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**CONTRIBUTION OF YOUTH PROJECTS ON DEVELOPMENT OF THE COUNTY, CASE OF KIAMBU COUNTY**

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**CONTRIBUTION OF YOUTH PROJECTS ON DEVELOPMENT OF THE COUNTY: CASE OF KIAMBU COUNTY**

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**ABSTRACT**

*The current Kenyan government is devolved, which helps bring funds for development down to the people. The purpose of this study was to determine the contribution of youth projects on the development of the counties having Kiambu as the case study. The study had the following objectives; to identify the contribution of agricultural projects on county development, to investigate the contribution of youth education projects on county development and to investigate the contribution of youth tenders projects on county development. The target population of the study was 549, inclusive of officials from both the national and county government and the youth groups in the County. 30% of the whole population which was 164 was selected to represent the whole population. Out of the 170 questionnaires issued, 100 which are 60% were filled and returned. A sample size of 100 respondents was drawn from the sample frame using simple stratified random sampling technique to promote the needs for efficiency and youth representativeness in Kiambu County. The sample was sufficient to lead to the analysis of this study. The relationships proposed in the framework were tested using statistical tools such as SPSS and excel. Various data collection methods were used which included; Observations and Questionnaires. Conclusions were then drawn from the analysis and the data presented diagrammatically in form of tables, charts and explanations given in texts thereafter. Final results were then presented in form of tables, frequencies, percentages and diagrams for easy understanding and interpretation and conclusions made presented diagrammatically and explained in texts. The empirical literature revealed that there existed a positive relationship between youth projects and development of the County. It would enhance the development of the counties by the involvement of the youth's in income generating activities. The study hence helped draw that youth in the County were indulging in projects that were enhancing development. This study was recommended for the implementation of youth project activities in other counties. This would help cater for the youth problems such as jobs and education. Study further recommends other counties to involve their youths in development projects.*

**Key Words:** Agricultural Projects, Youth Education, Youth Tenders, Kiambu County

## INTRODUCTION

Youth definitions are contextual, depending on the social, cultural, political and economic environment. According to Durham & Deborah (2000), the concept youth is a “social shifter”, it is a relational concept situated in a dynamic context, a social landscape of power, knowledge, rights, and cultural notions of agency and personhood. The experiences of youth in various socio economic and political conditions and their outcomes largely define youth. Certain experiences such as war, conflict, poverty and the HIV/AIDS pandemic blur the social divide between youth and adult. Within these environments, young people constantly cross the frontier between childhood and adulthood, as they actively create and recreate their roles in the face of changing conditions (Boeck & Honwana, 2005).

Over 1,500 projects were originally received when UNESCO launched a Youth Forum label (UNESCO, 2013). It was a striking testimony to the creativity of young people across the world today and their commitment to change. Projects were to be youth-led, youth-focused, and based around social inclusion, civic engagement, intercultural dialogue, social innovation, conflict prevention, or skills development (UNESCO, 2013). A shortlist of 45 projects was drawn up by an independent jury, and presented to the young women and men participating in the 8th UNESCO Youth Forum itself. These projects are both powerful and inspiring examples of youth working at the heart of social innovation and bringing about change in their communities (UNESCO, 2013).

Sub-Saharan Africa has the world’s youngest and fastest-growing population. The median age has dropped to 18 and there are 70 million more Africans under the age of 14 than there were a decade ago. In addition, the rural population of sub-Saharan Africa will increase by an estimated 150 million people by 2050. Between 2000 and 2008, about a third of the 74 million (24.6 million) jobs created in Africa were for people ages 15 to 24.

However, with 10 to 12 million youth enter the labor market every year, the number of youth ready for employment far outstrips the jobs being created.

Agriculture in East Africa is a significant and growing sector of the economy and has the potential to create sustainable employment and income opportunities both on and off the farm. Young people bring vitality and innovation to the workforce. With tremendous untapped potential, East Africa’s rural youth hold the key to the region’s future economic growth and success. By making agricultural employment more attractive, and equipping this group with skills and confidence they need to engage in economic opportunities.

Youth (15–34 year olds), who form 35% of the Kenyan population, have the highest unemployment rate of 67%. Over one million young people enter into the labour market annually without any skills some having either dropped out of school or completed school and not enrolled in any college (Harry, 2014). A further 155,000 join the labour market annually after completing training in TVET or at the university. A total of over 1.3 million new employment places have to be created annually to meet this demand. It is also noted that, the skills acquired by the college and university graduates often do not meet the expectation of employers. There is therefore urgent need for the Government to strengthen and scale up successful measures targeting quality skill development and employment creation for the youth (Harry, 2014).

Consequently, youth-hood is viewed as a specific stage between childhood and adulthood when people have to negotiate a complex interplay of both personal and socio-economic changes in order to maneuver the “transition” from dependence to independent, take effective control of their own lives and assume social commitments (UNESCO, 2004).

The United Nations defines youth as persons between 15 and 24 years. The World Health

Organization (WHO) identifies three categories of youth adolescents (10-19), youth (15-24 years), and young people (10-24 years). The African Union (AU) considers youth as persons between 15 and 34 years. In Kenya, there are various aged-based definitions of youth. NYP defines youth as persons aged 15-30 years.

Most African governments use this definition as a basis for developing their specific age markers, which often reflect high upper age limits in account of the physical, psychological, cultural, social, biological and political aspects, which explain the Kenyan youth situation. The new Constitution defines youth as all individuals in the republic of Kenya who have attained the age of 18 years but have not attained the age of 35 years (GOK, 2010). The youth development programs which the government has been implementing target persons aged 15 to 35 years. Lack of consistency in the definition of Kenyan youth reflects the difficulty that most African societies have in specifying the age bracket of youth.

In 2009 the Government of Kenya launched the Kazi Kwa Vijana (Work for Youth) programme, aiming to employ both urban and rural youth in labour intensive public works projects like road maintenance, water harvesting, afforestation and waste collection. The Government also supports fund providing young people finance for self-employment and entrepreneurial skills' development.

What's most significant about the project though is their involvement in its management and implementation: the implementation team consists entirely of local youth. Moreover, the junior staffs are allowed to make decisions without being micro-managed. The community has gained a sense of ownership in the project, as well as responsibility towards their environment. The donors' role has been to support an existing national process by scaling-up its dimension through additional financial

support, as well through specific technical assistance.

Youth, women and people living with disability in Kenya will be beneficiaries of Sh100 billion out of Sh336 billion government procurement deals every year, if the amendment to the Public Procurement and Disposal Act 2013 receives a presidential nod. The bill seeks to lay soft ground for youth to obtain government tenders both in the national and county governments.

Access to Government Procurement Opportunities (AGPO), a programme implemented by the Ministry of National Treasury has set standard procedures and requirements that one need to meet in order to benefit from the 30 percent government procurements set aside for the youth, women and people living with disability. A youth in this context must be between 18-35 years and should have a valid national identification card. Women and people living with disability are supposed to prove their Kenyan citizen ship.

The new constitution of Kenya has devolved its system and formed counties as a way of management. Devolved Government specifically provides for the setting up of the County Governments (CoK, 2010). The development of counties led to the development of the county funds meant in the development of the county. Kiambu is the current county under study in this case out of the country's 47 counties. Youth comprise of 29.1 percent of the total population in the Kiambu County.

This hence led to this study using the County as a case study, to enable see the kind of ventures youths are advancing into to enhance their growth and hence the growth of the county economically. This study thus trying to relate relationship of the youth projects to development of the county.

### **Statement of the problem**

In Kenya, based on the 2009 census, the open unemployment rates among youth aged 15-19 and 20-24 years these rates were about 15.8 percent and 13.1 percent, respectively, relative to a total unemployment rate of 8.6 percent. Interestingly, in recent years, the unemployment rates of females and males aged 15-19 and 20-24 years are quite comparable, though this trend is similar across all age groups in Kenya (Boaz & Eldah, 2014).

About 32% of young women and 27% of young men in rural areas have less than a lower secondary education. About 50% of men and 80% of women aged 15 to 24 in the slums have no income – generating activities (UNESCO, 2012). Of those who are employed, about 60% of men and 40% of women are in casual employment earning only around the poverty line. Around one- third work in the formal sector, but seldom in formal, salaried jobs. Most are in casual jobs with daily or short - term engagement (UNESCO, 2012).

In 2009, the population of the youth was 472,745 and was expected to reach 509,564 in 2012, 549,251 in 2015 and 577,412 by the end of year 2017 in Kiambu County. The youth forms 29.1 percent of the total county population. To cater for this population, more investment in vocational trainings, youth empowerment centres and tertiary institutions is crucial so as to equip the youth with necessary skills and knowledge for gainful employment and job creation. In addition, institutions of higher learning such as technical colleges will need to be equipped and upgraded to offer competitive skills particularly to those who cannot proceed to the university. There is also need to create facilitative mechanisms for the youth to access loans such as those available through the Youth Enterprise Fund to assist them engage in income generating activities.

Government introduced youth tender reservation of 10% for the youths in 2013. There was the formation of AGPO Program whose work is to

facilitate the youth, women and persons with disability-owned enterprises to be able to participate in government procurement. This was made possible through the implementation of the Presidential Directive that 30% of government procurement opportunities be set aside specifically for these enterprises. It was an affirmative action aimed at empowering youth, women and persons with disability-owned enterprises by giving them more opportunities to do business with Government.

Based on the statistics there is a lot that needs to be put to work for the youth in the country to enhance growth in the economy. This comes with the devolution of the Kenyan government that led to formation of governing units called the Counties. Kiambu County will form the case study for this research, hence studying the youth projects in the county that can lead to development in the County. Various studies based on youth's projects in the devolved government have been done. Studies by (Oduor & Muriu, 2013) found the opportunities for youth to engage in devolved governance and economic development. Another study on youth development model (Sarah & Tim , 2007) focuses on the protective and resiliency factors all young people need to lead a healthy life. Few rigorously evaluated, successful youth-serving programmes qualify as positive youth development programme. Positive youth development programme are characterized by their breadth (both in terms of programme goals and in terms of programme domains) and attentiveness to the programme environment.

The niche in the study is the upcoming activities that are not addressed in the past studies. These activities include such as, agribusiness which is includes agrichemicals, breeding, crop production (farming and contract farming), distribution, farm machinery, processing, and seed supply, as well as marketing and retail sales (Goldberg and Davis, 1957). There is also the introduction of the green

housing projects in the country. This activity is generating quite a lot of income to the people undertaking these activities. Various materials and information on the development of green houses have been provided to the county to enhance development. Tenders have now been given to the youths, with the youths being given about 30% of the county tenders to help in development. This will help in the development of the youths as such activities have been undertaken by the young generation as of the government directives. This has hence led to research aiming to fill the gap in knowledge on the contribution of youth projects on development of the counties.

### **Objectives of the study**

The general objective of the study was to establish the contribution of youth projects on development of Kiambu County. The specific objectives were:

- To determine the contribution of agricultural projects on development of Kiambu county
- To establish the contribution of youth education projects on development of Kiambu county
- To explore the contribution of youth tenders projects on development of Kiambu county

## **LITERATURE REVIEW**

### **Theoretical review**

#### **Learning Theory**

The outcome of cognitive development is thinking. The intelligent mind creates from experience "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions" (Bruner, 1957). Thus, children as they grow must acquire a way of representing the recurrent regularities in their environment. Knowledge and competencies of thinking are situated within the individual and can be studied independently of the situation within

which they are used (Bruner, 1990). It suggests development occurs as mental structures become more elaborate and sophisticated through interaction and experience: "learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so" (Kearsley, 2001).

Important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to "invent" these things for one. This is in relation to one being able to use their brain actively to come up with new trends that will help in giving of better yields to the society. Cognitive growth involves an interaction between basic human capabilities and "culturally invented technologies that serve as amplifiers of these capabilities." These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself (Bruner, 1957).

Language serves to mediate between environmental stimuli and the individual's response (Vygotsky, 1978). They strongly believe that community plays a central role in the process of making meaning. The aim of education should be to create autonomous learners. Bruner views learning as an active, involved process, he has been a prime proponent of the discovery learning approach. In this approach, students are presented with a problem and some evidence: they must seek to reconcile that information and "discover" the solution to the problem (Bruner, 1990).

In relation to the case studies variables, first is that the development of a being leads to their developing cognition. This can be attributed to society, as also to education which is the current necessity of any young person in order to enable them be equipped for the society. This hence explains

how the agricultural projects are of big importance to the society as well as the youths who are the group under this case study.

Knowledge gained via out ones development stages leads to capability to innovation. Such are the kind of innovations that fall under the agricultural projects enabling new trends into the system that will enable better yields and hence development in the county.

### **Sociological and anthropological modernization theory**

The earliest principles of modernization theory can be derived from the idea of progress, which stated that people can develop and change their society themselves. This theory also states that technological advancements and economic changes can lead to changes in moral and cultural values. The French sociologist Émile Durkheim stressed the interdependence of institutions in a society and the way in which they interact with cultural and social unity (Durkheim 1912).

Other scientists who have contributed to the development of modernization theory are: David Apter, who did research on the political system and history of democracy; Seymour Martin Lipset, who argued that economic development leads to social changes which tend to lead to democracy; David McClelland, who approached modernization from the psychological side with his motivations theory (Gabelnick, et al, 1990); and Talcott Parsons who used his pattern variables to compare backwardness to modernity.

Kendall (2007) notes, "Urbanization accompanied modernization and the rapid process of industrialization." Ronald and Christian (2009) contend that the realization of democracy is not based solely on an expressed desire for that form of government, but that democracies are born as a result of the admixture of certain social and cultural factors. They argue the ideal social and cultural

conditions for the foundation of a democracy are born of significant modernization and economic development that result in mass political participation.

In relation to the study, it helps explain variable of tenders in the current devolved government. This is as a result of democracy and hence allowing the youth to tender for supply and purchase opportunities and hence giving them a stand in the economy and society at large. Via democracy there is transparency in the system and these results to the education sector. This will hence help the distribution of knowledge to all the youths in the region without any bias.

### **Schumpeterian growth theory**

Schumpeterian growth is an economic theory named after the 20th-century Austrian economist Joseph Schumpeter. The approach explains growth as a consequence of innovation and a process of creative destruction that captures the dual nature of technological progress: in terms of creation, entrepreneurs introduce new products or processes in the hope that they will enjoy temporary monopoly-like profits as they capture markets. In doing so, they make old technologies or products obsolete (Joseph, 1991).

According to Schumpeter, entrepreneurship is the catalyst that disrupts the stationary circular flow of the economy and thereby initiates and sustains the process of development. Innovation occurs when the entrepreneur introduces a new product into the market, introduces a new production method, opens up a new market, finds out a new source of raw material supply or introduces new organization in any industry (Desai, 2009).

Drucker (2007) avers that innovation is the real hub of entrepreneurship but unlike Schumpeter his view is that it is not confined to large scale enterprises and economic institutions but may happen in large or small enterprises, in private or public

organizations. Unlike Schumpeter, Drucker's view is that entrepreneurship is the practice which has a knowledge base, the foundation of which lies in concept and theory rather than in intuition.

The study was related to this theory in that various variables could be explained. These include agriculture where advancement in technology would lead to things such as horticulture and agribusiness. This theory expounds on innovations that will lead to growth. This is attributed by agricultural project activities such as agribusiness. This is the use of expertise in the agricultural sector to enhance the development of better yielding plant that will lead to an increase in gains and consequently growth of the economy. This is not restricted to agribusiness as various activities such as horticulture also lead to innovation and supporting this theory.

Educational projects also support this theory, Education variable can also be related to acquisition of knowledge for use in the advancement of the county. The knowledge acquired from the institutions of education lead to instill of skills and expertise that can enhance towards innovation

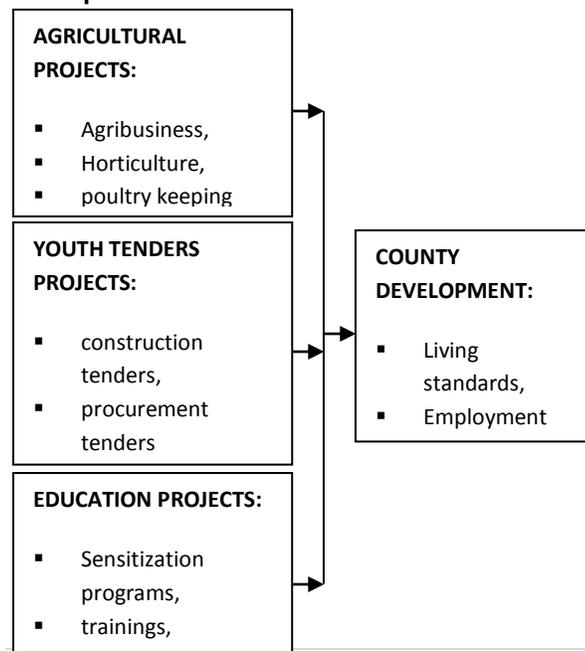
**Independent variable      Dependent variable**  
**Figure 1: Conceptual Framework**

**Education projects**

Counties with increased growth rates of the educational level are faster developing, on medium and long term, than those that do not invest in human capital. A more educated population does not mean only a more harmonious society, but also an increased capacity of absorbing and creating technology through the innovation process. Moreover, while the national boundaries are just simple lines without capacity of restricting the free movement of factors of production, the higher skilled persons will be able to take advantages easier and more efficient from the new opportunities of the global economy (Cristian & Laura, 2009)

Once surpassed the initial development stage, education becomes a way towards the welfare state. Yet, the impact of education being essential for the progress of a nation, it is necessary that the state interfere in initiating and supporting the institutions responsible for the education process, under all its facets – formal, non-formal and even informal. As we have shown, the ways of involvement have to be careful chosen and permanently adapted, especially according to the level of development. On contrary, it may appear the situation when the economic effect tends to zero, although there are made investments in education. It is also the case of Romania, after the 1989, when the lack of professional perspective and the inadequate remuneration have determined the migration of the high-skilled labor force towards other states, more developed. The result was a major disequilibrium on the labor market, on long term, and a significant loss in the national income (Cristian & Laura, 2009).

**Conceptual framework**



Both the exogenous growth theory and endogenous growth theory highlight the importance of education in the growth of LICs. (Martin 2004) provide a summary of the key models in the field. The Solow-Swan model (Solow 1956) acknowledges the contribution of education policy to income convergence between low-income and high-income economies.

Education is one of the most effective forces to bring about the changes in knowledge, values, behavior and lifestyles required to achieve sustainability and stability within and among countries, and to guarantee democracy, human security and peace (UNESCO, 2005). That is the reason why quality education at all levels constitutes a vital tool to tackle the major problems linked to sustainable development,

Education for sustainable development is: education that allows learners to acquire the skills, capacities, values and knowledge required to ensure sustainable development; education dispensed at all levels and in all social contexts (family, school, workplace, community); education that fosters responsible citizens and promotes democracy by allowing individuals and communities to enjoy their rights and fulfill their responsibilities; education based on the principle of life-long learning; education that fosters the individual's balanced development (UNESCO, 2005)

ICTs are central to basic knowledge economies where wealth is generated by the transfer and use of information in ways that use fewer natural resources than earlier methods. In itself, this is a factor in the more sustainable use of the environment (UNESCO, 2005). ICTs offer new learning modes and spaces. Distance learning has long been dependent on radio, TV and postal systems. The Internet offers new options and interactivity. This represents an opportunity for the widespread dissemination of development in ways that offer options of individual pace, assignments

and assistance from an instructor (UNESCO, 2005). Hence need for ICT education in institutions.

### **Agricultural projects**

The symbiotic link between these two sectors is born out of the desire to foist an integrated production structure, thereby employing the surplus labor from agriculture as well as creation of backward integration and forward linkages. The position of agriculture as a catalyst to industrialization produces a synergy derived from the agro-industrial theory which emphasizes congruence between agriculture and industry. This theory identifies three major contributions of agriculture in industrialization which include: increased production of food, supply of raw materials and provision of capital flow and expanded market for the manufacturing industry.

"Hunger incurs huge economic cost" (Diouf, 2002): "one-point loss of annual rate of economic growth, with loss of productivity, higher incidence of disease, and greater vulnerability of people, especially children". Meanwhile, official development assistance continues to fall each year and the proportion to agriculture and rural development has shrunk by 50 percent since 1990. The transfer of funds from the OECD countries to the rural populations of the developing countries amounts to some eight billion dollars per year, against over 300 billion to their own rural populations.

These are couched in factor, production and market contributions (Meier & Dunmoye, 1978).The centrality of agribusiness in the interface between agriculture, and the rural sector cannot be easily waved aside. This is because; agribusiness has the capacity to provide greater employment, higher incomes, poverty reduction and provision of Corporate Social Responsibility (CSR) via their requisite infrastructure. It does provide inputs to farmers and connects them to the consumers via general handling, processing, transport, marketing,

and distribution of agricultural products. The synergy between agribusiness and agro industrial linkage (commercial activities) is a great potential for development of the poor rural majority. Despite their importance in the development process, the sectors face a myriad of problems, ranging from the vicissitudes of nature to the bizarre vagaries of political inconsistencies and discontinuities (Dike, 1991).

Katchova and Enlow (2013) explore the historical financial performance of publicly traded agribusinesses and reveal that agribusinesses outperform the median in a sample of all firms in terms of profitability, liquidity, operating efficiency and market ratios, but demonstrate lower liquidity and debt ratios (Scott et al, 2015).

Various types of agribusiness can be employed to help in the development of the county. These include: Farm Input Supply Business; The Producing Farm Firms; Food Processing Agribusiness; The Food Marketing and Distribution Agribusiness. To improve the quality of life and standard of living of the majority of the people in the rural areas by; Substantially improving the quality, value and nutritional balance of their food intake; Raising the quality of rural housing as well as the general living and working environment in the rural areas; Improving the health conditions of the rural population; Creating greater opportunities for employment and human development; Making it possible to have a progressively wider range and variety of goods and services to be produced and consumed by the rural people themselves as well as for exchange.

Additional investment required to achieve the objectives of food security will have to come mainly from the private sector. As the FAO Director General notes, "All the studies have shown that very few countries have achieved rapid economic growth without preceding or accompanying agricultural growth. Local entrepreneurs and multinationals in counties need to be involved in

the construction and development of such an economic and political environment" (Diouf, 2002).

### **Tender projects**

Developments in the law relating to tenders traditionally treated an 'invitation to tender' or a 'request for tenders' as no more than an invitation to treat, an indication that the owner was ready to do business – something prior to and short of an offer (Poole, 1998). In the modern times there exists what is known as the 'two contract' analysis involving the emergence of the 'tendering contract'. The invitation to tender is now in some circumstances to be treated as an offer to make a contract which a tenderer accepts when it submits a conforming tender (Craig, 1999).

The procurement rules were amended to allow 30 per cent of contracts to be given to the youth, women and persons with disability without competition from established firms (COK, 2010). With the new constitution in Kenya, it will see the growth of micro economy enterprises mostly owned by the youth hence a perfect remedy to unemployment that affects 60 percent of youths in the country. This is a clear relationship that the youth tenders have on development. This is by first providing employment to the youth and also enabling them have enterprises from which they can get income from.

This programme put about Sh300 billion in the hands of the youth. It also gives a new lease of life to youth-owned enterprises and accelerates their growth. Their growth will create numerous job opportunities besides giving youth renewed confidence in engaging in income-generating activity. The youth will become key players in the economy. You can then expect them to maintain peace as they will not want any situation that will adversely affect the business environment (Machel, 2013).

Electronic (e) procurement has provided manufacturing firms with more efficient solutions to drive significant value into their business (Neef,

2001). Indeed in one of the major advocates of internet-based business strategies, Michael Porter, professed that if firms were intent on remaining competitive they would have to adapt their business models to accommodate more effective and efficient internet based business approaches. E-procurement can, among other things streamline business processes, generate more competitive purchasing costs and offer a means of differentiation in the ever intensifying struggle for competitive advantage (Barratt & Rosdahl, 2002).

According to Johnston (1997), common probity objectives are: to ensure all respondents are assessed objectively and consistently and in accordance with the published documentation (transparency of process); to ensure integrity in all evaluation and selection process; to ensure all confidential information is secured; to address any potential, perceived or actual conflicts of interest; and to promote defensibility of process. The contractor getting the tender hence comes to benefit from the process, which is what is available to youths to enable them get self-employed via tenders.

### **Empirical review**

Various youth opportunities have come with devolution of the government. The youth in Kenya (15-34 years) constitute 35.39% of the country's population. Those aged between 0 and 14 years constitute 42.92% of the population and those aged below 34 years constitute 78.31% of the country's population (IEA, 2010). Kenya's youth have remained at the periphery of the country's affairs for decades since independence and their needs and aspirations have not been accorded due recognition. The youth have not been adequately engaged in the designing, planning and implementation of programmes and policies that affect not only them but also the country at large, and as a result, their knowledge, skills and energy has been underutilized. An aggressive youth

discourse has emerged as a result of these concerted efforts re-configuring the social roles and responsibilities of young people in the country (IEA, 2010).

### **Education**

Having education well balanced then the undeveloped counties can hence begin developing with the help of the young generation. Education is mainly to the young generation who are to bring a bright future to the county. The findings of the study are as follows; Generally speaking, the income level of inhabitants determines the level of investment in their children's education, and the inequity in the income levels of residents determines the inequity of their children's levels of education.

Little respect or importance is given to the nature of educational development. The level of educational investment in a given district is determined not only by its economic and social development but also by its location. Location also plays a role in educational activities. Different locations also call for different locational costs for the development of education. Generally speaking, the cost of promoting education in developed regions is lower than doing so in underdeveloped regions. (Peng S & Tan R, 2009)

Developed regions are more likely to attract attention from educational investors and obtain larger educational investments than underdeveloped regions. That is to say, if special measures are not taken for underdeveloped regions, their educational development will not be able to keep pace with that of the developed regions. (Peng S & Tan R, 2009).

### **Agriculture**

Agriculture remains a key aspect of Kenya's economy. According to the Kenya National Bureau of Statistics Economic Survey (2013), agriculture, which grew by 3.8 per cent, contributed 17.6 per

cent of the GDP, and therefore agriculture is expected to post even higher growth rate due to favorable conditions and will cause a ripple effect in the manufacturing and financial intermediation sectors. Agriculture is the number three employment sector in the country.

However, due to low production, food prices remained high and contributed to inflation and thus agriculture remained a second-class contributor to economic growth (KNBS, 2012). Kenya has about 20 per cent of arable land but currently only 8 per cent is used for agricultural production (KNBS, 2012). Agriculture has the potential to not only grow the economy but also create an exponentially large number of jobs than any other sector. With more young people participating in the agricultural sector, the country can harvest more food and make life more affordable for millions of Kenyans (Muthee, 2010).

At the other extreme, young people described control and domination by caregivers (Edwards, Tim & Helen 2007). It mainly talks about youths growing up and the effects that the parents have on them. This can hence be of effect to productivity in the young generation. According to it the following were the findings are presented as descriptive themes illustrated with excerpts from the participants. Edwards et al. (2003) provide an overview of the entire project with a summary of all themes.

Here we are interested specifically in the young participants' views on their families and we present thematic material fewer than three main headings; relationships with parents, siblings (tuakana/teina) and extended family (Edwards S, Tim M & Helen M, 2007). This was a source of much friction with parents. Many of the youth participants felt that a major cause of friction with parents was due to parents hardly ever being at home and, if they were, it was usually in the evenings when parents were tired and did not want to be bothered (Edwards et al, 2007).

## Tenders

According to Moeti et al(2007), goods and services acquired by national government represent a substantial amount of public resources spent and, on the other hand, a substantial source of income to private service providers. Byokusheka (2008) noted that, the procurement objective is to provide quality goods and services through open and fair competition in the exact quantity and proper quality as specified; and has to be delivered at the time and place where needed. Therefore, to secure such goods and services at competitive prices requires accurate planning and involvement of a number of stakeholders. Both small and large companies as well as non-profit organizations routinely make use of some sort of procurement policy (Bartik 2009).

According to Patrick (2009), with the official launch of Public Procurement Reforms, the country set on the reform road in the area of public procurement by; putting in place a unified legal and regulatory framework to guide the reforms. This was realized through the gazettelement of the Exchequer and Audit Act Public Procurement, Regulations (2001), which harmonized all the Treasury circulars and manuals governing procurement in the public sector. Putting in place an institution to oversee development and implementation of the public procurement policy in Kenya and improve transparency.

According to Andrew (2008), the Public Procurement and Disposal Act, 2005 became operational on 1st January, 2007 with the gazettelement of the Public Procurement and Disposal Regulations, 2006. This called for all public entities to strictly execute procurement functions according the Act. In Kenya, the concept of effective procurement has only attracted attention in private sector organizations while in public sector no measures have been made to promote

implementation of effective procurement practices (Patrick 2008).

## RESEARCH METHODOLOGY

The study used descriptive research design method. The target population comprised of all the youth undertaking projects in the twelve constituencies in county of Kiambu. Kiambu County was preferred as the case study due it having a high population of the youths, having both the urban and rural settlement in the county (Bloom, 2003). The target respondents were the youth in the respective constituencies in Kiambu County undertaking the youth projects. This study hence used a 30% on the total population comprising of: 6 county government officials, 72 national government officials and 467 of the active youth groups in the County.

Stratified random sampling method was used, where the population embraced a number of distinct categories.

The instruments of data collection used were questionnaires which were designed using the variables identified. This was the main data collection instrument for this research. The researcher distributed 170 questionnaires in order to compensate for the potential non-respondents. A total of 100 respondents filled the questionnaire. The study had to oversee the process of data collection and personally administered some questionnaires to make sure the respondents were administering the instruments appropriately. There was need to retain flexibility in the data collection process, as this would pick unexpected information which would help in interpreting and clarifying numeric data collected. The questionnaires were dropped to the respective offices and handpicked later. Pilot test was necessary for

testing the reliability of instruments and the validity of a study (Sekaran, 2003). According to Mugenda (1999) who observe that a successful pilot study was uses 1% to 10% of the actual sample size. The pilot study used 16 respondents for this project which represented 10%. The pilot data collected was analyzed to determine how much time is taken on each questionnaire, and decide whether the instruments should be revised for length. The pilot also tested data for relevance, interpretability and usefulness in addressing the study objectives. It assisted the research in determining if there were flaws, limitations, or other weaknesses before conducting an actual research. Subjects from the actual sample were not used in the pre-test. Procedures used in pre-testing the questionnaire were similar to those used in the actual study. This helped in clarifying questions and in refining the data analysis methods (Mugenda and Mugenda, 1999). The study sought the opinion from experts and supervisor of the study.

The study used descriptive statistics and it integrated both qualitative and quantitative techniques in the data analysis. Data collected through the questionnaires was highlighted and covered for analysis using Microsoft Excel. Data collected was reduced or condensed into more usable materials by focusing on the most important parts then organized into visual forms such as tables and figures in order to make the data easier to handle.

## RESEARCH FINDINGS

The questionnaires were given to a sample of 164 respondents from the Kiambu County officials, national government officials and youth groups.

There was a 60% response rate from the sample number, having 100 out of 164 respondents.

The research had the following diversity in the age clusters: 21-25 years age group was the highest with 35.64%; followed by 15-20 years age group with 32.18%; while the least 31-35 years with 14.94%. Youth between ages of 21-25 dominated all other youth clusters used. The age gaps did generalize both the male and the females. These agree with study by UNESCO, (2015) that a youth is every person between the ages of 15 and 35 years. The study had one hundred and sixty four respondents. The participants were either youth officials from the national and county government or the active registered youth groups. The study indicated that 86% of the respondents were the active youth groups, 13.3% national government officials and the County government officials formed the 6.7% to have a total of 100% of the total sample.

The results show that most youths were associated with agricultural projects (66.7%) while others engaged themselves in education projects (19.50%) and tendering projects (13.80%). The aim was to determine which projects the youths did undertake more in the County. The Agricultural projects were the leading and tenders been the least. Some youths also undertook other projects that were not related to the research study which gave a 5% of the research data.

There were various categories of the agricultural projects which are poultry keeping, dairy farming, horticulture and agribusiness. Education projects did range from the level of education, bursary dispersed and the sensitization programs to the youth. Tender projects were in only two categories the supply tenders and the construction tenders. According to the study, 37.93% youths sourced from the county government 34.48% used their personal savings as capital for their project, and 27.59% of them borrowed loans for their capital.

This hence showed that the county youths were using funds provided in the vote of youth fund to enhance startup of business and project activities in the County.

### **Agricultural projects and development**

#### **Type of agricultural projects commonly undertaken by the youth.**

Agribusiness seemed to be picking up well in the County together with horticulture projects, though Dairy farming and poultry farming were common and this was as per the capital needed to start this projects was relatively low for the youths in the County. These agricultural projects were drawn to be major factors of development in the County.

#### **Rating of agricultural projects in relation to the County development**

Horticulture projects were also relatively low among the youth projects in the county. They had a 15% of the total respondents. Poultry farming was the highest in the respondent rate with a 40% followed by Dairy farming with 32%. These projects were highly ranked in relation to development of the County at large. This could be attributed to them been common among the youths and their need of little capital.

#### **Rating of youth agriculture in the county**

The youth contribution to agricultural produce by the involvement on the projects was high above fair, having a fair response of 15.7%, good with 42.44% and excellent with 23.84%. This hence could help in the analysis that youth did have a reliable production to the County farm produce.

Youths in the County of Kiambu were above fairly involved in the agricultural projects. This could hence be associated also with the high rate of farm production discussed earlier. The rate of youths progress in the agricultural projects was also high

this been attributed to the devolution of the government hence funds reaching to the youths through the Youth fund and the Biashara fund offered by the County of Kiambu.

Since the devolution of the government, youths and the devolved government had worked together. This is by having the rate of the County involvement in the youth projects been rated having a fair response of 49.3%, a good response of 11.27% and an excellent response of 33.8%. This showed that devolution, mostly in the case of Kiambu County has relatively increased involvement to youth agricultural projects

### **Education projects and development**

#### **Level of education for most of the youths**

44.83% if the youth had gone up to college level while 31.03% had gone up to secondary level of education and only 24.14% had reached the university level. The highest number of youths that were undertaking the education projects was in college and polytechnic. The county was involved in devolution of education via the formation and commissioning of polytechnics. This can hence be attributed that since devolution the youth education projects have increased relatively. This attributed by the high number of enrolled students in colleges and polytechnics (44.83%).

#### **Rating education in the county**

The rate of the County involvement in the education projects was highly rated to be Excellent (48.12%). This hence showed that the County was been highly ranked to its association with education projects.

The Counties had also been entitled to provision of bursary funds to the students in their respective originalities. This had helped many less privileged access education projects as lack of money to finance their education previously led to high rates of dropouts among the youths. Hence we can derive

from the data that devolution had helped in enrich in the youths with various education projects through the provision of bursary to finance their education.

The county enrollment and rate of youth absorption of the perks could be attributed to the level of ICT growth.

It is clear that education is not under full devolution, this hence led to the question of whether the youth would vie for its full devolution. Only 43.02% of the youths agreed that they could vote for the devolution of education from the national level to county level while the majority 56.98% said they would not vote for devolution of education to the county level. This could hence help draw that the County was not fully utilizing its capacity as per the expectation of the people.

#### **Tenders role in development**

#### **Categories of companies that youth mostly register their companies**

Most of the youths had registered their companies with the youth category, followed by special(less privileged category) and a few were registered in the limited company category. This showed that most of the Youth applying for the tenders did provide the YAGPO certificate used only by youth in company registration. These agree with study by Oduor & Muriu, (2013), that under the devolution youth have been able to advance economically by access of such opportunities as tender exercise.

Youth hence had shown that they were interested in the development of the County through the registration of companies. This could be related to study by Poole, (1998) that 'invitation to tender' or a 'request for tenders' as no more than an invitation to treat, an indication that the owner was ready to do business, this hence indicating a rise in income hence development.

### **Diversity of youth tenders**

According to the research most of the youths (87.79%) were involved in supply tenders while 12.21% were involved in the construction tenders category. This showed that most youths went for the supply tenders as opposed to the construction tenders. For one to acquire a construction tender one needed to have a National construction and authority certificate which most youth lacked. This hence led to youth only majoring in supply tender (87.79%). Study by Harry, (2014) agree with the study that there is urgent need for the Government to strengthen and scale up successful measures targeting quality skill development and employment creation for the youth.

### **Devolution of the government making accessibility of tenders to youths easy.**

According to the data collected, most of the youth agreed that the devolution of the national government in to county governments have made it possible for the youths to access tenders easily. The contribution to development can be drawn as moderate; this is as to that still few youth are engaging in this procedure as per the constitution expectation where, the procurement rules were amended to allow 30 per cent of contracts to be given to the youth, women and persons with disability without competition from established firms (CoK, 2010).

It can be drawn that involvement of youth in this exercise can hence lead to development. This agree with study by Machel W, (2013), that by involving youth in tenders, they youth will become key players in the economy. You can then expect them to maintain peace as they will not want any situation that will adversely affect the business environment.

### **Rating the number of youth tenders since devolution**

Since devolution began the number of youth tenders has been fairly accessible to the youth. Analysis indicated that youth response was fair. This was a good indicator of growth by having youth involved in this tender exercise in the case of this study. This agree with study by Johnston (1997), that contractor getting the tender hence comes to benefit from the process, which is what is available to youths to enable them get self-employed via tenders.

### **Youth education projects on development**

The descriptive statistics provide that 60% of the respondents strongly agree that education has a very great impact on development, 30% great extent, 5% moderate impact, 5% low impact while the remaining 0% on very low impact. Therefore, suggesting that education projects are directly related to the development of the County. This can agree to study stating that education quality at all levels is a vital tool to tackle the major problems linked to sustainable development (UNESCO, 2005).

### **Youth agriculture projects on development**

#### **Showing the contribution of agricultural projects on development**

The purpose of this question was to enquire the contribution of agriculture projects on development. 65% of the respondents strongly agree that agriculture projects has a very great impact on development, 15% great extent, 15% moderate impact, 5% low impact while the remaining 0% on very low impact. Therefore, suggesting that youth agree that agriculture projects had a positive impact to development of the County. This is similar to study by Diouf, (2002), which stated that hunger incurs huge economic cost; this study can hence agree with the youth having increased their involvement in the projects can lead to development of the County under study.

### **Youth tender projects on development**

The purpose of the question was to determine the impact of tenders on development of the County. 25% of the results strongly agreed that there was a great extent, 35% great extent, 30% were of moderate extent, 5% low extent and 5% very low extent. The findings showed that tenders also had an impact to development of the County. The results agreed with other studies done that state that by involving youth in tenders, they youth would become key players in the economy (Machel W, (2013). Also conquer to study by Moeti et al(2007), that goods and services acquired by national government represented a substantial amount of public resources spent and, on the other hand, a substantial source of income to private service providers.

### **Youth projects on employment**

The purpose of the question was to establish if the youth are considering the projects they are undertaking, as a form of employment creation. 85% of the respondents strongly agreed that by undertaking projects such as poultry farming and tender exercise created employment opportunities for them, 10% agreed, 5% were not sure and were the least percentage while there were no respondents who neither disagreed nor strongly disagreed.

### **Youth projects on living standards**

The purpose of the question was to establish whether these projects undertaken by the youth by anyway improved the lives of the youth who were undertaking them. 85% strongly agreed that the projects improved their lives. 10% of the respondents agreed while the last and the least category which formed the 5% were not sure. This can be related to the previous question where most

respondent strongly agreed to the projects been a mode of employment creation.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Education**

Education is very vital and best tool to bring positive change for all to be able to develop responsible individuals and contribute to development in the society. This comes by the acquisition of skills necessary to develop, innovate and employment. There are also sensitizations projects that help people learn how to adapt and make use of the available resources in their living environs. Education brings in equality, by enabling youth to see the world as a just and fair place where everyone is given equal opportunities. The acquired skills and knowledge can hence lead to having self-depend youths, this also improving their quality of life.

Education is thus vital for the economic growth of a country, having high literacy levels equal to per capital income. Education is one of the most effective forces to bring about the changes in knowledge, values, behavior and lifestyle required to achieve sustainable and stability within the counties hence quality education is a vital tool to tackle the major problems linked to sustainable development. This is similar to findings of this study which showed that a lot of effort was being put in education projects by the county; the county has ensured bursaries are disbursed fairly to all those going to schools and there has been a lot of youth enrolment in education programs and absorption of education perks from the county,

### **Agriculture**

It is important not only to the youth but the whole society at large as it forms the basis of food security. It is from agricultural projects that most ideal food crops and animals are raised. It also plays a strategic role in the process of economic development; mostly where per capital income is

low. Agriculture lead to economic development by; providing raw materials to non-agricultural sectors in economy; by earning of valuable foreign exchange via exports; provision of employment in the society mostly to the youths and as a source of food supply.

### **Tenders**

In this study, youths agree that several tenders have been made accessible to them especially supply tenders; this has enabled them to supply various products and services as required by the county government hence reducing the number of jobless youths. The youth will become key players in the economy and that they will be expected to maintain peace as they will not want any situation that will adversely affect the business environment.

### **Conclusion**

#### **Education projects**

These are vital to the young generation as they acquire skills necessary to survive and innovate in their society. Most youth have enrolled into education programs to enable them fit in to society which could see them secure employment and a better living standard. Education projects also entail informal to sensitize on the environment which have enlightened the youth of how to improve their lives and utilize the available opportunities and resources.

#### **Agriculture projects**

These projects have been the most populated among the youth in this study. This is because of the low capital needed to start up one. For areas with less development and hence low per capital income this field is the best for the youth to indulge in for greater returns. They have created employment among the youth which is very important since unemployment has been an unsolved issue even among the learned. Food

security has also been achieved by having more youth indulging in farming. The new trends such as horticulture have also seen grow of exports, such as flowers and other perishable foods been grown for exports by the youth.

### **Tenders**

Since a government directive to allocate a 30% of tenders to youth, women and persons with disability, this has been a new venture for the youth to undertake. Most youth have been taking the supply tenders and with the help of banks and County government financing has not been an issue hence giving the youth a platform to earn from. Having youth as the biggest percentage in the country and hence the backbone of the country's economy such projects are vital for development. youth are involved in tendering projects ,their growth will accelerate and create numerous job opportunities besides giving youth renewed confidence in engaging in income-generating activity,

### **Recommendations**

The government should set aside more funds for youth projects so that more youths can get a chance to do meaningful projects that can help improve the county's economy.

#### **Education projects**

Empowerment programs should be availed to the youths and their parents/guardians so that the youths can be empowered and their parents/guardians can guide them appropriately. More Seminars and workshops should be organized so that successful youths and entrepreneurs could shed light to those that are up coming. Further research should be done on the ways to help improve the youth projects so that more youths could be involved in project in a better and easy way.

Many education and training systems do not provide young people with the basic skills needed to escape poverty and unemployment, even when they continue to receive formal education. Non-formal education programs seek to fill this gap by providing learning and skills development opportunities that are relevant to the context in which young people live and seek their livelihoods. Often provided through youth and community based organizations, non-formal education facilitates the learning of life-relevant knowledge and skills, especially for disadvantaged and marginalized groups.

### **Agricultural projects**

New trends of farming should be introduced in the school curriculum as most youth have enrolled in education programs. Government should work to provide ready market for the producers of farmers to encourage large scale farming in the society. More sensitization programs shows and on the need of agriculture can be done. Standardization of prices should be encouraged for the farmers to avoid losses and discouragements from agricultural projects.

There is an urgent need to remove all visible constraints in gaining access to land, credit, training, information and new technologies by the youths. It is also necessary to expand access to agro-enterprise knowledge to secondary and tertiary institutions so as to create and expand rural job opportunities, build capacity and promote agro

entrepreneurship among the youths thus reducing migration to urban areas. Involving youths in agricultural development and decision making processes is key to ensuring sustainable development. Framing this within the context of ICTs and entrepreneurship provides a valuable dimension to the discourse of agricultural modernization (Agu, 2013).

### **Tenders**

The tenders set for the youth should be closely followed and fines to the firms that do not set aside this opportunities. More encouragement should be done to the youth to apply for the tenders. Youths should be involved more in all the ministries activities and leadership so they can learn more and they can feel as if they are part of the whole society.

To ensure that procurement policies supports effective implementation of procurement practices in many tertiary public training institutions in Kenya, the management of tertiary public training institutions should improve on the level of compliance with procurement regulations compliance, design and apply better poor procurement policies, support and encourage other staff to execute procurement functions in accordance with the procurement regulations and procurement policies, use effective procurement procedures, improve on relationship between management and stakeholders and employ better methods of managing organization resources.

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