project Communication, Resource Allocation) account for 98.2% of the variation of the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. Other factors not included in this study account for the 1.8% of the variation of the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. Further findings showed an R-value of 0.992 which indicates that management skills are positively related to the sustainability of the digital training programs in the case of digital skills training projects in Kibera slums, Nairobi city county, Kenya.

The study conducted the Analysis of Variance (ANOVA) to determine the significance of the overall model on determining the influence on the sustainability of digital programs. The results are shown in Table 8.

Table 8: Analysis of Variance
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.702	4	13.176	951.184	.000 ^b
	Residual	.900	65	.014		
	Total	53.603	69			

a. Dependent Variable: Sustainability of Projects

b. Predictors: (Constant), Cost Management Skills, Leadership Skills, Project Communication, Resource Allocation

From Table 8, to determine the regression model's goodness of fit, an analysis of variance was utilized. The F-significance value of 0.000 was determined to be less than 0.05 ($0.000 < 0.05$). The model was deemed significant since the calculated F (951.184) was much higher than the F-critical value at $F_{(1, 146)} = 3.90$.

The research further aimed on determining the model coefficient of the regression model. The study also established the model coefficients of the regression model. A beta value of each variable was used to indicate how the variable affects the sustainability of digital programs. The p-value was also used to indicate the significance of the relationship where a significance value less than 0.05 indicate a significant relationship. The findings are presented in Table 9.

Table 9: Model Coefficients
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	-.484	.158			-3.073	.003
	Leadership Skills	.283	.055	.163		5.185	.000
	Project Communication	-.112	.134	-.119		-.834	.407
	Resource Allocation	.496	.156	.534		3.191	.002
	Cost Management Skills	.449	.104	.436		4.306	.000

a. Dependent Variable: Sustainability of Projects

The findings from Table 9 indicate that leadership skills have a positive ($B=0.283$) influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The relationship is also significant as the p-value is 0.000 which is less than a significant value of 0.05. This means that changes in leadership skills within a unit lead to a change in the sustainability of the digital training programs with 0.283. This finding concurs with Kafetzopoulos & Gotzamani (2022) who investigated the effect of talent management and leadership styles on firms' sustainable performance. The results also show the positive effect of talent development on sustainability. Moreover, entrepreneurial leadership is found to be the most influential style for economic sustainability, whereas transformational and transactional leadership are the most influential leadership styles for social and environmental sustainability performance.

It was in addition revealed that project communication has a negative ($B=-0.112$) influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The relationship is not significant as the p-value is 0.407 which is more than the significant value of 0.05. This means that changes in project communication with a unit lead to a change in the sustainability of the digital training programs with -0.112. The findings concur with those of Rozinah (2016) who examined the influence of community participation on the sustainability of donor-funded projects based on a case of the Kenya Coastal Development Project in Kilifi County, Kenya. According to the findings, the involvement of locals during project planning and designing and project monitoring and evaluation significantly affects the sustainability of donor-funded projects in Kilifi County. However, the involvement of locals during project selection and execution does not affect the sustainability of donor-funded projects in Kilifi County.

The model coefficient also revealed that resource allocation has a positive ($B=0.496$) influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The relationship is significant as the p-value is 0.002 which is less than the significant value of 0.05. This means that changes in resource allocation within a unit lead to a change in the sustainability of the digital training programs with 0.496. The findings agree with Corr (2016) who found that resource Planning is vital to ensure the success of M&E exercises and also ensures a result-based approach within minimal constraints. Resource planning has been described as a detailed summary of all types of resources required to complete a specific task.

Lastly, it was revealed that cost management skills have a positive ($B=0.449$) influence on the sustainability of the digital training programs in the case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. The relationship is significant as the p-value is 0.000 which is less than a significant value of 0.05. This means that changes in cost management skills within a unit lead to a change in the sustainability of the digital training programs with 0.449. This concurs with the one that suggests that Manager needs to do proper resource planning, cost estimation, budgeting and controlling (Hoang, & Antoncic, 2003).

Conclusion

It was concluded that leadership skills have a significant and positive influence on the sustainability of the digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya. A change in leadership skills will in effect have a positive influence on the sustainability of the digital training programs.

Further, it was concluded that project communication has a negative but insignificant influence on the sustainability of digital skills training projects in Kibera slums, Nairobi city county, Kenya. Therefore, a change in the project communication would negatively affect the sustainability of digital training programs a case of digital skills training projects in Kibera slums, Nairobi city county, Kenya.

A further conclusion was that resource allocation has a positive and significant influence on the sustainability of digital skills training projects in Kibera slums, Nairobi city county, Kenya. This, therefore, meant that proper resource allocation will significantly affect the sustainability of the digital training programs.

Lastly, the study concluded that cost management skills positively and significantly affect the sustainability of digital skills training projects in Kibera slums, Nairobi City county, Kenya. This meant that the implementation of proper cost management skills will have a positive and significant effect on the sustainability of the digital programs.

Recommendation

This section recommends the findings on the sustainability of digital training programs;

1. The study recommends that the young people ought to consider the kind of leadership style they apply in digital training programs as they tend to have a positive and significant on the sustainability of the program.
2. The study recommends that project management ought to consider the project communication mechanism they apply as this will influence the sustainability of the training program. There is a need to consider the bottom-up/top-up approach to communication, giving feedback, sharing of information and the method of communication as this influence the sustainability of the digital training programs.
3. For the sustainability of the digital programs, the research recommends that the management ought to consider factors such as fund mobilization, financial management skills, project findings and availability of funds as this will have a positive and significant influence on the program's sustainability.
4. The last recommendation of this research is that the management of these programs ought to factor in cost management skills such as budgeting, cost breakdown per activity, cost control and planning charts since they have an influence which is positive and significant on the sustainability of the digital training programs.

Suggestion for further research

The study recommends that a similar study should be conducted in other areas other than in Kibera on the management skills and sustainability of digital training programs, according to the report's recommendations. This would make it possible to extrapolate the study's findings to other areas.

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