

UNIVERSITY OF NAIROBI

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

MASTER OF ARTS SOCIOLOGY

(RURAL SOCIOLOGY AND COMMUNITY DEVELOPMENT)

RESEARCH PROJECT PAPER

**EVALUATION OF YOUTH PARTICIPATION IN COMMUNITY
DEVELOPMENT**

A CASE STUDY OF KAITI CDF PROJECTS

MORRIS M. MBULO

C50/9167/04

June, 2009

DECLARATION

This Research Paper is my original work, and has never been presented for a degree in any other institution.

Name: **Morris M. Mbulo**

Reg No. **C50/P/9167/04**..... Date.....

A Research Project Paper Submitted for Examination in Partial Fulfillment of the MA Degree in Sociology, with my approval as University Supervisor.

University Supervisor:

Dr. Pius Mutie **Date**.....

ACKNOWLEDGEMENTS

I wish to acknowledge the support accorded to me by my family members especially Tom, Nathan, Gregory and Charles Mbulo for their for guidance, assistance and moral support from the time I conceived the idea of studying this MA Course.

My sincerel thanks to my former classmates Mary Muturi and Safia Abdi for their constant encouragement and extra push to finish the course,in this entirely new sphere of social sciences, when it seemed I would never make it and almost gave up.

Special thanks to my employer Reckitt Benckiser East Africa for according me the opportunity to study part-time amidst the pressures of the corporate setting. With this regard I make particular mention of Pravin Kini my former boss and Margaret Mathenge of Human Resource and Admnistration.

Finally my special and sincere acknowledgement go to my Project Supervisor Dr.Pius Mutie who willingly took up this work and guided me with invaluable advice, comments and suggestions and for his keenness to detail ,so that the work produced reflects excellence.

To God for strength, courage and provision necessary to accomplish this no mean feat-To you be all the praise and glory

DEDICATION

I dedicate this work to my late Dad Michael Paul Mbulo Munee, for his sincere desire, love and commitment to see that not only I but all his children achieved excellence in life and work. To this end his life long wish was and continues to be achieved.

To Mum, Veronica Nthambi, for her true love and presence throughout all life's trying moments and constant counsel to excel in all I undertook to do.

Finally to my two lovely and wonderful boys: Ron Mwendwa and Joshua Mutunga-You make my world beautiful and worth living and always keep making me to strive to be a light and example to you: Keep the torch burning brighter and be all you can be in life!

Table of Contents

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
Table of Contents	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
1 LIST OF ACRONYMS	x
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background.....	1
1.2 Problem Statement	4
1.3 Research Questions	6
1.4 Objectives of the Study	7
1.5 Justification of the Study	7
1.6 Scope and Limitations of the Study	8
1.7 Definition of Key Terms, Concepts	9
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	11
2.1 Introduction	11
2.2 A Sociological perspective and Analysis of youth.....	11
2.2.1 Classification of Youth.....	15
2.2.2 Youth in the Global Setting: Youth Demographics	16
2.2.3 Youth Demographics in Kenya	18
2.3 Challenges facing Youth	19
2.3.1 Youth Unemployment	21
2.3.2 Young Gangs and involvement in Armed Conflict.....	22
2.3.3 Youth in Politics and Marginalization	23
2.4 Institutional responses to youth employment and emerging youth problems	25
2.5 Youth Empowerment	26
2.6 Development	26
2.6.1 Rural Development and Participation	26
2.6.2 Participation	27
2.6.3 Types and Levels of Participation	28
2.6.4 Benefits of Participation.....	31
2.6.5 Participation in Project Cycles	32
2.6.6 Obstacles to Rural Participation in Africa.....	33
2.7 Involving Youth in Development.....	36
2.7.2 Global Perspectives and Initiatives to Address Youth Participation.....	40
2.7.3 The World Programme of Action for the Youth (WPAY).....	42
2.7.4 The Importance of Youth Participation.....	43
2.7.5 Youth Participation in Projects	44
2.7.6 Obstacles to Successful Youth Participation.....	45
2.8 Kenya's Initiatives on Youth Participation in Development	46
2.8.1 The Ministry of Youth Affairs	47
2.8.3 Youth Polytechnics (YP's).....	49
2.8.5 The National Youth Service (NYS)	50
2.8.6 A New Initiative – The <i>Kazi Kwa Vijana</i> Programme (KKV)	51
2.9 Decentralization	51
2.9.1 Implementing Decentralization: Kenya's experience	53
2.9.2 The Special Rural Development Programme (SRDP)	54

2.9.3 District Planning Strategy	55
2.9.4 The District focus for Rural Development (DFRD).....	55
2.9.5 The Constituency Development Fund (CDF)	56
2.9.6 CDF Budget Allocation (2003-2008).....	59
2.10 Theoretical Framework	60
2.10.1 Sequential Theory of Decentralization.....	60
2.10.2 Globalization Theory.....	61
2.10.3 Exit, voice and loyalty theory	63
2.10.4 Conceptual Framework	65
CHAPTER THREE: RESEARCH METHODOLOGY	67
3.1 Introduction	67
3.2 Research Design	67
3.3 Unit of Analysis	67
3.4 Unit of Observation	67
3.5 Study Site and Description	68
3.6 Sampling Procedure and Sample Size.....	69
3.7 Types and Sources of Data.....	69
3.8 Data Collection Methods and Tools.....	70
3.8.1 Quantitative Data Collection Methods and Instruments	70
3.8.2 Qualitative Data Collection Method and Tools.....	70
3.9 Data analysis	71
3.9 Ethical Consideration	71
CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.....	72
4.1 Introduction	72
Socio-Demographic characteristics of the respondents	72
4.1.1 Area of residence.....	72
4.1.2 Age	73
4.1.3 Gender	74
4.1.4 Level of Education	75
4.1.5 Marital Status	76
4.1.6 Employment/Occupation Status	77
Ways and Levels of Youth Participation.....	78
4.1.7 General definition of Youth	78
4.1.8 General awareness about the CDF	78
4.1.9 Source of Information about CDF.....	79
4.1.10 Knowledge about CDF Activities	80
4.1.11 Formation of CDF Committees (CDC).....	80
4.1.12 Youth Awareness on CDF Act's Provision for Youth Representation.....	82
4.1.13 Ways of Improving Youth Awareness	83
Factors Facilitating Youth Participation in CDF Funded Projects.....	83
4.1.14 Ways of Participation in CDF Activities.....	84
4.1.15 Adequacy of Youth Participation	85
4.1.16 Awareness and Attendance of CDF Meetings	85
4.1.17 Ways and Means of Improving Youth Participation.....	88
4.1.18 Participation in CDF Projects (Project Cycle)	89
Hindrances and Constraints to Youth Participation	90
Projects Addressing Youth Issues	92
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	94
5.1 Introduction	94
5.2 Summary.....	94
5.3 Conclusions	101

5.3.1	Ways and Levels of Youth Participation in CDF Activities and Projects	101
5.3.2	Factors Facilitating Youth Participation in CDF Funded Projects.....	102
5.3.3	Constraints Youth Face in their Efforts to participate in Local Community Projects	102
5.3.4	Existing Methods of Meeting the Needs of Youths	102
5.4	Recommendations	103
5.4.1	Recommendations for Improvement	103
5.5.2	Recommendation for further studies	104
	Bibliography.....	105

LIST OF TABLES

Table 2.1: Summary definition of Youth age; the age of majority and the age of the right to vote in Commonwealth countries in Africa	14
Table 2.2: Population Prospects: UN World Youth Population.....	16
Table 2.3: Size and Share of Youth Population Sub-Saharan Africa, 1980 – 2015 Population by age	17
Table 2.4: Population by Sex and Single Number of Age	18
Table 2.5: Issues Facing Young People and Percentage of responses citing the issue	24
Table 2.6: Areas and activities in which people can participate	33
Table 2.7: A summary of conflicting perceptions.....	46
Table 3.1: Distribution of poor population by constituency and region	68
Table 4.1 Area of Residence	72
Table 4.2 Level of education.....	75
Table 4.3 Distribution of respondents according to their Employment status	77
Table 4.4 : Knowledge on CDF	80
Table 4.5. Formation of the CDC.....	81
Table 4.6: Ways in which youth are allowed to participate in CDF	84
Table 4.7 Level (adequacy) of Youth Participation	85
Table 4.8: Reasons for not attending Locational CDF meetings	86
Table 4.9: Kind of CDF projects implemented in the area	89
Table 4.10 CDF projects implemented	93

LIST OF FIGURES

Figure 2.1: Components of Authentic participation.....	30
Figure 2.2: The CDF Project Management Cycle.....	59
Figure 4.1: Gender of Respondents.....	74
Figure 4.2: Age of Respondents.....	73
Figure 4.3 Respondents' Marital Status.....	76
Figure 4.4: General Awareness about CDF.....	79
Figure 4.5 Source of information about CDF.....	79
Figure 4.6 Areas of participation in the CDF projects.....	84
Fig. 4.7 Identification of CDF Projects.....	90

LIST OF ACRONYMS

KNBS	Kenya National Bureau of Statistics
KNYP	Kenya National Youth Policy
SSA	Sub Sharan Africa
LATAM	Latin America
SAPs	Structural Adjustment Programme
PAYE	Common wealth Plan of Action for Youth Enterprise
MOYA	Ministry of Youth Affairs
PRP	Poverty Reduction Programme
ILO	International Labour Organisation
WPAY	World Programme of Action for the Youth
WHO	World Health Organisation
YES	Youth Employment Summit campaign
IYF	International Youth Foundation
C-YES	Constituency Youth Enterprise Scheme
NYS	National Youth Service
YEDF	Youth Enterprise Development Fund
MFI	Micro-finance Institutions
MSMES	Micro and small enterprises
YPs	Youth Polytechnics
NCCK	National Council of Churches of Kenya
NARC	National Rainbow Coalition
KKU	<i>Kazi kwa Vijana</i> Programme
SRDP	The Special Rural Development Programme
DDC	District development Committees
DDO	District Development Officer

DFRD	District Focus for Rural Development
CDF	Constituency Development Fund
CDC	Constituency Development Committee

ABSTRACT

This study was undertaken with the aim of evaluating youth participation in community development in Kaiti CDF projects. The specific objectives of the study were to: establish the various ways and levels of youth participation in the CDF activities and projects; ascertain the factors (opportunities) that facilitate youth participation in CDF funded projects in Kaiti Constituency; elucidate the constraints that youth face in their efforts to participate in local community projects funded by the CDF and to establish existing methods of meeting the needs of youth at the Constituency level through their participation in the CDF funded projects.

The study population was drawn from the youth in the constituency out of whom 100 respondents were selected. The selection was through a purposive sampling technique to sample the youths that could be reached and were able to participate in the study. Both primary and secondary data were used in the study. Interviews and Focused Group Discussions were the data collection tools employed for the youth groups whereas in-depth interviewing was employed for key informants like the area MP, CDC members, and Provincial Administration representatives, Teachers, the DDO, District Statistical Officer and Church Pastors. The collected data was analysed through SPSS software for data analysis.

The study findings revealed that youth participation in CDF projects in Kaiti constituency was very low. Further they also showed that youth awareness on the CDF was misleading, as a cumulative 22.4 % had either the wrong notions or no clue on what the CDF represents, hence a need for sensitization on the key role the CDF could play in meeting youth needs and empowerment programmes. Youth were basically involved in projects that utilized their physical energies like road construction and no specific projects that addressed youth needs like recreational or job creating projects like farm projects or small and medium enterprises existed.

Therefore the researcher recommends that Kaiti Constituency adopts Katorobo's mass model of participation which advocates for increased youth participation. Priority should be given to the youth in increasing participation employment-creating projects so as to encourage their involvement in the projects. It further recommends a critical analysis of the needs of the Kaiti Constituency youths, ensuring equal gender representation and including the right ages that can and have the time and need to actively participate in CDF activities and finally a study in the correlation between information dissemination and participation in development activities.

CHAPTER ONE: INTRODUCTION

1.1 Background

Youth in many societies and communities is usually a transitional period between childhood and adulthood and during this period, society tends to give youth a 'moratorium' [a temporary suspension of obligations], to dedicate themselves to acquiring the necessary assets for the satisfactory performance of adult roles. In the past, youths were involved in various ways in development and growth of their communities' e.g. in security and defense of their communities and it was believed that the development of a community is a dynamic process involving all segments of the locality, including the often-overlooked youth population (Ansell, 2004). However, over time with modernity, it seemed that few societies and even the modern governments created room for the involvement of youth in the communities/societies in which they lived. Due to this in the recent past, there has been clamour for youth involvement in the development activities of their communities, as many youths remain on the periphery of their communities affairs even at national level, being excluded from participating in the designing, planning and implementation of social and economic programmes and policies that have a direct impact on their lives.

To date there are multiplicities of socio-economic issues that plague our youth possibly due to the alienation by members of society. These challenges include unemployment, lack of education, poor health and disease. Many of the youth have been adversely affected by poverty and rampant unemployment, forcing them to realize their potential and role in community level development activities, as they directly impact on their living standards. Many of these, youth problems arise mainly as a result of the inability of the family, the community and the government to satisfy their legitimate needs. Also, many of the social transformations occurring today are affecting the lives, the roles and circumstances of the young; as children are breaking from their families at increasing early ages, denying them the traditional security, parental care and control, and thereby exposing themselves to all the dangers resulting from their inability to adjust to changed conditions (Brooks-Gunn, Duncan, & Aber, 1997).

The diversity of youth problems is further complicated by the many categories of youth and the wide variety of their social economic and cultural situations that any generalization is difficult and unrealistic. For example, the problems and challenges that affect the rural youth are different from urban youth issues; aspirations, needs and attitudes.

Rural youth present different problems as their role is mainly concerned with rural economies. Most of these youth are still dependent on subsistence economy; working and living off the family farms and/or livestock keeping, obtaining their essential manufactured goods from the proceeds of crops grown on the family allotment, farm land jobs or sale of livestock. On the contrast, youth in urban settings live in a different socio-economic and psychological situation, faced with far more complex problems related to the economic, educational, health, physical, social and psychological needs (Gikonyo, 2008).

Youth needs are urgent and pressing in many countries and their fulfillment is becoming more difficult every year as the number of youths involved, increases each year. These needs are not only felt by the young people themselves but also by governments, voluntary organizations as well as public-spirited individuals. The social and economic needs of youth in many developing countries of Africa, Asia, and the Pacific Caribbean, as well as Latin America are many and varied, but generally common. It can then be argued that it is not necessary to discern economic and social needs from socio-economic problems as the two tend to merge into each other. However, since without these needs there would be no problems, a distinction must be drawn between the two to be able to relate cause to effect.

Youth needs can be summarized into: provision of good health, socialization (guidance in social attitudes) e.g. developing national consciousness, patriotism and good citizenship; provision of formal education and acquisition of specific skills, full and secure employment, provision of welfare services ,social security, since an increasing number of youths can no longer depend on the families for economic and social security ,and participation in decision-making and in government as today's youth no longer want to accept blindly decisions made on their behalf, whether at home, school or the government levels.

Today's youth feel a need for change and wish for them to secure the position and consideration in society to which they consider themselves entitled and a general desire to have a say in matters affecting their welfare. It is because of these aspirations of youth, coming up against already existing structures, that leads to problems of what is commonly called "conflicts between generations". It can also be deducted that, it is this phenomenon that has led to frequent events of youth demonstrations and sometimes violent protests both internationally and locally.

Youth problems, on the other hand can be divided into urban and rural problems. Urban youth problems include unemployment, low paid jobs, lack of skills, lack of basic education, lack of vocational training opportunities, poor housing conditions, unsanitary conditions, over crowding, lack of recreational facilities, frustration and loneliness, feeling of neglect and being unwanted, insecurity and lack of understanding from responsible authorities. Rural youth problems on the other hand include depletion of villages of able-bodied young men to towns due to absence of satisfying jobs and basic amenities, bringing pressure on the city and town service. To deal with these two issues of youth needs and problems, attempts have been made over the years to engage and involve youth in development activities both at the international, and national and local levels in many countries.

Internationally, the increased and directed attention towards the youth, for example, led to the United Nations World Programme of Action for the Youth (WPAY) to the year 2000 and Beyond in 1996 and subsequent creation of National Youth Policies in many countries including Kenya, to guide the involvement of youth in community development activities. This was as a result of the realization that youth have not always been recognized or viewed as essential contributors to society, mainly due to stereotypical images and misconception of their age and development capacity.

With globalization and not wanting to be seen as lagging behind and with the pressure bearing on government from youth, civil society organizations as well as the UN, many countries have borrowed from and ratified various UN policies to involve youth in various development initiatives in order to address their needs and problems. It's perhaps in recognition of this trend, that during the crafting of the CDF Act in Kenya in 2003, a provision for the active participation of youth in decision making as well as their involvement in the development projects of their respective constituencies was made. This is because without doubt, many Kenyan youth have shown interest in the development activities of their country in the last few years.

According to the Kenya National Youth Policy (2004), the youth in Kenya number about 9.1 million and account for 32% of the population out of which 51.7% of this are female. The youth also form about 60% of the total labour force but majority are unemployed due to the country's high unemployment level. Of the more than 75% of people living with HIV/AIDS in Kenya, are people in the age bracket of 20-45yrs and about 33% of all reported HIV/AIDS

cases, are of those aged 15-30 (Kenya National Youth Policy: 2004), which is the working definition of youth in Kenya.

Several initiatives and efforts to involve youth in development activities in Kenya have been developed since independence. These local efforts to initiate youth development programmes in Kenya can be said to have begun with the Third National Development Plan of 1974-78 and continued in subsequent policy documents such as the Sessional Paper No. 2 of 1992 on Small Scale and Jua Kali Enterprises, the 1997-2001 National Development Plan and the National Poverty Eradication Plan 1999-2015, among others.

In 2003, the National Rainbow Coalition (NARC) led government of Kenya created the Constituency Development Fund (CDF) through the CDF Act of 2003, meant to address the issue of development and participation at lower local units such as the constituency. With the creation of the CDF in 2003, an opportunity for assessing the role and level of participation of the youth in community development activities was created. This is because, the CDF Act, makes a provision for one person to represent the youth voice in the constituency development committee. This committee is responsible for decisions on which development projects the particular constituency plans to undertake. With this provision, a formal framework of evaluating youth involvement and participation at the local level arose, since as members of the Constituency Development Committee (CDC), the youth can be involved in decision making, as they deliberate on development project proposals that directly affect them.

From other earlier studies done on the CDF, it is not clear whether youth were actually or actively involved in the development processes of the constituency. It was also not clear whether the youth were aware of the provision within the CDF Act for their representation and participation in the development

1.2 Problem Statement

The purpose of this study was to evaluate the impact of the CDF, in propagating youth participation in rural development and more specifically the nature and extent or levels of their participation. This is because despite their numerical importance, youth tend to be alienated in many communities, and at both family and the community level, they have few avenues left for them to participate actively for voicing their opinions or communicating their needs (Chigunta, 2002).

However, this failure to provide opportunities for young people to utilize their energy, creativity and participation has often resulted in serious social-economic costs, as is evidenced today in Kenya, by the rise of many militant groups e.g. Mungiki and Sabaot Land Defence Force (SLDF) among many other groups, mainly composed of un-employed youths, forced to take up arms to agitate for issues they feel affect them but have for long been ignored(Abbink, 2005).

Today, the youth are faced with a lot of issues e.g. inadequate and inappropriate skills and education, health related problems, lack of employment opportunities as well as limited participation in development matters. Consequently these youths are adopting high-risk behaviors to vent their frustrations, leading to further alienation and restricted opportunities and choice, which in turn lead to over-dependency on their parents (Nyambura, 2005). Youth participation can however bring benefits in form of greater utilization of human resources and increased community productivity, while simultaneously reducing the dependency burden.

Rapid changes in modern society mean that the youth can no longer be ignored as far as participation in the issues that affect them in the development of a country is concerned. Indeed a casual look at the daily media reports shows increased youth awareness and demands to be involved in the development issues of their country. This is because within the youth is a large depository of skills and knowledge, hitherto un-beknown to the older adult generation. Their imagination, ideas, considerable energies and vision are essential for the continuing development of the societies in which they live. Youths can provide intellectual inputs; as well as their ability to mobilize support as has been witnessed during the electioneering process, whether parliamentary or civic as well as when confronted with natural or man-made calamities. They also can bring in unique perspectives that need to be taken into accounts(UN World Report, 2007).

Globalization and the increasing expansion of competitive frontiers are also, providing the obvious impetus for the potential contribution of young people to the development of their society. Current development styles require optimal utilization of the type of assets concentrated among youth and its becoming clear overtime that in order for society to respond successfully to the challenges imposed by globalization, it must be able to mobilize the potentiality of its young people (UN World Report,2007). Youth unemployment in developing countries, generally and more specifically in Africa is high and it's affecting a broad spectrum of socio-economic youth groups – both the well and less educated. The rise in

youth gangsterism, in Africa, is causing a new social threat to both youth and the wider community as youth during the period of involvement in gangs are excluded or detached from educational and formal labour markets, where state-sanctioned social and political capital can be accumulated (Abbink, 2005).

According to the Kenya National Youth Policy (2004), Kenya's Youth un-employment is reaching new heights with the economic growth rate, not being sufficient to create enough employment opportunities to absorb the increasing labour force, estimated to be about 500,000 annually. Of this only about 25% are being absorbed into the job market.

Many of the youth have been adversely affected by poverty and rampant unemployment, forcing them to realize their potential and role in community level development activities, as they directly impact on their living standards. Their level of articulation as a collective actor is also increasing, with many youth organizations and fora e.g. Youth Employment Summit (YES) Campaign, International Youth Federation (IFY), coming up to agitate for their recognition in local and national development issues, meaning that this segment of society can no longer be ignored.

Consequently mainstreaming youth into both national and local level development agenda's; to bring out issues important to young people, especially those that have not received visibility is becoming necessary. This is so, because, many issues, vital to the youth, suffer chronic exclusion and mainstreaming them will raise the necessary awareness among the public and policy makers. The energy and commitment of young people to create positive social change also needs to be harnessed, as this would give youth, more opportunities to become better informed. It will also help them become better decision-makers within their communities as well as, creating a new generation of skilled community and business leaders. However, for this to happen, an environment that fosters youth participation and not alienation to be created. The many barriers and constraints that hinder youth participation need to urgently addressed and removed. This study will evaluate whether the CDF has created those opportunities for the youth to participate, and whether the youth know that they have official channels to voice their needs and have them addressed.

1.3 Research Questions

This research is seeking to establish the role and levels youth participation in management of Kaiti CDF. The research is guided by the following key research questions:

1. What are the various ways and levels of participation by the youth in CDF initiated and funded projects?
2. What are the factors (opportunities) facilitating youth participation in CDF funded projects in Kaiti Constituency?
3. What constraints/ barriers do the youth face in their efforts (if any), to participate in local community projects funded by CDF?
4. What can be done for CDF funded projects to meet the needs of the youth at the constituency level?

1.4 Objectives of the Study

This will be an evaluative research. The specific objectives are:

1. To establish the various ways and levels of youth participation in the CDF activities and projects.
2. To ascertain the factors (opportunities) that facilitate youth participation in CDF funded projects in Kaiti Constituency.
3. To elucidate the constraints that youth face in their efforts to participate in local community projects funded by CDF.
4. To establish existing methods of meeting the needs of Youth at the Constituency level through their participation in CDF funded projects.

1.5 Justification of the Study

This study is being undertaken within the context of increased youth voice to be involved in the management of affairs in Kenya especially with regard to development matters. Media reports continue to show youth complaining of alienation from participating in the development of the country and argue that there are not enough ,clear and specific policies that address this concern. Perhaps, this is due to lack of realization that there might be adequate venues within the CDF Act that provides for their involvement in local level development activities. Or it could also be due to societal practices and biases especially the political class of not involving youth in particular development matters given the varying definition of who exactly is a youth.

The 2008 election of a relatively young US President (President Barack Obama) has also seen a sharp rise in youth awareness of the possibilities at their disposal. Again the 2007 elections saw quite a number of youth running for elected office at both Parliamentary and civic ward level, albeit without much success, but seemingly the pressure is building up for me active involvement. It is part of this youth clamour that has informed this study. Also, numerous

studies have been done on the subject of CDF, majorly touching on the management of the CDF, community participation in the CDF, the role of CDF in community development, as well as women participation in the management of CDF. However few studies have been focused on the emerging trend of youth participation in community development projects and more particularly in the management of CDF.

Scanty studies on the youth have tended to be on other related issues like un-employment, drug abuse, and utilization of ICT among others but not necessarily on their participation in the communities they live. Nonetheless, youth groups and youth led initiatives in development do exist.

The creation of CDF in 2003 gives us an opportunity for assessing the participation of the youth in community development activities as the CDF Act provides for youth representation in the constituency development committee [CDC]. From many of the other studies done, it is not clearly established whether the youth are aware of the provision within the CDF Act for their representation and participation in the development process.

The social relevance of studying youth in order to influence the development policies of donors, states, NGO's and self organizations is growing and is another reason why this research topic was chosen. In 2003 for example, the World Bank developed a draft paper on youth strategic directions for the institution in which it acknowledges that neglecting youth in development policies is a costly mistake that needs to be addressed.

The study findings will be useful to the Government of Kenya, Ministry of Youth Affairs and other actors including Donors, and development agencies involved in youth development activities. It will help influence the development policies of donors, the government, NGO's and other self-organizations. Study results will also help in providing information in any knowledge gaps that may exist in the area of assessing youth participation in development. Finally the results of the study will help inform future planning processes and will be a key resource for the Kaiti Constituents.

1.6 Scope and Limitations of the Study

The study will be carried out in Kaiti Constituency in Makueni District. It will focus on the level, nature and ways in which the youth in this constituency participate in CDF funded and

initiated projects. This research will seek to understand various concepts and themes related to youth Participation.

It will further seek to examine and evaluate the benefits of youth participation in general as well as any factors that serve as barriers and constraints to their involvement in development activities. Study findings will be limited to Kaiti constituency and more data will be gathered in relation to the youth participation only but not on the specific aspects of the management of the CDF. The research will also be confined to youth activities related to development projects and not their involvement in civic engagements or political participation.

Another limitation of the study will be the sample size. A hundred (100) respondents mainly youth will provide primary data. This data will be generalized for the entire Kaiti constituency. Nonetheless, the study findings cannot be generalized to reflect the state of youth participation in other constituencies countrywide as it is a case study of Kaiti Constituency.

1.7 Definition of Key Terms, Concepts

Youth : The African Union [AU] Youth Charter defines youth as every person between the ages 15-35 years. This is the definition adopted by this study.

Participation: Participation is People's involvement in decision making processes, in implementing development programmes and their sharing in the benefits of such programmes and their involvement in efforts to evaluate such programmes.

Youth Participation: Youth involvement in the various stages (of the project cycle) of development projects

Decentralization: the process of dispersing decision-making governance closer to the people or citizens, involving transfer of political, fiscal and administrative functions.

Project: A Project is a discrete package of investments, policy measures and institutional and other actions designed to achieve a specific development objective or set of objectives within a designated period.

Project cycle: This consists of the stages or period from identification, planning or designing, implementation, monitoring and evaluation of a Project.

Youth Mainstreaming: The process of assessing the implications for youth of any planned actions, including legislation, policies or programmes in all areas and at all levels.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In this section, relevant literature touching on various concepts and terms used in this study are reviewed. Key issues, concepts and themes in this study for which literature review was done include: sociological analysis of youth, participation, youth participation, global initiatives to involve youth in development, development, rural development, and decentralization and CDF as one of decentralized development initiatives in Kenya. To put the research into a proper perspective and context of the issues facing youth and why participation is necessary, a situational analysis review was done.

2.2 A Sociological Perspective and Analysis of Youth

According to the Oxford Advanced Learners dictionary (2003), the stage of Youth is defined as the time when a person is young, especially the time before a child becomes an adult. However, a comprehensive review of literature on youth shows that in many ways the concept of youth seems to be an ill defined one. Some authors consider youth as a stage characterized by factors of a biological nature in terms of the bio-physiological changes occurring in the transitional stage, between childhood and adulthood. Others emphasize the psychological aspects, placing adolescence at the centre of the identity crisis.

Legal and institutional definitions of youth which define the rights and duties of young people also do exist and vary from country to country as well as from one community to the other. For example, the legal maturity for marriage is 16 years in Kenya, while voting rights start at the age of 18 years. For others, the determining factor is the social responsibility of the individual, which ranges from the complete irresponsibility of the child to the attainment of social maturity.

Clark (1972) argues that youth constitutes a universal phenomenon and is that period of transition from childhood to full adult status or full membership in the society (S.N Eisenstadt cited in Clark 1972). In this period the individual is no longer a child, but is ready to undertake many responsibilities as an adult and to fulfill adult roles. The person is not yet fully acknowledged as an adult, a full member of the society but he is being “prepared” or is preparing himself for adulthood. Eisenstadt further argues that youth has also been defined as a period of “*role moratorium*”, in which one may play with various roles without definitely choosing any and without the requirements of the various compromises inherent in the daily

participation in adult life. Pilcher in Haralamos (2008; p.765) argues that youth is best understood as a stage of 'transition' between childhood and adulthood (Jane Pilcher cited in Haralambos et al 2008: 765).

In the western society, the transition process is said to involve the start of withdrawal from fulltime education and a move towards employment as well as moving from the nuclear family and parental home to set up of one's own homes and also as the period of establishing a married life (Haralambos et al 2008: 768).

However, the exact timing of this transition has been found to vary from one individual to the other, and the transition is also varied from one society to the other. The age at which this transition to adulthood starts is not clearly defined or set, since childhood is a social construction which varies from society to society, and hence the chronological age at which it is seen as ending also varies.

In African societies, the transition from youth to adulthood was, and is still marked with initiation rites and ceremonies like circumcision of boys among Bantu communities of Kenya like the Kamba, Kikuyu, Meru, and Luhya. According to Jon Abbink in "*when is one young in Africa?*" (Konings et al 2005:7), youth is partly a socially constructed or constituted category. Like most social phenomena, some people who are well into their thirties (30s) have not completed their education, have no job and are not in a position to raise a family and hence indeed sociologically resemble the biologically young people with whom they share a way of life defined by poverty and deprivation.

Abbink further argues that, no strict definition on age limits can thus be given and youth in Africa is generally allocated to the age bracket of 14-35 years. Since less than 14yrs, they are children, usually dependent on older people and not accepted as adults, while over 35 they are more or less expected to be socially independent, having a family and having acquired some social status of their own.

Chigunta (2002:3) argues that sociologically 'youth' denotes the interface between 'childhood' and adulthood. However, in many African societies especially rural Africa, the status of 'adulthood' is largely determined by the capacity to sustain a 'legal' marriage. Most of those who are married or are not able to do so, is mostly due to economic reasons or other reasons, as many young people in Sub-Saharan Africa (SSA) currently are, and will whatever

their chronological age still be regarded as ‘children’. However, in terms of youth as a social group, Chigunta argues that they can be defined in terms of age, with the spectrum of youth being defined as ranging from ages 10 years to as high as 35 years (as in South Africa).

Youth is also regarded as the age in which full identification with the ultimate values and symbols of the society is attained. In general, it can therefore be argued that in all societies youth, is partly associated with the biological changes of puberty, where there is rapid body developmental changes often marked by secondary sex characteristics. But since puberty is influenced by environmental factors such as diet and stress, it does not therefore correspond to any exact chronological age.

It is however imperative to note that, youth comprises of males and females though the gender dimension is often relegated to second place in studies and policies about youth in Africa. Again, though it’s true that young males are dominant in politics, in the streets, in the job market, in insurgent movements and as perpetrators of crime and violence, the same social problems are equally faced by females. The gender perspective is not yet sufficiently integrated in youth studies (Koninklijke 2005:33).

In terms of countrywise definitions, for most countries, 21 years still remain the age at which many of the activities and responsibilities of “adulthood” are assumed legally. For purposes of drawing up youth programmes, attempts have however been made by various organizations, international or otherwise to standardize the age like the UN and the (British) Commonwealth Association of Nations who have come up with specific age categories to define youth.

The UN uses the age category of 15-24years, while the Commonwealth uses the age category of 15-29 years. Different African nations including Kenya have also developed their own age categories in their national policies and generally the age between 15-30 years is taken as the category of youth in Africa. The table below illustrates this.

Table 1: Summary definition of Youth age; the age of majority and the age of the right to vote in Commonwealth countries in Africa

Country	Youth age	Majority age	Voting age
Botswana	12-29	19	21
Ghana	15-35	18	18
Malawi	14-25	18	18
Namibia	15-30	21	18
Seychelles	15-30	18	18
Sierra Leone	15-30	18	18
Tanzania	15-35	18	18
Zambia	15-25	21	18
Uganda	18-30	18	18
South Africa	15-35	21	18
Lesotho	12-35	21	18
Zimbabwe	15-30	18	18
Nigeria	12-30	18	18
Swaziland	12-30	21	18
Gambia	12-30	18	18
Kenya	15-35	18	18
Mozambique	18-35	18	18
Mauritius	14-25	18	18

Source: Chigunta, 2002.

The African Union (AU) Youth charter defines youth as those between the ages of 15-35 years; while the UNICEF, WHO, UNAIDS and ILO define young people as those aged between 10-24 years. The official UN definition for the youth is those aged between 15-24 years.

The Kenya National Youth Policy (2002) defines youth as that group of society aged between 15-30 years. This takes into account the physical, social, psychological, cultural, biological and political aspects which explain the Kenyan situation.

Since no single definition of youth can therefore be given, as the concept is complex in that it includes both biophysical elements and legal and social elements, the criteria for defining the youth at an operational basis/ level will be taken as that of age.

For this study the operational working definition of youth will be adopted from the African Union Youth Charter defining youth as that group of society aged between 15-35yrs. Kenya is a signatory of most of the AU Charters, and furthermore in its Youth Enterprise Development Fund (YEDF), Kenya defines youth as those aged between 15-35yrs.

2.2.1 Classification of Youth

Many classifications of youth do exist on the basis of age like adolescents, habitués: rural or urban youth, socio-economic status e.g. well to do or the poor youth among other definitions. According to the Dale Carnegie Council Foundation, the youth can further be classified into various groups (Carnegie, 1979:17). This categorization of a heterogeneous group of young people is necessary in order to realize that we are not dealing with a monolithic entity of “youth”. Accordingly we thus have different entities of youth:

1. *The advantaged*: Young persons from families in the top two-thirds (2/3) of the income range and who finish high school.
2. *The financially disadvantaged*: Young persons from families in the bottom one third of the income range, who finish high school but, where doing so, may impose a financial hardship on their families and where attendance in college does impose such hardship.
3. *The socially deprived*: Young persons who do not finish high schools because of social circumstances (family and community deprivations, and social prejudices).
4. *The personally deprived*: Young persons who do not finish high school for reasons of personal circumstances (mental, physical or psychological abilities).
5. *The opt-outs*: Young persons who do not choose to participate in established educational or economic institutions of society for reasons of personal choice or philosophical orientation.

Other classifications of youths do exist and include categorization on the basis of the age or habitus as mentioned 15arlier. This classification is necessary for actor who involved in youth development programmes and initiatives.

2.2.2 Youth in the Global Setting: Youth Demographics

UN estimates indicate that more than 50% of the world's population is below the age of 25yrs – the largest youth generation in history and nearly one third is between the ages of 10 and 24 (UNFPA, 2003). Their numbers are still growing, particularly in sub-Saharan Africa.

About 83% of all adolescents currently live in developing countries with Africa holding the largest proportion at 20.4% of the Worlds' youth population as shown in table 2 below:

Table 2: Population Prospects: UN World Youth Population

Country, Region or major area	Total youth population (000's) by age and sex				Total youth population 15-24 years	Youth as % of total population	Percentage change 1995- 2015
	Males		Females				
	Age (years)		Age (years)				
	15-19	20-24	15-19	20-24			
World	315,052	297,036	298,080	282,892			
More Developed Regions *	40,786	43,134	38,893	41,516	164,328	12.9	-13.0
Less Developed Regions *	274,267	253,903	259,187	241,376	1,028,733	18.7	18.4
Less Developed Countries (LDCs) *	44,045	38,242	43,089	37,592	162,969	20.2	39.1
Less Developed Regions excl. China	214,444	197,097	205,031	189,661	806,233	19.5	25.2
Africa	52,897	46,441	52,212	46,242	197,793	20.4	37.7
Sub-Saharan Africa	44,513	38,278	44,101	38,206	165,098	20.4	41.2
Eastern Africa	17,178	14,753	17,126	14,778	63,835	20.7	42.3
Kenya	2,123	1,956	1,108	1,953	8,140	21.36	35.5

Source: UN Department of Economic and Social Affairs, Population Division UN World Youth Report, 2007

Key * More developed regions: Europe, North America, Australia /New Zealand, Japan

* Less Developed Regions: All regions of Africa, Asia (except Japan), Latam, Caribbean

* LDCs (defined by UN 2003): include 50 states: 34 in Africa: 10 in Asia,:1 in

According to the 2007 UN World Youth Report – The 1.2 billion people between the ages 15-24 years in 2007, those the United Nations refers to as ‘youth’ or young people, are the best educated youth generation in history (*UN World Report: 2007: xv*). This is an equivalent of 18% of the world’s population, and as such today’s youth are a tremendous resource for national development.

Young people aged 15-24 years are projected to account for 20.4% of the population of sub-Saharan Africa in 2010. This figure is reflective of the UN definition of youth. However, if we use the African Union definition of 15-34 years the population will account for 34.0%, approximately 1 in every 3 people. Using this broader definition of youth (15-34 years), the regions population is projected to be 302 million, and by 2015, the population aged 15-34 years is projected to be 343 million.

Table 3: Size and Share of Youth Population Sub-Saharan Africa, 1980 – 2015
Population by age

Year	Youth (15-24yrs)	Youth (15-34 years)	Total population	Youth 15-24yrs as % age of total population	Youth 15-34yrs as % of total population
1980	73,457	124,275	388,063	18.9	32.0
1985	85,260	144,690	449,349	19.0	32.2
1990	99,418	168,292	519,391	19.1	32.4
2000	136,099	228,43	679,873	20.0	33.5
2005	156,899	263,753	769,348	20.4	34.3
2010	177,255	302,591	866,948	20.4	34.9
2015	197,878	343,410	971,522	20.4	35.3

Source: *UN World Report, 2007*

2.2.3 Youth Demographics in Kenya

According to the Kenya National Youth policy [2002], the youth in Kenya number about 9.1 million and account for 32% of the population out of which 51.7% are female. The youth also form about 60% of the total labour force but majority are unemployed due to the country's high unemployment level.

More than 75% of people living with HIV/AIDS are people in the age bracket of 20-45yrs and about 33% of all reported HIV/AIDS cases are of those aged 15-30yrs, which is the working definition of youth in Kenya. Indeed, Kenyans in the age bracket of 1-30 years are estimated to constitute 75% of the country's population. Consequently, this group of people form a large segment of the communities in which they live, and as such form the largest source of human resource that is useful to the particular community.

Over 40% of Kenyans are younger than 15 years and only about 4% are aged 65 years and above according to the 1999 census data. This means that over half of Kenyans population of about 31 million is aged below 24 years with the larger proportion being adolescents. Indeed more than 25% of the countries population consists of young people aged 10 to 24 years, forming a formidable force that can no longer be ignored.

According to the KNBS, the 1999 census showed that Kenya had a population of 28,686,607 and of this over 35.6 % of them were youth according to the operational working definition of 15-34yrs for this study.

Table 4: Population by Sex and Single Number of Age

Age	Male	Female	Total
15-19	1,681,984	1,721,1194	3 403178
20-24	1,328,529	1504389	1 832 918
25-29	1.094.904	1164594	2 259 503
30	289,616	323 016	612 632
30-34	840,692	845230	1 685922
35	198,702	213,706	412,408
Total			10,206,561

Source: Statistical abstract, KNBS, 2008: 7

Due to these huge youth populations in SSA and Kenya in particular, governments and national youth development actors must rise to the huge challenge of providing its youth with opportunities for a safe, healthy and economically productive future.

2.3 Challenges Facing Youth

According to Chigunta (2002) during the early post-independence years of the 1960's and 1970's, young people did not pose a major social problem and consequently, unemployed and disadvantaged youth were not a major target for government and funding agencies. However, over the years with many African nations reeling from near economic collapse with stunted economic growth, the socio-economic situation of youths in Sub-Saharan Africa (SSA), have worsened with a decline in their welfare owing to the fall in their real incomes and decline in social sector spending. The fall in welfare has been attributed to a number of factors such as wars, civil strife, and environmental disaster. Consequently, there is increasing concern that large sections of the youth have become marginalized or are "excluded" from social services: education, health care, salaried jobs and consequently access to the status of an adult (ibid).

The UN World Report 2007, agrees fundamentally with Chigunta's argument on the socio-economic situation of youth in SSA in that it shows the same constraints as occurring globally:

..."a common constraint everywhere.... is the absence of an enabling environment for youth development and participation. Factors such as inadequate investment in education, high private costs of obtaining quality education and health care, and shrinking labour markets in which youth are often the last and first fired, all present youth with real obstacles to meaningful participation in the development of their communities"

Source: World Report; 2007: XV

Further to this, the World report argues that in some regions, youth have attained high education levels but are unemployed because of a mismatch between the knowledge and skills that they have acquired and those needed in a changing labour market.

In Latin America, for example, a combination of low-quality education and lack of employment opportunities has contributed to poverty and fuelled wide spread migration out of the region. Latin American youth are worse off today than they were 15 years ago! At a

critical time in their lives when they need to acquire skills and work experience, a significant proportion of youth is neither in schools nor at work.

In sub-Saharan Africa (SSA), the UN World Report 2007 notes that the youth are and will remain, a significant share of the population for many years to come and failure to provide opportunities for this large generation could have enormous economic, cultural, political and social consequences. The report further notes that most of SSA's youth were born in the period 1983-1992, when the region was undergoing major social-economic setbacks, especially with Structural Adjustment Programmes (SAPs) and liberalization policies which resulted in major retrenchment and job losses, and with withdrawal of state subsidies on social services and basic goods like fuel and food. Consequently many households were affected and could not support the education and health of their children, today's generation of youth.

Further, of particular concern to youth in Africa however is the presence of many armed conflicts over the years, which have had both direct and indirect consequences; as youth are both victims as well as perpetrators, being recruited into the militias and armies that perpetrate violence with the promise of (some meager) remuneration and/or power. These conflicts further deepen the alienation of youth from society and hamper their ability to participate fully in development, even after end of the hostilities. More to these are early sexuality, teenage pregnancies and HIV/AIDs, which pose serious health risks and reduce young women's life opportunities (UN World Report, 2007).

In contrast, youth in developed market economies experience overall better labour market prospects than youth in developing regions. Many of them benefit from high standards of living, access to quality education and healthcare. Pockets of youth exist in all developed countries that are excluded from quality and affordable health care, partly owing to parental background, residence, education, race or income. With such large youth share of the global population, the failure to ensure that young people have access to resources and opportunities for health, maintenance, education, leisure and volunteer activities, poverty reduction, employment and the protection of the rights of girls and young women will derail future national and global development.

Chigunta (2002) notes that, in Africa within the context of economic decline and restructuring, evidence suggests that the traditional African social support structures are or have disintegrated especially in most urban settings and even in rural societies due to the avalanche or combined impact of social change, urbanization, education, mass media among other factors leading to a collapse in value systems. Most important, the family as the key socialization agent has collapsed due to these factors. The changing African family has more than before exposed children to various vulnerabilities including lack of food, early marriages to name but a few.

Disintegrating communities' structures continue to expose children and youth further as extended families and lineages which acted as key socialization agents also collapse. As Chigunta notes, extended families and members of the lineage that lived closely together, serving to provide a total way of life and catering for all the dimensions of work and play within a closely united group no longer hold together (ibid).

Other key socialization agents like the school in Africa are also faced with various challenges, majorly that of inadequacy. The educational system in all its forms and levels especially from primary up to senior secondary school level has become the primary means of preparing young people for the future. However, this particular institution is also undergoing a crisis, with disintegration of public schools in terms of quality, infrastructure and student-teacher morale (Chigunta, 2002).

One other factor to consider is the impact of SAPs on youth. With the advent of SAPs, many countries including Kenya resulted to minimal social sector funding hence declining health education, social welfare services and whatever other safety nets that was possible through welfare. Many African countries can no longer continue their policies of providing subsidizing food, health, major staple items or fuel. The SAPs also lead to retrenchment of many family and household bread winners, further adding to the problems youth face such as lack of school fees and basic household requirements. SAPs have thus not been able to improve the opportunity structure for both rural and urban youth (Chigunta, 2002).

2.3.1 Youth Unemployment

Generally, youth unemployment in developing countries and more specifically in Africa is high and affects a broad spectrum of socio-economic youth groups – both the well and less educated. Many youth survive by relying on the good will of the parents and relatives or

friends for their sources of income. Further indication of unemployment or under-employment of the youth in Kenya at the local shopping centres can be seen by the almost visible phenomenon of 'idleness', with many unemployed youths tending to congregate at their friends' make-shift stalls, bus stations, bottle stores in order to converse. This lack of employment opportunities in the formal sector leads to young people engaging in anti-social activities or casual work. Others tend to drift into gendered illicit activities (Nyambura 2005).

Many of the causes of unemployment can be blamed on poor or lack of growing economies that can absorb youth as they leave school or colleges. It has also been argued that one of the major causes of high youth unemployment is the current high population growth rate which has resulted in a relatively young population and a large population of youth in the population of the working age. Coupled with this is high rural-urban migration. It is estimated that by the year 2010, over 50% of the youth in Africa will be residing in urban areas where job opportunities are limited to few modern and informal sector establishments. Hence the UN recommends that programmes of integrated rural development and re-orientation of economic activity and social investments towards the rural areas be embarked upon to create an appropriate rural-urban economic balance (UN World Report 2007).

Further to the above issues depressed economies, coupled with the current crippling world financial problems have led to decreased overall demand for labour, escalating the problem of unemployment. As earlier allude to, in Kenya few employment opportunities exist. About 60% of unemployed are under 30 yrs, especially women with 1.9million working children (Nyambura 2005).

2.3.2 Young Gangs and involvement in Armed Conflict

In the absence of discernible livelihood opportunities for youth, gangsterism appears to have become a meaningful space for the 'participatory expression' for youth. Indeed in Kenya, the activities of the *Mungiki* serve as the best example. Chigunta (2002) notes that pick-pocketing and stealing is a common occurrence in urban areas and this is also spreading to rural areas, leading to juvenile crime and violence as many cities and even rural towns tend to have youth. This rise in youth gangsterism in Africa is causing a new social threat to both youth and the wider community as during the period of involvement in gangs youth are excluded or detached from educational and formal labour markets where state-sanctioned social and political capital can be accumulated. Emerging youth gangs pose a threat as they tend to be involved in murder, rape, and violence among other atrocities as evidenced in

recent events associated with the *Mungiki* sect in Kenya in Central Kenya and parts of the capital city Nairobi. Youth, who are unemployed sometimes, join rebel groups to express a political statement. Consequently, disaffected youth tend to play a significant role in the African conflicts to challenge the traditional political elite for control of the state. Cited examples of this come from Mungiki sect in Kenya, to Youth in Congo-Brazzaville, as well as the militant youth in the Niger Delta of Nigeria.

According to Nyambura (2005), longstanding urban crime now accompanied by an epidemic of rural crime including extreme violence exists in Kenya. This is driven by lack of hope and opportunity. Consequently, more than 50% of convicted prisoners are aged between 16-25 years. Physical and sexual abuses have also become common with 42% of 15-19 yr old women and 50% of 20-29 year olds having experienced some sort of violence since the age of 15.

2.3.3 Youth in Politics and Marginalization

Urban youth in many countries are used to offering themselves for Hire as ‘political goon’ to politicians and actively participate in mass political protests. In Kenya, we have had many gangs associated with particular politicians and regions. An example is *The Baghdad boys* in Nyanza, *Chinkororo* in Kisii, *Jeshi la Mzee* and *Kamjeshi* in Nairobi as well the *Mungiki sect* as evidenced in the 2007 post election violence in Kenya. Subsequent violence saw increasingly organized attacks by ethnic militia and youth gangs against people of one ethnic community. This led to retaliatory attacks by other militias and youth gangs.

Chigunta (2002) observes that available evidence on youth political activism in Africa suggests that in the absence of visible livelihood means the vacillatory and contradictory character of the urban youth serves as a survival or coping strategy. According to Abbink (2005), it is now evident that the chronic problems faced by youth and their responses have clear political implications. By their sheer numbers, their availability and their eagerness to take up anything that may relieve them of the condition of poverty and idleness, youth are easily recruited by political parties, armed groups or criminal networks. This once again as noted above is a common phenomenon in Kenya.

In addition, youths pose their own demands and form their own movements as youths. In adolescence, they want to act, to test the world they are engaging, and do not shun aggression against rivals or those above them. Youths often say that they are alienated and marginalized

receiving too little attention from those in power- both in rural society (chiefs, ruling age grades) and in the cities (political leaders, party bosses, teachers). Indeed in Kenya, there is a huge perception of marginalization and voicelessness in family, community and national political life. In general then, the issues affecting the youth can be summarized as shown below:

Table 5: Issues Facing Young People and Percentage of responses citing the issue

Issue	Africa	Asia	Caribbean	Pacific
Unemployment	100	100	81.3	66.7
Social life skills	63.6	60	50	83.3
Substance Abuse	63.6	60	56.3	66.7
Violence and Crime	18.2	40	93.8	50
HIV/AIDS	90.9	20	68.8	16.7
Sexual Issues	72.2		56.3	66.7
Education & Training	87.8	80	37.5	25
Youth Participation	27.3		43.8	25
Financial Difficulties	45.5	20	18.8	16.7
General Health	27.3	40	12.5	8.3
Inadequate Opportunities	36.4	20	12.5	8.3
Suicide	9.1			41.7
Preventable Health Issue		40		16.7
Inadequate Housing	18.2			16.7
Gender Imbalances	18.2			8.3
Urbanization				25
Generation Gap	9.1			
Abuse			6	
Street Children	9.1		6.3	8.3
Youth Discrimination	9.1		6.3	

Source: The Commonwealth Plan of Action for Youth Empowerment (PAYE), pg 21

2.4 Institutional Responses to Youth Employment and Emerging Youth Problems

Many governments in SSA have responded in various ways to the emerging youth issues and the role of youth in development in some countries. In Kenya for example, a separate youth ministry responsible for youth affairs has been established with departments responsible for sports and culture, training and development. National Youth Development councils have been established with a National Youth Council in the process of being formulated to mainstream all youth data and activities (Ministry of Youth Affairs (MOYA)).

Chigunta (2002) notes that ministries of youth have generally taken the lead in developing a national youth policy in each country and indeed this is the case, as the Ministry of Youth Affairs in Kenya has come up with a National Youth Policy. The youth policies however, tends to include a plethora of different youth initiatives such as youth training and credit schemes like the National Youth Fund in Kenya; and make-work schemes like the *Kazi Kwa Vijana* programme.

Overall, the youth policies are intended to provide overall policy guidance for youth development. Nevertheless, it has been noted that wherever this youth policies exist, they generally lack a firm strategic role in developing youth as a valuable resource, with the policies often being highly politicized and based on stereotypical notions of disaffected youth. Rarely are these youth policy documents based on a detailed and comprehensive analysis of youth livelihoods, their social-political needs and aspirations. These policies, often, lack a coherent strategy which is properly integrated with the national development policy and more particularly, sectoral policies and poverty reduction programmes (Chigunta, 2002).

Also, most of the provisions in these policies seem to originate from the adults' perception of youth concerns and needs, with youth being marginally involved in the formulation of a national youth policy. Accordingly, many youth policies have been seen to have been designed with youth as "subjects" and not "objects" of policy. Finally, these youth policies have been observed to lack clear objectives and adequate human and financial resources, with the existing co-ordinating structures being invariably weak, both politically and in-terms of resources. The ministries of youth tend to have very limited personnel and other resources that can be devoted to supporting youth livelihoods. Poorly equipped staff and lack of data to support planning strategies among others add to this situation. Similarly, most youth training

centres are seriously under resourced and struggling to survive, and few African countries have an explicit employment policy context within which to situate their youth(Chigunta,2002).

In Kenya, there is a huge implementation gap. More still, there are many NGOs initiatives to address youth issue. However, they are fragmented and depended on external funding. There is good coverage in sexual and reproductive health but few initiatives exist in other areas like youth crime and violence, unemployment and entrepreneurship, mental health, youth voice, advocacy and leadership programs(MOYA).

2.5 Youth Empowerment

Given the fluidity of the socio-economic situation in Africa, Chigunta [2002] notes that it is imperative that nation-states need to empower the youth economically and socially. The youth can no longer be marginalized and socially excluded from the development processes of their nations. This can be done by Promoting youth enterprise development and self employment as well as promoting labour intensive public works for infrastructure development. There is also a need to promote strong political will to address the problems facing youth, as nothing much can be achieved in youth development without the commitment of political and government leaders. With the issues and problems being diverse, it calls for urgent interventions to manage youth aspirations and attendant problems.

2.6 Development

2.6.1 Rural Development and Participation

According to Todaro, cited by Mutie (1993), development can be defined as a multi-dimensional process involving changes in societal structures, popular attitudes and national institutions as well as the acceleration of economic growth, the reduction of inequality and the eradication of absolute poverty.

Mbithi (1972) cited by Mutie (1993) defines rural development as multisectoral interministerial co-ordinated set of action programmes aimed at improving the incomes the welfare and employment of the rural people. Uma Lele (1974:17) defines rural development as improving living standards of the mass of the low income population residing in rural areas and making the process of their development self sustaining. Uma Lele (1974) further posits that consequently due to this definition, 3 features that have substantial implications on how rural development programs are designed and implemented occur:

1. Improving living standards of the subsistence population, which involves mobilization and allocation of resources, in order to reach a desirable balance over time between the welfare and productive services available to the subsistence rural sector.
2. Mass participation which requires that resources are allocated to low income regions and classes and that the productive and social services actually reach the mass of the subsistence population.
3. Making the process self-sustaining thus requiring development of the appropriate skills and implementing capacity and the presence of institutions at the local, regional and national level, to ensure the effective use of existing resources and to foster the mobilization of additional financial and human resources for continued development of the subsistence sector.

As noted earlier, most of the youth problems are related to poor or lack of growing economies and lack of social services. Secondly, since CDF is aimed at addressing development issues at the local level where youth needs and problems can be easily identified, it is then important we situate these perspectives of rural development for the research purposes.

Hence development and rural development is the multisectoral coordinated action programmes aimed at improving the living standards of the mass of low income earners whether urban or rural dwellers aimed at eradicating absolute poverty. Youth policies developed so far by the Government of Kenya are geared at addressing youth unemployment and emerging youth problems. If we develop our rural areas and engage youth in these activities, it can said be that we will be able to tame urban-rural migration overtime as youth will no longer see urban centres as the only source of employment or good quality life. Consequently these will ease pressure from the urban centres.

2.6.2 Participation

People's participation in rural development is a popular theme in development circles. To Terry [in Bergdall, 1993:1], very few development programmes would today fail to claim some emphasis for encouraging local participation. Like many sociological concepts, many varied definitions for participation exist. According to the International Labour Organization (ILO), many definitions and statements to describe participation have been used. Some of these are:

Participation means..... in its broadest sense, *'to sensitize people and thus to increase the receptivity and ability of rural people to respond to development programmes as well as encourage local initiatives'*.

With regard to rural development..... *'Participation includes people's involvement in decision making processes, in implementing programmes and their sharing in the benefits of development programmes and their involvement in efforts to evaluate such programmes'*.

Source: ILO (Undated)

However, according to Kabwegyere and Migot-Adholla(1978), to participate is to be involved. To these authors, there are different types of participation, as participation in development activities is determined by the practical view of what development is about. The two argue that 'development and participation are invariably intertwined in a number of ways', for example: Development involves growth, and for growth to occur, participation in the generation of this growth is necessary. Consequently, participation or the nature of participation in development becomes a rich area of sociological investigation.

Clayton et.al in a *UNDP Publication Peoples Participation in Development* notes that participation can either be a means or an end in itself. In participation *as a means*- participation is seen as a process that will collaborate with externally induced development programmes, and as such this becomes the means through which initiatives are implemented. Participation *as an end*- participation is seen as a goal in itself, that is, that of empowering people by helping them acquire skills, knowledge and building their capacities and consequently, having the ultimate goal of achieving responsibility for their own development. It is thus seen as an 'instrument of change'.

2.6.3 Types and Levels of Participation

Various development scholars have identified many types and levels of participation. Depending on these scholars, we can classify participation in the following aspects:

-Autonomous participation: participation which leads to self actualization of the people in a development unit, in the generation of growth for the benefit.

Conscious Participation-Participation can also be either conscious or unconscious involvement. In unconscious involvement; the participant is subjected to forces beyond his control, just flowing with the tide of development. Whereas in conscious participation, the participant is both aware of his involvement and also what it makes to participate in terms of returns.

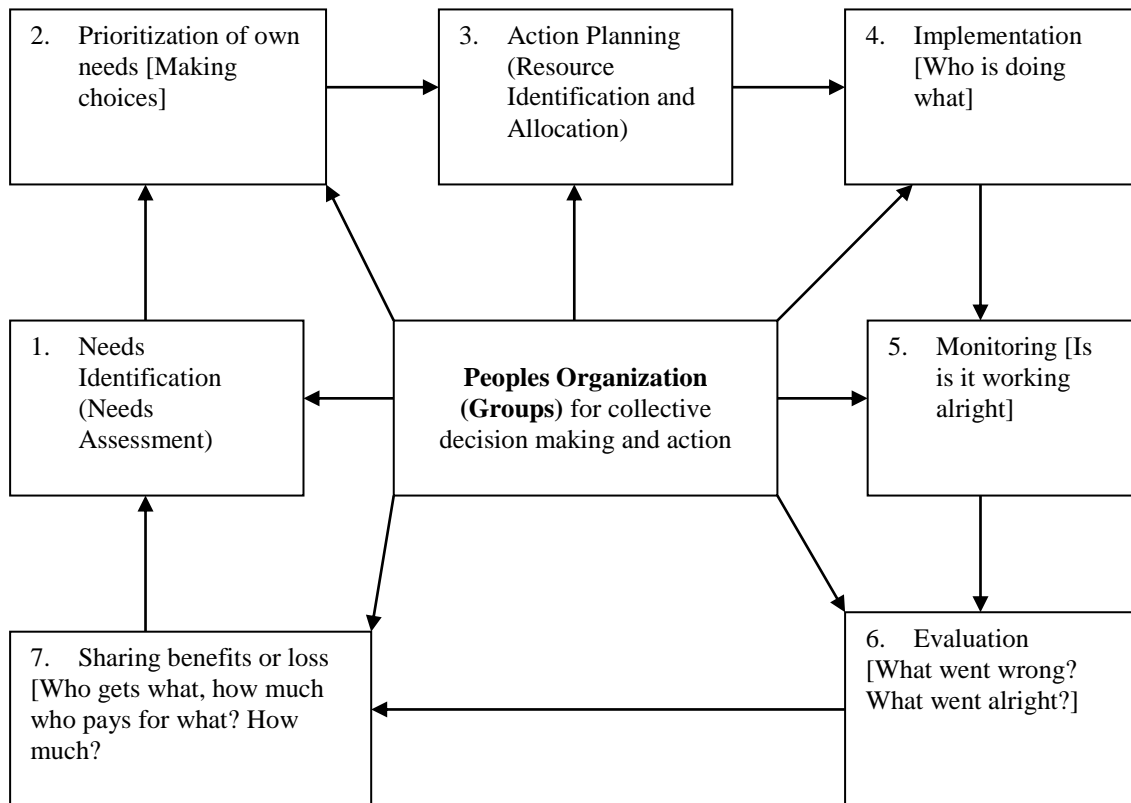
Milbrath (1965:25) goes further and argues that participation can be classified as: Compliant participation, approaching and avoiding participation, episodic versus continuous participation, Input versus outtake participation, Instrumental versus expressing participation and Social versus non-social participation. Hence, the type of participation and the conditions of participation in development processes/ activities are important areas to be studied under participation. This is essentially because not all forms of participation lead to development. For example, continuous participation is different from episodic participation in that it leads to greater rewards.

Many factors influence participation according to Milbrath (1965:25). Participation has been found to be influenced by the availability of opportunities and resources conducive to participation. Other factors affecting participation include for example education, rural or urban residence, sex, religion, age among others. Keeping people on the lower side of each of these reduces participation.

Kabwegyere and Adhola(1978) posits that participation can also be looked at from various levels; individual, group's participation and/or the participation of aggregated groups who form communities. Participation involving an autonomous, conscious collectivity may have greater relevance to development than individual participation. Participation can also be either primary or secondary, tertiary participation. In primary participation, the individual or group works directly on the issues face to face e.g. village members constructing a water system for their own use .In secondary participation, one or the group has the option of deciding who is going to participate, but does not directly participate in the activity or issue in questions e.g. appointing a management committee to act on their behalf. In tertiary participation, the appointed committee has powers to select among itself who to represent the co-operative interests outside.

However,Mulwa (2004: 73) argues that participation can either be authentic or non-authentic and summarizes the components of authentic participation as follows:

Figure 1: Components of Authentic participation



Source: Mulwa, 2004: Unmasking the Mystery of Participatory Development

According to Mulwa (2004), active participation in community essentially involves the above aspects; although in actual development dynamic, the process is not necessary linear but the different stages presented above may keep interplaying and overlapping.

Katorobo(1981) in an IDS paper: *Models of participation in the rural development of Botswana*, further explores the issue of participation and identifies two models that are found in rural development: The Elite or Aristocratic model of participation in rural development and the mass model of participation.

In the elitist or aristocratic model, there is restricted participation where a few people, the rural elite have the greatest access to scarce development resources of ideas, materials and extension services, and are the ones that can best use the scarce resources to effectively and efficiently transform and modernize the rural society. As such, change agents only seek out the few great men (opinion leaders) to use the scarce resources to maximize development.

This often leads to such resources benefiting the allocated individuals, and not necessarily the whole village, with the socio-economic conditions of the rural areas/ masses remaining static or declining.

In the mass model of participation however, there is increased participation of rural people, beyond the elite, the rural poor. Katorobo further argues that, the amount of participation in rural areas also varies with type of activities. There is a lot of participation in gatherings/ *barazas* than in agricultural extension services. This can be said to be true in the Kenyan setting of participation.

Participation is also segmented as well as generalized with respect to activities. A village road project is of interest to all members of a village than a housing or trading plots in which the benefit is for particular segments of an area. Participation also differs in terms of: decision making, implementation of the decision, utilization of the results with a great tendency of excluding rural folk from the decision making processes, but assigning them the role of labourers at the implementation stage, as involving them in consuming at the lowest end of quality graded products/services (Ibid).

Katorobo also observes that, withdrawal from rural development projects is a form of participation as well as active opposition; with groups taking stands in terms of whether they will gain or lose from the intended project. He notes that certain factors affect it: Participation varies with cost; the lower the cost the higher the participation; the lower the level of technology, the higher the rate of participation; the higher the scale of operation (size), the lower the level of participation on decision-making.

2.6.4 Benefits of Participation

Many benefits are said to accrue from participation. According to Clayton et al [UNDP] the benefits of participation include:

- i) Increased efficiency of development activities through the involvement of local resources and skills.
- ii) Increased effectiveness, since with peoples involvement, activities will be based upon local knowledge and understanding of problems, hence more relevant to local needs.
- iii) Building of local capacities and development of abilities of local people to manage and negotiate development activities.

- iv) Increased local coverage of development initiatives as people assume the burden and responsibility of change.
- v) Better targeting of benefits to the people through the identification of strategic key stakeholders.
- vi) Securing the sustainability of the development initiatives by the beneficiaries.

Clayton further argue that

“projects must seek to promote a real and authentic involvement of people in development process and not merely to seek to make the more convenient, top-down and technocratic approach to project development more participatory... as “participation implies a radical change in project operations and not simply the adjusting of the project planning cycle, for example, to allow for a degree of local involvement” (ibid).

2.6.5 Participation in Project Cycles

In looking at participation in development activities, it is worthy noting that projects are the primary instruments through which development initiative are generally implemented. They provide the structure for planning and implementation of the development over a period of time and usually involve a number of key and commonly recognizable stages. As such, they provide opportunities for participation within these various stages.

During the various project stages, the assessment of local peoples’ participation in the initiative can be done as various activities are generally carried out during each stage. For example, during the entire project cycle, various activities through which people can participate include:

1. Attending a workshop to design the basic framework of the project.
2. Involvement in a session in which the planning of the project occurs.
3. Assumption of certain responsibilities during implementation of various projects.
4. Helping run a project monitoring system.
5. Being involved in evaluation of the project.

Table 6: Areas and activities in which people can participate

Project Cycle	TYPES OF PARTICIPATION			
Inform	Consult	Active Involvement	Assuming Responsibility	Self-Management
Problem identification				
Project Design				
Planning				
Implementation				
Monitoring				
Evaluation and Impact Assessment				

Source: UNDP Publication: People's Participation in Development

2.6.6 Obstacles to Rural Participation in Africa

Having seen the benefits of participation above, we can however ask ourselves, do the people in rural areas actually get involved in all development agenda and activities or are there constraints that stand in their way to realizing these benefits?. Bergdall (1993) notes that a number of obstacles stand in the way of participation especially the strong tradition of centralized planning and administrative control that has always existed in Africa affecting the way development initiatives are carried out. He further argues that this is necessitated in part by the desire to create national unity and a national identity from many and diverse ethnic, religious and tribal backgrounds, separate from the colonialist. Any slight signs of autonomy by local communities or efforts by local communities to organize them and participate in local efforts to improve their welfare would be met with brutal force, as it was perceived as a threat to central authority. A good example is when local cooperatives were banned in Tanzania from 1976 to 1982. Consequently, there emerged an attitude in the local people who believe that the lead in development activities should be taken by the government or recognized authority.

Also an atmosphere of passivity and dependence prevails in rural communities, and local initiative has not been highly visible. It's not uncommon therefore to find that people petition those in authority or donors with outside resources to bring development, re-enforcing a certain perception of themselves as submissive objects of development rather than active participants.

Rural people often lack or have limited organizational and managerial skills, making them not only vulnerable to intentional mismanagement and theft, but also causing project to fail due to inadequate or poor planning. Many self-help projects have failed/ collapsed due to a failure or inability to analyze problems and come up with simple solutions (ibid).

2.7 Youth and Development

In his book *Developing Youth*, Rev. Makewa (2008), states that youth has both the will and physical power. If the will power is well directed through development; youth can achieve a lot for mankind (Makewa 2008:7). He further argues that the youth must be helped as they develop to know that sooner or later they will be expected to rely on themselves economically; and that the youth will need to learn how to wisely manage the different factors of production: land, labour and capital. Accordingly, this calls for the development of their entrepreneurial skills, or practical skill that can turn these otherwise inert resources into living sources of livelihood.

According to the UN report (2007), there is clear evidence of the determination of the youth today, for self-improvement and a commitment to improving the social, political and economic fabric of society through both individual and group action. Youth are therefore contributing to the global debate on major development and policy issues through participation in social action groups and other volunteer activities. (World Report 2007: XV).

The World Report argues that to benefit from young peoples' capabilities, societies must ensure that opportunities for youth being engaged in development processes are nurtured and protected, as failure to do so can lead to their exclusion and marginalization, depriving societies of their energy, dynamism and innovativeness. The report further notes that the ability of youths to contribute to the development of their societies can be constrained not only by their lack of capacity, but also by the limited opportunities for participation in development, as global, socio-economic and political institutions undergo major changes. Hence the need for policies that not only build youth potential, but also opens doors to youth participation in areas like employment, civic engagement, political participation and volunteerism.

Indeed, according to the 2007 UN Report, the vital role young people can play in development in the society was formally recognized for the first time by the UN General Assembly Resolution A/RES/2037 (XX) of 7th December 1965). It comprised the declaration

on the promotions among youth, of the ideals of peace, mutual respect and understanding between peoples. The resolution noted that young people must become conscious of their responsibilities in the world they will be called upon to manage. Consequently, this officially acknowledged the importance of youth engagement in addressing Global Development Issues (UN Report, 2007: XXXV).

Following this in 1995, the United Nations World Programme of Action for the Youth [WPAY] to the year 2000 and beyond, adopted by the General Assembly, identified the full and effective participation of youth in the life of society and in decision-making as one of the ten priority areas requiring action by governments, the international community, civil society and the private sector. The programme recommended various interventions to facilitate the achievement of this goal, among which included:

- i) Improving access to information in order to enable young people to make better use of opportunities to participate in decision making;
- ii) Developing and/or strengthening opportunities for young people to learn their rights and responsibilities, promoting their social, political, development and environmental participation, removing obstacles that affect their full contribution to society and respecting, inter alia, freedom of association;
- iii) Encouraging and promoting youth associations through financial, educational and technical support and promotion of their activities
- iv) Taking into account the contribution of youth in designing, implementing and evaluating national policies and plans affecting their concerns.

Indeed this report noted that:

“when society provides adequate and appropriate guidance and opportunities for youth development in areas such as education, health, employment, and sports and recreation, young people are more likely to transition successfully into adulthood and contribute meaningfully to the development of their societies. Conversely, neglecting to support the development of young people and failing to provide them with the knowledge and resources, they need to make informed choices and move forward can derail this transition process, with potentially disastrous consequences in society as a whole”:

(UN Report 2007: XXXVI)

It can thus be noted that young people offer unique aptitudes and perspective that should be assimilated into the broader development paradigm and translated into effective action on the ground. This is aside from their material and intellectual contributions. The versatility of

urban youth with new technologies and media, and their commitment to open debate, democratic news media and social activism, show that, when given a chance, youths can be constructive partners in the “reconstitution” of African societies.

However, the crucial factors that would allow youth to play a wider role are not determined by themselves namely: political stability and equity, an end to corruption and selective neo-patrimonialism, growing ecological problems and resource scarcity fuelled by unabated demographic imbalances, inequalities in the global system, ethicized elite rule and violent state repression. Through political and religious action, young people are however claiming agency and a greater stake for themselves (Ibid). According to the UN World Report (2007), other factors that hinder youth in development include negative perceptions of youth, the failure to help them develop to their full potential, the inability to recognize that investing in youth benefits national development, and the consequent unwillingness and incapacity of society to fully involve young people in a meaningful way. These have effectively deprived the world of a resource of inestimable value and unless a sustained effort is made to ensure that youth are given the opportunity to contribute to the well being of their societies, the goal of achieving “a society for all”, as called for at the World Summit for social development in Copen Hagen in 1995, will never be achieved.

1.7.1 Involving Youth in Development

In developing an evaluative framework for assessing youth participation, Roger Hart’s ladder of participation, developed methods of measuring participation and non-participation by children and youth (Roger Hart 1992:5). It posits that participation refers to the process of sharing decisions which affects one’s life and the life of the community in which one lives. As such, it becomes the means by which a democracy is built and a standard against which democracies should be measured. Accordingly, participation is a fundamental right of citizenship.

In developing arguments for involvements of children and young people in the development process or activities that affect them and the communities they live in, Hart argues that children need to be involved in meaningful projects with adults:

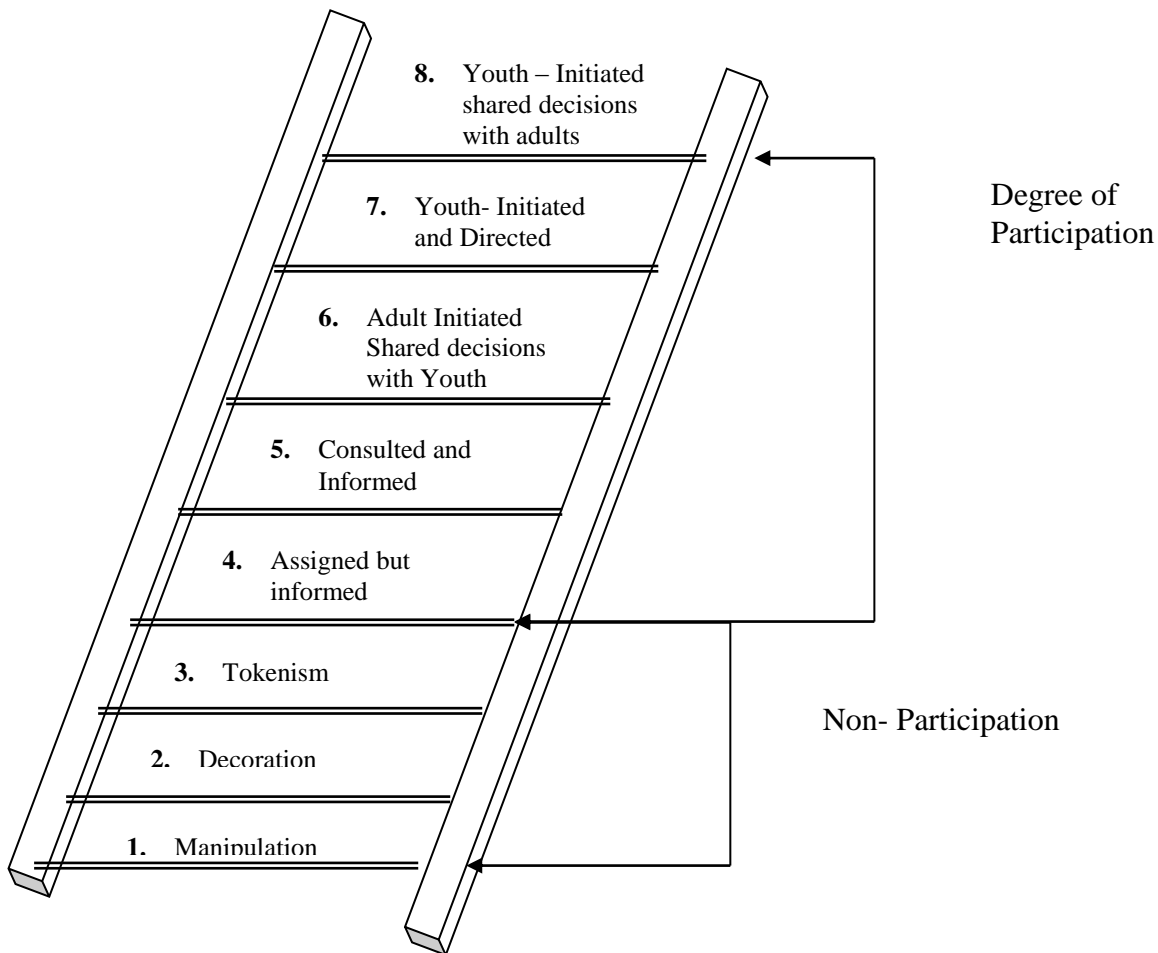
“Because it is unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18 or 21, without prior exposure to the skills and responsibilities involved. An understanding of democratic participation and the confidence and competence to participate can only be acquired gradually through practice, as it cannot be taught as an abstraction”.

Source: Hart, 1992:5

He observes that young people can design and manage complex projects together if they feel some sense of ownership in them. If they do not partially participate in designing the goals of the projects, they are unlikely to demonstrate the great competence they possess.

Involvement, it is argued fosters motivation which fosters competence, which in turn foster motivation for further motivation to get involved in future projects. In analyzing and investigation, youth participation in community projects, Hart developed a ladder of participation, an adaptation of which can be a useful tool in assessing whether youth and children are really involved in decision making or just “used” by adult(Hart 1992). See Roger Harts ladder next page.

Figure 2: The Ladder of Participation



Source: Adapted from Roger Hart's ladder of participation: eight levels of young people participation in projects: children's participation: from Tokenism to citizenship

In the ladder, we can explain the levels of participation as follows:

1. Manipulation

This is the lowest rank in the ladder of participation and it's driven by the fact that *the end justifies the means*. Here, school-children and youth carrying political placards concerning the impact of some national or political issue whether for development or not. The youth involved have no understanding of the issues and hence do not understand their action; under the guise of participation. Also under manipulation, children and youth may be consulted but no feedback is given at all. In this level, the young people are used in the guise of participation to achieve the adults intended goals.

2. Decoration

Decoration refers to occasions where young people are given T-shirts related to some cause, political, social or otherwise, and may sing or dance at an event in such attire, but with little idea of what it is all about and also have no say in the organization of the occasion. They are usually there, because of refreshments or some interesting performance, rather than the cause. In this level, the adults don't pretend that the cause is inspired by the children, but simply use them to bolster their cause in a relatively indirect way.

3. Tokenism

In this level, young people are apparently give a voice, but in fact have little or no choice about the subject or the style of communicating it. Also they have little or no opportunity to formulate their own opinions. This according to Hart is particularly common in the Western World. However, it is a common practice now in Kenya especially in civic and political engagements.

Tokenism also describes how youth are used on conference panels. Articulate, charming children are selected by adults to sit on a panel with little or no substantive preparation on the subject and no consultation with their peers who, it is implied they represent. No explanation is given to the audience or the youth on how they were selected, and which youth's perspective they represent. There is usually a lot of applause and photography, and cute stories appearing in the media thereafter. Since children and youth are not naïve as usually assumed, they learn from such experiences that participation can be a sham. It's common in many countries to observe young people in large numbers, often in uniform, demonstrating collectively about some issues.

4. Assigned but Informed

In this level, young people are assigned roles already created for them (functionally and symbolic), but not to represent any particular group. They are informed about the roles, but are not supposed to represent the views of the youth.

5. Consulted and Informed

Here the young people will work as consultants for adults (e.g. in youth-adult partnership). The project is designed and run by adults. However, the youth understand the process and their opinions are taken seriously, e.g. obtaining youth views on a community project, and sharing the findings of the survey with the participating youth.

6. Adult initiated-shared Decisions with Youth

This level is seen as true participation, though the projects are initiated by adults, the decision making is shared with the young people, especially at the community level, where projects are not particularly age-group specific.

7. Youth initiated and directed

At this level, the projects are designed and initiated and directed by the youth. However, Roger argues that it is rare to find example of youth initiated community project; as adults are usually not good at responding to young peoples initiatives. It is worthy noting that this contradicts the present day reality in the Kenyan scenario as there are many youth initiated and directed projects in Kenya e.g. The Jigger Campaign in Muranga District; The Teenage Mothers and Girls Association of Kenya (TEMAK) in Kisumu, The Kenya Society for People with AIDS (KESPA) in Western Kenya, and The Mathare Youth Sports Association (MYSA) in Nairobi.

8. Youth initiated, shared decision with adults

In the projects, youth will tend to incorporate adults into projects they have designed and managed. This form of participation is also common in Kenya where youth are known to inviting politicians or wealthy individuals to become patrons of their organizations for political networking, counsel and fundraising purposes.

These models of participation as outlined by Roger Hart are very common in Kenya especially with regard to civic engagements where Politicians are used to hoodwink the public of the diverse support they enjoy from youth, whereas there is clear evidence most of the youth are usually hired to participate. However, whether these models are replicated in social development forums and activities is not very evident.

2.7.2 Global Perspectives and Initiatives to Address Youth Participation

Having formed a framework by which youth participation can be assessed, a review of current literature on youth participation shows a concerted global concern and effort in engaging youth in development issues. For example, in 2002 at the International AIDS Conference, Peter Piot the Executive Director of the joint UN programme on HIV/AIDs (UNAIDS) stated

“We are working with young people, rather than for young people”

Source: FHI 2008:1

With this statement, it is argued that he captured what is being seen as a gradual paradigm shift from treating young people as problems to viewing them as assets, resources and competent members of the society. In the past, strategies of including youth to participating in programmes and organizations working with youth and the general community/ society involved one of the following:

- Peer education
- Youth advisory boards and
- Youth focus groups

However, over the years and more recently organizations have made an effort to integrate youth into programming, including advocacy efforts, governance and evaluation of projects. The World Health Organization (WHO) advises that youths should be involved from the start as full and active partners in all stages from conceptualization, design, implementation, feedback and follow up”(FHI 2008:1). With the paradigm shifting from traditional approaches of dealing with youth, several of these shifts can be identified as:

1. A gradual shift to the consideration of the responsibilities and competences of young people, rather than the main theme of protecting young people from harm.
2. A shift from focusing on risks and vulnerabilities to focusing on positive characteristics and traits.

It has been realized that problem-based approaches to youth issues does not work and consequently many of such programs have had to refocus on the assets, strengths and competencies of young people rather than their problems. Consequently, participation has become a key mechanism to achieving successful youth development (Ibid). Youth participation has been viewed as both a means to an end as well as an end in itself.

The UNICEF and other international organizations recognize youth participation as a basic right since “if a programme is designed to benefit young people, they should give input and involvement into how it is developed and administered”. Youth participation is also seen as a means of helping to achieve program goals for youth or communities e.g. in HIV/AIDs and reproductive health fields, the goal is to show that increased youth participation can help lead to outcomes such as improved knowledge, attitudes, skills and behaviour (Ibid).

The Rights Approach to Youth Participation has been adopted by the UNICEF viewing participation as a human right and an end in itself. In this aspect, participation matters for its own sake, regardless of measurable or demonstrated benefits for various groups or purposes. The UNICEF thus recognizes participation as an integral part of democratic practice and to building a civil society. The UN convention on the rights of the child also highlights the children's right to participate. Hart, who developed the ladder of participation, argues it is unrealistic to expect youth to suddenly become responsible, participating adult citizens at the age of 16, 18, or 21 without prior exposure to the skills and responsibilities involved.

2.7.3 The World Programme of Action for the Youth (WPAY)

The WPAY is a global blue print for national action and international support to foster conditions and mechanisms to promote improved well-being and livelihood among young people. It captures 15 priority areas that are inter-related and intrinsically linked. These areas are: Education, employment, poverty and hunger, the environment, drug abuse, juvenile delinquency, leisure-time activities; health, girls and young women, HIV/AIDs information and communications technology , inter-generational issues, armed conflict, the mixed impact of globalization and the full and effective participation of youth in society and in decision making. These areas are inter-linked e.g. juvenile delinquency and drug abuses are often direct consequences of insufficient opportunities for education, employment and participation. Thus investing in one area, affects the other areas of the Programme action, creating a multiplier effect in the lives of young people.

The WPAY further groups these 15 priority areas into 3 clusters of issues in which youth grow up and become active members of their societies i.e.:

1. *Youth in the global economy*: Deals with hunger and poverty, education and employment and globalization.
2. *Youth and their well being*: Health, drug abuse, girls and young women, Juvenile delinquency, conflict and HIV/AIDS
3. *Youth in civil society*: Information and communications technologies (ICT), environment, leisure, participation in decision making and inter-generational issues/relations.

The WPAY therefore encourages governments to be more responsive to the aspirations and needs of youth to usher in a better world. This is because youth in all countries are both a major human resource for development and key agents for social change, economic development and technological innovation. Other global initiatives also included the Youth Employment Summit (YES) campaign in the late 20th Century.

2.7.4 The Importance of Youth Participation

According to a study done by Brenna '*Youth Involvement In Community development: implications and possibilities for extension* [cited in the *Journal of Extension*]', there is a need for extension agents, program developers and policy planners to better understand the role of youth in the community development process and also to recognize the benefits and opportunities presented through youth involvement in community development activities. The researcher argue that youth must be fully engaged and involved in change efforts at the community level if they are to learn to function as effective members of society, as the development of a community is a dynamic process involving all pigments of the locality.

Community exists in the collective action of its members. These collective actions allow residents of all ages, and backgrounds to participate in the creation, articulation and implementation of efforts to support local change. Through this process of interaction, the collection of individuals creates an entity whose whole is greater than the sum of its parts.

According to the UN Convention on the Rights of the Child (1999), the youth have a right to participate in decisions that affect them. Youth participation benefits the young people, makes the program more relevant and credible, and strengthens the programs ties to the larger community. Among other benefits and reasons for involving youth in development matters are:

- Participation promotes resiliency, as programs that are built on the youth as part of the solution rather than a problem, enhance their competence by building on their (youth) strengths, energy, enthusiasm and creativity.
- Participation reduces risky behaviour – since through involvement within a social environment of family, parents, school and community, gives youth, strong social connections and thus reducing the likelihood of engaging in activities such as drunken driving, violence, early and unprotected sex, and drug abuse among other delinquent behaviours.

- Participation is also central to positive youth development -Youth need opportunities to demonstrate that they are capable of being responsible, caring and participating members of society, which is vital for their healthy and effective transition to adulthood.
- Youth participation offers young people the chance to develop important decision-making and problem solving skills, develop meaningful relationships and a chance to bolster self esteem.
- Participation improves youth programs and services-Through involvement in program planning processes, better approaches to issues affect youth can be developed.
- Participation promotes commitment-Commitment to any program is increased from the outset, if in the programs design and implementation plans, people are involved. This without doubt can be said to be true, about youth involvement in programs.
- Improved program results-Youth participation can help achieve better program outcomes for the young people involved with an organization, for the adults in the organization, for the target audiences of young people and provides and for the community as a whole (Ibid).

2.7.5 Youth Participation in Projects

According to the International Youth Foundation research (IYF 2002:7), youth involvement in programmes whether development or otherwise can be broadly grouped into six categories.

1. Oversight/ Guidance
2. Advocacy and policy
3. Design
4. Management
5. Implementation
6. Monitoring and evaluation

In research cited in *Youth Participation Guide: Conceptual Overview* (FHI 2008:5), it has been found that nearly every project involves youth in implementation. However, while most projects involved them in design and planning, very few involve youth at monitoring/evaluation. The smallest area of involvement was/ is in oversight and guidance. Of the six main areas IYF identified where youth can be actively involved in any project, they can be broken down to include: In research, decision making ,communications, advocacy and publicity, advisory or consultant role, administration, management, program planning, Peer

promotion, Community outreach, Training staff or volunteer role. Youth can also be involved in mandating, representation, institutionalizing structural change, programme collaboration, youth adults committees in rural areas, long-term youth-adults partnerships, and mentors among others.

2.7.6 Obstacles to Successful Youth Participation

Just like the many obstacles rural people find themselves faced with in development matters, challenges on youth participation do exist only that they are much more varied and specific to this group of people. The uncertainty by communities of the role or impact youth may have in their efforts and viewing youth as transient time, participating in too many other activities and having less predictable schedules, may exclude youth. The views and opinions of authority figures can also greatly influence youth participations, with youth showing a greater likelihood of being involved if their participation is valued by parents, teachers, and community leaders.

Previously held negative beliefs by both youth and adults have more often than not created a dis-connect between youths involvement and youth-adult partnership in the community. Most of the obstacles and constraints youth have tended to face irrespective of their geographical location can be grouped into various sectors and they include but are not limited to:

1. *Barriers relating to demography:* Age restrictions, gender barriers and cultural factors exclude youth from decision making process. Youth are said to have limited time to develop skills and knowledge for decision making.
2. *Barriers related to economic status:* Many youth lack the economic means/income to participate and youth organizations tend to have limited funds. They may lack of transportation as most youth have no incomes.
3. *Time and location Barriers:* Participation in decision making is a part time activity for youth, as many cannot participate on many day time activities, since they are either students or workers. Youth tend to be pre-occupied with academic pursuits, searching for jobs, and other endeavors. Hence youth are seen as lacking time, as result of their competing engagements.
4. *Organizational Preparedness:* Many adults in Africa are usually resistant, not ready to share power with the youth. They believe youth lack commitment, capacity and the temperament to participate in adult decision making processes. In Africa, women and children are often barred from discussions affecting family or community.

5. Other problems include – the lack of space for participation, lack of co-operation among youth organizations, poor discipline and leadership in youth organization's, not being taken seriously by adults, political class, not being asked to participate in decision making processes not being assigned or having an identifiable role, lack of communication and awareness of opportunities, turf issues among organizations competing for youths participants, Youth fears of speaking out, lack of diversity, Adultism or the systematic alienation and systematic mistreatment of youth simply because of their age, not being sure of the benefits of their contributions, lack of interesting programs and lack of knowledge about programs and the associated cost of participation.

According to the IYF (2002), there are many notions and perceptions between the youth and adults that could result in conflict as such hindering participation. These can be summarized as shown in the following table:

Table 7: A summary of conflicting perceptions

According to adults, Youth:	According to Youth, Adults:
1. Lack commitment	1. Too demanding
2. Are self absorbed	2. Unwilling to give personal space
3. Are undisciplined	3. Regimentalists
4. Are not interested in long term plans	4. Oblivious to here and now realities
5. Are temperamental /whimsical	5. Not interested in the emotional aspects
6. Lack experience	6. Not ready to give chance
7. Only want to have fun	7. Straight jacketed and boring

Source: International Youth Foundation (IYF) 2002

2.8 Kenya's Initiatives on Youth Participation in Development

Various initiatives through new policies and efforts since independence show the government's efforts to mainstream youth in development activities as an ongoing process. Although varied and not always successful, they demonstrate the government determination to address the many issues that face Kenyan youth. These efforts include setting up of a specific ministry to address youth issues, a youth national policy, decentralized fiscal funding aspects e.g. C-YES, as well a drive to involve youth at decentralized development initiatives.

Mbula (1978) in her paper *Participation of Youth in Rural Transformation* (IDS 1978:2) argues that participation simply means to partake, to be involved or to be related to a large whole. She notes that the cultural social-context of youth is critical in the analysis of youth participation in transforming their societies and isolates 4 areas that must be paid attention to in dealing with youth matters, especially where participation is concerned namely:

1. *Youth unemployment and under-employment*, educational reforms to keep pace with economic needs, and nutritional and health deficiencies, all of which may course youth to remain a dependent and marginal group.
2. The continuing tendency to look upon young people as objects rather than human resources, able to confront and resolve problems of Kenya in partnership with other societal groups.
3. The erosion of traditional values which gave the youth a place in the community and acted as guidelines for both the youth and the society.
4. The inability to appreciate that throughout history, transitional periods are critical and that youth are more affected during such periods, than the adults.

Mbula (1978:8) further argues that youth realize the role they should play in the society today and not tomorrow, as a lot of political leaders like telling them; and hence the need to realize the dynamism of youth, and the profound need for the direct participation of youth in the shaping of the now and tomorrow of Kenya. Accordingly, there is an urgent need to harness the energies, enthusiasms and the creative abilities of youth to the tasks of national building, the preservation of peace and the promotion of national building.

Kenya has made various efforts to address various issues affecting the youth and these has seen a number of initiatives to engage them in various spheres; political or socio-economic e.g. among these include the Youth for Kanu in 1992 [a political outfit], the National Youth Service, the establishment of a Ministry of Youth Affairs in 2005, the Youth Enterprise Development fund, as well the provision in the CDF Act for youth involvement in decision making.

2.8.1 The Ministry of Youth Affairs

According to *Vijana Magazine* (2007:3), The Ministry of State for Youth Affairs was established to give special focus to the concerns of Kenya's youth and especially to assist in producing "a responsible and empowered youth" who would throw his/ her weight behind building a Kenya we would all enjoy living in. Since its inception on 7th December 2005, the

Ministry has established and maintained ongoing contact with stakeholders, partners, youth serving organizations, youth networks and private individuals to tackle important issues facing the country's youth.

According to Kuti cited in the Vijana Magazine (the then Minister for Youth Affairs), the Ministry developed a National Youth Policy intended to ensure Kenya's youth fully participate in the development of the country. The Ministry was created on the realization that the youth formed the largest segment of the Kenyan population, yet they faced numerous challenges that prevented them from realizing their full potential. These challenges as alluded to earlier include: unemployment, inadequacy in education and skills, crime, HIV/AIDs, drug abuse, political marginalization, social and economic exclusion. The social and economic exclusion of the young people also precludes them from contributing productively to society and the resulting culture of hopelessness, leading to increased criminal activity among the youth. The ministry's core responsibilities were spelt out as:

- Development of a national youth policy to ensure, the youth participate fully in the country's development.
- Facilitating the establishment of a national Youth Council whose function would be to co-ordinate, monitor, advocate and promote youth issues and youth led initiatives.
- Co-ordination of youth organizations in the country to ensure youth development through structured organizations, collaboration and networking.
- The development of resource centres and the revival of Kenya Association of Youth Centres.
- Rehabilitation and promotion of Youth Polytechnics and National Youth Service.

The Kinuthia N. Murugu the Permanent Secretary for the Ministry of Youth Affairs is cited in MOYA Magazine (2007) stating that "the youth constitute two thirds of the economically active population and account for 61% of the unemployed. Of these, majority have formal education but not training.

Primary and Secondary school graduates account for 82% of the unemployed and university graduates for 1.4%. Of these, 92% have no jobs training other than formal schooling. This means that, unemployment is not just about lack of skills, but also lack of training (MOYA: 7). The unemployed are an economic burden on the employed, which has the effect of depressing savings and consequently investment. This Ministry is responsible for the NYS,

which has 14 training colleges, farms and field units and offers training to over 10,000 youth at any given time.

According to the Ministry, there is an urgent need for immediate investments to get our youth working; and for a start, labour intensive government projects in water (mini-dams), water pans, dams and gabions), roads constructions and other infrastructure must be encouraged. It also proposes the need for a proper framework to enable young people access jobs abroad.

2.8.2 The Youth Enterprise Development Fund (YEDF)

In June 2006, the YEDF was conceived by the government as a strategic move towards arresting of the youth problems especially unemployment, since 75% of those unemployed are the youth. The government set aside Kshs.1Billion in the 2006/2007 budget and gazetted the fund on 8th December 2006 to provide the necessary legal framework to govern its use and operations. This fund facilitates youth employment through enterprise development and structured labour export. According to the MOYA, the funds stated objectives included and still are:

1. Provisions of loans to existing MFI's, NGO's involved in micro-financing and SACCO's for onward-lending to youth enterprises.
2. Attracting and facilitating investment in micro, small and medium enterprises (MSMES) oriented commercial infrastructure such as business or industrial parks, markets, or business incubators that will be beneficial to youth enterprises. Support youth oriented micro-small and medium enterprises to develop linkages with large enterprise.
3. Facilitating employment of youth in the international labour market.

It is worthy noting that although the stated working definition for youth in Kenya is 15-30years, this fund (YEDF) caters for the age bracket 18-35 years. The YEDF also includes the C-YES to ensure all youth especially those living in remote areas, not well served by financial intermediaries are not disadvantaged in accessing the fund. This C- YES targets enterprises of youth groups in the constituency level.

2.8.3 Youth Polytechnics (YP's)

Another initiative by the Government of Kenya in addressing youth issues and preparing them for participation in development activities includes the rebuilding of Youth Polytechnics (YP's). According to the MOYA in Kenya, about 92% of the unemployed youth have no technical or job skills thus narrowing their chances of landing jobs and therefore to fill this

void in skills acquisition, the Ministry has been revamping youth polytechnics country wide and hopes that once they are full operational, these institutions will greatly help absorbing 43% of standard 8 school leavers who do not get a place in secondary schools.

The YP's were started in 1968 by the NCCCK (National Council of Churches of Kenya), with a view to offering skills that were relevant to the communities where they were located and also providing livelihoods to the graduates. Then, they were referred to as village polytechnics. Upon realization of the importance of YP's, the government finally got involved with the goal of ensuring that school leavers who failed to go for further formal education had access to technical, entrepreneurial and business skills, which would help them initiate income generating activities for self-reliance. Therefore, the government developed a policy, which aims at mainstreaming YP's in the national education and training framework. (MOYA, 2007: 20).

2.8.4 The YES [Youth Employment Summit] Campaign

In 2007 the MOYA realized of the need to seek innovative and practical ways to create employment opportunities for youth, and consequently hosted a YES in Nairobi the same year. This YES campaign was in line with the Global YES Campaign initiated in 1998 to formulate the goals, build global commitments, create a global alliance and prepare thematic documents to launch the YES campaign in 2002. It aimed at developing the capacity of youth to lead in-country youth employment initiatives among other purposes. Earlier, the YES Kenya 2006, led to the Nairobi Declaration with a call to action by all stakeholders to focus on youth unemployment as a major challenge that impedes the realization of sustainable livelihoods for the youth all over the world (ibid).

2.8.5 The National Youth Service (NYS)

This was birthed by the Kenya Government to prepare and involve youth in national development activities of the country. The NYS was established 41 years ago, in 1966 with a mandate of training the youth in technical and vocational skills in order to facilitate their engagement later in the national economy. It does this by engaging youth in constructing dams, roads, canals and airstrips, availing the opportunity for youth to participate in national development activities. Although, as allude to earlier the number of youths being admitted are few, it does play a major role in preparing youth for the challenges of participating in the socio-economic development of the country.

Indeed during the term of the NARC Government (2003-2007), the NYS proved a useful resource centre in the rehabilitation and resocialisation of urban street urchins and their families.

2.8.6 A New Initiative – The *Kazi Kwa Vijana* Programme (KKV)

The Governments continued efforts to address youth problems and needs, by involving young people in development. It did not stop with the launch of MOYA, but seems to be on-going. Recently, on 12th March 2009, President Mwai Kibaki and Prime Minister Raila Odinga launched the *The Kazi Kwa Vijana Programme* [KKV], at two sites in Matuu and Kajiado District. According to an official government advertisement on the media (DN, Thursday 12th March, 2009), the KKV programme is a nation-wide initiative intended to employ 200 – 300,000 Kenyans, primarily the youths who are at risk of hunger and starvation. The government hopes that it will enable them to earn an income, to buy food and other basic items and to support their families. The programme once implemented will be split into 2 Projects dealing with 2 broad categories of youth:

- 1) Rural Youth – Who will build water dams and irrigation canals, repair boreholes and access roads, clear bushes, prepare organic fertilizers, sow seeds and plant trees.
- 2) Urban youth – Who will build and operate water kiosks, develop and implement waste management systems and repair and maintain access roads, and improve quality of life, particularly in the slum areas.

Each project will be implemented by a unit involving 50-100 workers drawn from the community involved and supported by relevant ministries, development partners and NGOs. This new initiative is expected to cost Kshs. 15 billion between March 1st, 2009 and August 31st 2009. This programme has the highest of political support having been launched by the President and Prime Minister of the Republic of Kenya. However, whether it will succeed in its set objectives can only be waited to see.

2.9 Decentralization

According to Wikipedia (www.wikipedia.org) decentralization is the process of dispersing decision-making governance closer to the people or citizens. It is the transfer of authority and responsibility for public functions from the central government to subordinate or quasi-independent government organizations and/or the private sector. Decentralization also refers to the global trend of devolving the responsibilities of centralized governments to regional or local governments. The aim is to enhance efficiency and democratic voice. Different types of

decentralization exist and these have an implication on policies and conditions for success. These include:

a) Political Decentralization

Aims at giving citizens and/or their elected representatives more power in public decision-making. Its advocates, subsume that decisions made with greater participation will be better informed and more relevant to diverse interests in society than those made only by national political authorities. It also allows the selection of representatives from local electoral constituencies and consequently gives citizens the ability to know better their political representatives, as well as giving the elected representatives the ability to know the needs and desires of their constituents better.

b) Administrative Decentralization

Administrative decentralization seeks to re-distribute authority responsibility and financial resources for provision of public services among different governance levels.

It involves the transfer of responsibility for the planning, financing and management of public functions from the central government or regional governments and its agencies to local governments, semi autonomous public authorities or corporation, or area-wide, regional or functional authorities.

Administrative decentralization has 3 major forms:

Deconcentration: It is perceived as the weakest form of decentralization. Deconcentration allows the redistribution of decision making authority, financial and management responsibilities to different levels of the national government. It shifts responsibilities from central government, to regional, provincial or district level or creates strong field administration or local administrative capacity under the supervision of central government ministries.

Delegation: This involves transfer of responsibility for decision-making and administration of public functions to semi-autonomous organization not wholly controlled by the central-government, but they are accountable to it. The delegation can be through creation of public enterprises, or corporation, housing authorities, special project implementation units, and regional development corporation among others. There is more discretion in decision making

Devolution: The devolution there is transfer of authority for decision making finance and management functions to quasi-autonomous units of local government. There is transfer of

responsibilities for services to local governments, which raise their own revenues and have independent authority to make decisions.

The local governments have clear and legally recognized geographical boundaries, over which they exercise authority.

c) Fiscal Decentralization

This involves dispersal of financial responsibilities to local governments and private organizations in order to carry out decentralized functions effectively. The local authorities have legal authorities for example to raise revenues through taxes.

d) Economic and Market Decentralization

In this form of decentralization, privatization and deregulation shift responsibility for function from the public to the private sector. It may be accompanied by economic liberalization and market development policies, allowing functions that had been primarily and exclusively the responsibility of government to be carried out by businesses, community groups, cooperatives, private voluntary associations and other NGO's. Deregulation reduces the legal constraints on private participation in service provision or allows competition among private suppliers for services previously provided by government or regulated monopolies. Privatization involves leaving provision of goods/services entirely to the free operation of the market to "public-private partnership" where government and private sector cooperate to provide services or infrastructure.

2.9.1 Implementing Decentralization: Kenya's experience

According to Oyugi (1986: 137), the first attempts at decentralization of development structures began a year into independence in 1963, with the establishment of a ministry specifically for development activities: the Ministry of Planning. With its creation came the establishment of a cabinet committee on development to co-ordinate all development activities that the government would thereafter undertake. Subsequently, the Parliament decided that the elected representatives of the people should have a role on all matters pertaining to development. This led to establishment of district and provincial committees accordingly setting up the first attempts at decentralization.

Between 1965 and 1970, to strengthen the organization of planning in the rural areas, the government created development committees at the district and provincial levels lead by the DCs and PCs respectively. The development committee consisted of civil servants from

relevant ministries concerned with development and had an advisory development committee consisted of the development committee, plus the local MPs at the provincial committee level. At the district Committee level, it consisted of the local MPs, the KANU Party District Chairman, the County Council Clerk (Local Authority) and a few prominent citizens nominated by the DC (Oyugi, 1986:140). These committees were to co-ordinate and stimulate development at the local level by involving both the people's local representatives as well as government in the planning process.

The first attempt at decentralization however failed due to the inexperience of the government on matters of planned development as most of the committees were headed by expatriates who were not in touch with rural realities. Also, a lack of functional leadership affected the committee as they operated on the initiative and goodwill of the provincial administration [ibid]. The development committees at the local level also controlled no finances between 1965 and 1970 contributing to their ineffectiveness.

2.9.2 The Special Rural Development Programme (SRDP)

In 1966, the idea to launch the SRDP was mooted at an International conference held in Kericho. The government accepted the recommendation in 1968; and implementation took place between 1970 and 1976 when the programme was abandoned. The SRDP was meant to be an integrated area-based development programme, mounted in six ecologically representative areas. It aimed at experimenting with various developments strategies in six areas namely: Migori, Kapenguria, Vihiga, Kwale, Tetu and Mbeere.

Its other primary aim was to increase active local participation in programming and planning through the area committees (but this did not take off well) especially the DDC – District Development Committees [ibid]. However, the SRDP did not have control over any funds. Other problems plagued the SRDP like lack of active participation from the DDC, interference by local provincial administration across the entire hierarchical chain creating administrative bottlenecks and delays. More so, the SRDP did not get central support for the programmes at the various ministries, hence it collapsed because it was felt that SRDP areas were emerging as the 'favoured' areas in the development process. Consequently the government abandoned the SRDP in favour of 'district planning'.

2.9.3 District Planning Strategy

The decision to make the district the central/ basic operational unit for planning and implementation was taken in 1972 by the Ministry of Finance and Planning. District planning would be concerned with the spatial distribution of government services, e.g. schools, health services and also be involved in detail, with the identification of development resources available in each district which remained unexploited (Ibid). District plans had to be approved by the relevant Ministry headquarters before implementation by the DDCs and to help in coordination and implementation. District Development Officers (DDO's) were appointed.

District Development Funds were provided with the sole aim of “stimulating the DDC to take a greater interest in planning (Oyugi 1986). This funds were modest initially but by 1979-1983 plan period, these funds accounted for 1.8% of the national development plan. The 1984 –1988 Development Plan required individual ministries to set aside 5-10% of its development budgets for the fund. However, up to 1983, these funds were controlled centrally by the Ministry of Finance and Planning.

Like the SRDP, the District Planning Strategy was plagued by operational deficiencies with lack of cooperation at various levels of administrative aspects both at the district planning level and the ministry headquarters. The operational problems at administrative, financial management levels and conflicts of interest between various provincial administration officers and field development officers primarily led to the birth of the district focus for Rural Development (DFRD).

2.9.4 The District focus for Rural Development (DFRD)

The DFRD came about as a result of the Government realizing the need to strengthen the district as a unit of planning and implementation of development programmes. The immediate background to the DFRD was a political pronouncement by the then President Moi in September 1982 stating that the districts will become the centres for development in rural areas. The DFRD was based on the principle of a complementary relationship between Ministries with their sectoral approach to development and the districts with their integrated approach to addressing local needs (DFRD 1995:1).

From earlier efforts and decentralized planning, the government had noted the need to involve the local people in decision making, planning and implementation of project in their

respective areas in order to ensure project sustainability. The broad objectives for DFRD were set out as:

- i) To broaden the base of rural development by moving most decisions on the planning and management of district specific projects closer to the point of implementation and the people who would be affected by the projects.
- ii) To encourage local people participation in order to improve problem identification, resource mobilization and utilization, project design and implementation (DFRD: 1995:1).

The DFRD would then be used to direct the available national resources to the most productive sectors while ensuring equitable distribution. At the core of project management, the District Development Committees [DDC's] who would be involved in the identification of district resource bases, economic potential, the infrastructure and other conditions necessary for realizing these potential.

The DFRD structure for co-ordination of implementation consisted of committees at various levels: National, provincial and district levels, but it was at the district level where responsibility for rural development planning and coordination, project identification, planning, implementation, management of resources, oversight of local procurement of goods and services, personnel management and dissemination of information to the public lay. Co-ordination at the district level consisted of the DDC, Divisional Development Committees (DivDc), locational development committees and sub-locational development committee.

At the DDC level, the development committee consisted of the local provincial administration officials, ruling party politician/ officials, development officers and representatives of development-related parastatals and NGOs, as well as the elected MPs. Women's representation, at all DDC's meeting was expected to be ensured for by the DDC. However, no youth representation was there or guaranteed from the national to sub-location level! It's noted that locational and sub-locational development committee were not sufficiently active in many districts since locational and sub-locational personnel had not been equipped with the basic skills in project planning and monitoring (DFRD 1985: 17).

2.9.5 The Constituency Development Fund (CDF)

In 2003, the government of Kenya through the Parliament established the Constituency Development Fund, through the Constituencies Development Fund Act (CDF Act: 2003). Its

purpose was to take development projects to the citizens at grass roots level within the shortest time possible in order to alleviate poverty (Kibua 2006: 1). According to the The CDF social audit guide, 7-3, CDF was introduced in Kenya in 2003 as a homegrown initiative to address inequalities in development around the country. It is a form of decentralized funds which are established based on the belief that government at local level has a better understanding of community needs. Decentralized funds are established to increase community participation in local decision-making, enhance government transparency, speed up government responsiveness and improve quality of service delivery. The fund aims to promote equitable development and alleviate poverty at the constituency level.

The CDF is also a participatory fund. Therefore, for it to succeed, the public must be involved in all its stages. The public can get involved in CDF through CDF project committees that implement CDF projects, or through self initiated local development committees that monitor the implementation of CDF and other development projects in the constituency, or by simply attending CDF meetings. As such it has many stakeholders who include NGOs, CBOs, Women groups, Youth groups, Faith Based Organisations (FBO) and other institutions created under the CDF Act 2003.

According to the CDF Act (2007: 1), a community consists of residents of a particular geographical area or region: A constituency, location, or sub location and having common interests, while a constituency is defined as “has the meaning assigned to it in the National Assembly and Presidential Election Act.

The Act defines a project as “an eligible development project” (CDF Act Amendment 2007: 2), while the youth means a person who has attained the age of eighteen years and has not attained the age of 35 years (CDF Act 2007:3). This definition does not agree with Kenya National Youth Draft Policy of 2004, but seems to be informed by the other factors alluded to earlier when defining youth in Africa.

The CDF Act provides for a specific percentage of the national budget to be utilized in the constituencies for development purposes and more specifically in the fight against poverty at that local level. It commits the government to give an amount not less than 2.5% of the national budget/ordinary revenue every financial year to the CDF. The implementation of the fund is guided by the CDF Act 2003 as well as regulations and circulars released by Minister of Finance from time to time in order to streamline the operations of the fund. These include:

The CDF Act 2003, The CDF (Amendment) Act 2007, CDF Regulations, Circulars, Public Procurement and Disposal Act 2005, and the Public Procurement and Disposal Regulation 2006.

Like in all other efforts and initiatives the government has taken to decentralize development efforts to the local people, the CDF has a National Board at the National level which ensures timely and efficient disbursement of monies to the constituency as well as efficient management of the same funds. It further provides for Constituency Development Fund Committee (CDC) at the local level as well as other structures that would ensure efficient utilization of allocated funds as enumerated above.

To ensure local people participation, it envisages properly constituted and working project committees. Accordingly, projects are to be community based in order to ensure that the prospective benefits are available to a widespread cross-section of the inhabitants of a particular area (ibid). However, in what would seem a contradiction to development scholars definitions of development or a project the CDF has some projects that would not qualify for a development project. Perhaps this is to suit the political agenda that initially informed its formation. Development projects are defined to include such activities as sports activities, environmental activities, monitoring and evaluation of ongoing projects, acquisition of vehicles, machinery, other equipments, land and building, education bursary scheme, Mock Exams and Continuous Assessment Tests (CAT's).

In its management at the local level, the funds are allocated by the CDC which is constituted and convened by the elected MP. The CDC, has to have one person representing the youth from the constituency to participate in the decision making process bringing in questions of whether the youth voice is adequately represented and whether they can actually influence development projects that address their needs. It also raises questions of who represents youth given the time barrier and other constraints faced by youth alluded to earlier.

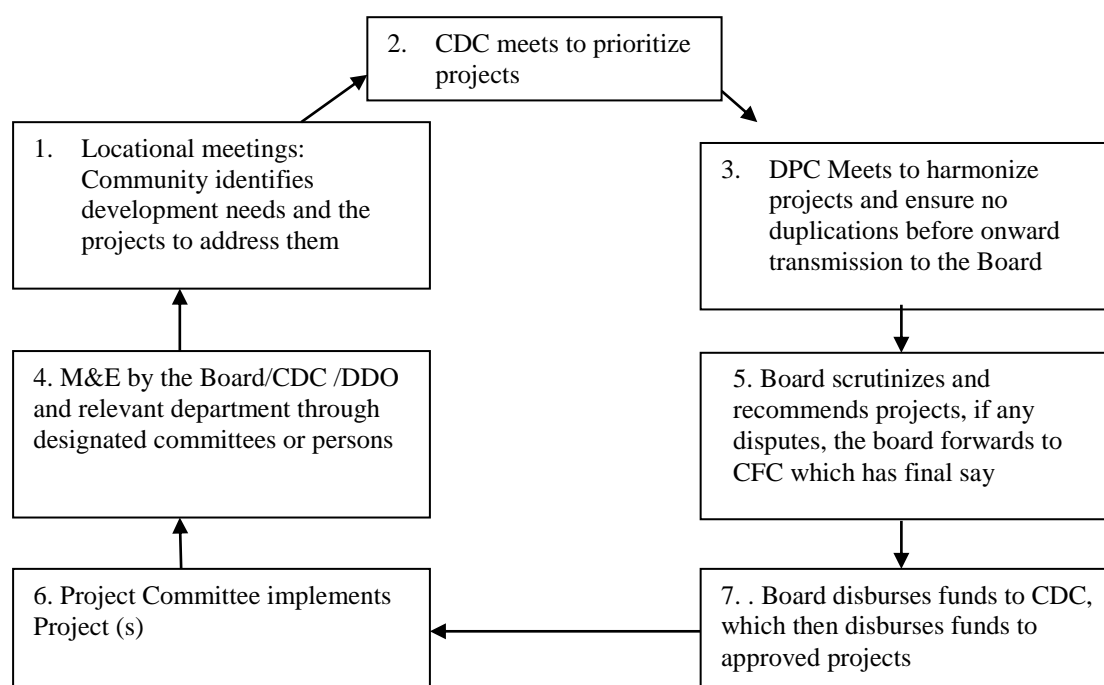
To ensure local peoples inputs are captured, locational meetings are to be held in the constituency to deliberate on development matters in the location, constituency and the district. However, the frequency of these meeting is so low, as it is expected to be at least once every 2 years, after the first year post-elections of a new Parliament. All locations are expected to come up with a list of priority projects to be deliberated upon by the CDC, which

ranks the proposed projects according to priority. The CDC's are also responsible for monitoring the implementation of projects.

The CDF is also meant to support community initiatives and whenever a community presents a request to nominate representatives to represent their interests in any project being undertaken in their area, this should be done (ibid).

To evaluate areas and stages where the youth can or have been involved in development activities in relation to our earlier discussion on where they can participate the CDF, project cycle can be summarized into the following diagram:

Figure 3: The CDF Project Management Cycle



Source: The CDF Social Audit Guide (Adapted from the CDF Implementation Guidelines prepared by the National Management Committee)

2.9.6 CDF Budget Allocation (2003-2008)

Since the first allocations done in 2003/4 Budget, the CDF Fund has grown substantially from an initial Kshs 1.26 Billion when it was formed, to over Kshs 10.1 Billion in 2007/08 Budget. Since CDF is meant to address poverty at the local level, the government factors in the constituency's contribution to the National Poverty index in its allocation. In the first allocations, the government did not have poverty estimates at the constituency level therefore the CDF was allocated equally in 2003/4 (with each constituency receiving Kshs. 6 million).

However, from 2004/5 onwards, the CDF was allocated among constituencies according to an agreed upon formula based on the Poverty index of each constituency.

2.10 Theoretical Framework

In this section, we consider various theories that are utilized to ensure the sociological perspective of the study is clearly captured. According to Abraham (1982: 1), a theory is a conceptual scheme designed to explain observed regularities or relationships between two or more variables. It helps to guide research and serves as an inquiry tool. Three theories are therefore reviewed for this study. They are:

1. Sequential theory of decentralization
2. Globalization theory
3. Exit, loyalty and voice theory

2.10.1 Sequential Theory of Decentralization

Tulia G. Falletti is the proponent of this theory. He argues that there are 3 components in decentralization- thus we have decentralization as a process; territorial interests of bargaining actors and thirdly, policy feedback effects. Decentralization is seen as a process of state reforms composed by a set of public policies that transfer responsibilities, resources, and/ or authority from higher to lower levels of government in the context of a specific type of state. (Tulia 2005: 328).

Lower levels of government become the recipients of the transferred responsibilities, resources or authority and from this 3 types of decentralization can be identified: *Administrative decentralization*: which consists of a set of policies that transfer the administration and delivery of social services to sub-national governments. This may include the devolution of decision-making authority over these policies; *Fiscal decentralization* consisting of a set of policies designed at increasing the revenues or fiscal autonomy of subnational governments; and *Political decentralization* involving constitutional amendments and electoral reforms to open up spaces for the representatives of subnational governments. In this regard, there is devolved political authority to sub- national actors.

Territorial actors include the President, governors, mayors and each of these have preferences and interests defined by the level of government and territorial units they represent; which are in turn affected by the type of decentralization: Administrative (A), to fiscal decentralization (F), or political decentralization (P.)

National actors or the Executive prefer administrative decentralization (A) to fiscal decentralization (F), which in turn is preferred to political decentralization (P), thus $A > F > P$. On the other hand, sub-national actors have their preference in the order $P > F > A$, preferring transfer of revenues over responsibilities. This theory is of relevance to the CDF model because in the CDF, there is political, administrative as well as fiscal decentralization.

A critical look on the CDF structure and function shows that the central government [Executive] has chosen to give away fiscal authority and retain political control, by ensuring they have the local MPs as patrons and appointing authorities for the CDF committees, while at the same decentralizing financial resources to the constituency level. Attempts to have this reverse remove by local MPs from CDF have met stiff opposition from MPs themselves and also at the National Assembly [Parliament].

Conversely, the president does not have authority over the elections of subnational actors: Mayors, local MPs, and often these actors push forward the issues and concerns of their local constituencies, and more often the projects they want. The chairpersons and mayors of local authorities whether Municipal or County council at the district level are represented in the CDF districts project committee.

2.10.2 Globalization Theory

To Giddens [1990: 21], Globalization is the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. It is characterized by unprecedented economic interdependence driven by cross-border capital movement, rapid technology transfer and information and communication flows.

Today, because of these advances, the world is seen as Global village. Indeed, according to McGrew (2005: 24), globalization denotes a shift in the scale of social organization, the emergence of the world as a shared social space, the relative deterioration of social, economic and political activity and the relative de-nationalization of power across regions and continents.

With these rapid processes of change and adjustment associated with globalization, poverty, unemployment and social disintegration has intensified in certain areas especially among the most vulnerable populations in Africa and Asia. Factors such as the changing nature of work,

a shrinking demand for young workers (who are more likely to be unskilled) and the emergence of new and less secure forms of employment are seriously undermining the ability of young people to contribute meaningfully to, and benefit full from the global economy. Accordingly, globalization has had a polarizing effect widening inequalities within and between counties and population groups. Erosion of national identities and traditional cultural values in many developing countries with both positive and negative repercussions have also occurred placing a lot of pressure on youth to conform to western international cultural perspectives. This is mainly because our daily lives are governed by products and images originating from all the corners of the world.

Raytes (2001) argues that development has lead to growth of mutual dependence and a condensation of relationships and interactions, between an increasing numbers of actors. Due to this, there is a massive global exchange of people, goods and services and images taking place by means of telecommunication and transport technology. Lifestyles, consumption patterns and other forms of cultural expression are exchanged more rapidly between more and more locations. Developments of any political, ideological, religious or cultural nature, which originally appear to be connected with a specific region, culture or period, are being echoed in large parts of the world. Accordingly, there is reduced psychological distance between countries with rapid growth of cross-boarder contacts and flows of people, enhanced levels of education, language skills and access to information.

In Africa, and specifically in Kenya, there is high movement of young people to other countries both Africa and the developed world, leading to both international exposures to other socio-economic and cultural values as well as brain drain. This is influenced by search for better educational systems, search for greener pastures (employment), intermarriages and academic exchange programmes/ scholarships. Indeed according to the UN World Youth Report (UN 2005:3), youths have an ambiguous economic and cultural relationship with the globalizing world. They are relatively adaptable and able to make use of the new opportunities presented; they are the best educated generation, particularly in areas relating to new information and technology, they benefit from economic growth; many travels around the globe for work, studies, exchange projects and vacations, and the telephone and internet enable them to stay in touch.

In Africa and Kenya in particular, the globalization process has been aided greatly by internet, international NGO's, students groups and political organization and civil rights activists, with many of them handling and advocating for issues related to youth such as education, unemployment, HIV/AIDS, sex, hunger and poverty delinquency as well as drug abuse.

Therefore this globalization theory is of great relevance to Kenyan youth as issues and problems affecting youth as well as their needs seem to get relevant exposure from many of the actors. Also, many Kenyan youth can be found in many parts of the globe studying and working and when they come back especially in the urban setting, they tend to influence and shape local youth voice. Student organizations in the Universities and Polytechnics have been in the forefront articulating issues that affect youth sometimes leading to violent demonstrations with the police.

Global events and forums addressing youth issues in other parts of the world are easily replicated here in Kenya by the Government and other actors. The Youth Employment Summit (YES) Campaign in 2006 serves as an example. The government has also either been a signatory to or ratified a number of various global initiatives addressing youth issues like The Commonwealth Youth Charter, The AU Youth Charter, all of which advocate for youth participation in decision making and development. This is because Kenyan youth do not live in isolation and are part of the global village.

2.10.3 Exit, voice and loyalty theory

The proponent of this theory Hirschman (Hirschman, 1970) uses the example of a firm producing saleable outputs for customers to illustrate social behaviour in a deteriorating situation of an organization. In this theory, management finds out about its failings via two alternative routes: *Exit option* where customers stop buying the firms products or some members leave the organization, and the *Voice option*, where customers or the organizations members express their dissatisfaction directly to management or some other authority to which management is subordinate or through general protest addressed to anyone who cares to listen (Hirschman, 1970: 4). Consequently, management once again engages in a search for the causes and possible cures of the customers' and members dissatisfaction. Hirschman argues that:

“exit is ordinarily unthinkable, though not always wholly impossible from such primordial human groupings as family, tribe, church and state. The principal way for the individual member to register dissatisfaction with the way things are going in these organizations is normally to make his voice heard in some fashion”

Source: Hirschmann, 1970:76

This is usually influenced by a sense of *loyalty* or attachment to these organizations. Thus the presence of loyalty to an organization makes exit less likely and activates as well as increases the likelihood of voice. This then gives the organization the chance to recuperate from a lapse in efficiency.

However with modernization and globalization as countries start to resemble each other because of the advances in communication and all-round modernization, the danger of premature and excessive exits arises. For example, the brains drain from African countries of mostly young persons in search of greener pastures.

This theory becomes of great importance and relevance to this study when we consider the youth responses to the issues that affect them. In Kenya, given the high levels of unemployment and lack of opportunities many youth have left the country [exit] to other countries mostly Western Europe and USA, Australia and also many countries in Africa like South Africa, Rwanda and Botswana. They exit the country out of dissatisfaction with the status quo regarding youth affairs. This has caused massive brain drain among the highly trained workforce like doctors, scientists and University scholars, mostly young people. However we also have a lot of disenfranchised youth who despite feeling alienated from socio-economic matters have opted to remain in the country some out of loyalty, but majority because they cannot find opportunities elsewhere owing to their lack of having skills or training to fit in foreign countries.

It is majority of the Kenyan youth, including the Young Turks [a reference to a group of young political activist who came together to push for multipartyism in Kenya] in the 1990's who have been in the forefront agitating for changes in the management of the country affairs and more recently the need to focus on issues that affect the youth. During past political campaigns addressing the youth needs like creation of job opportunities/employment was a major theme in the recently past two elections. Indeed, at one time the politicians promised creation of 500,000 jobs for the youth. Youth have chosen demonstrations to express their

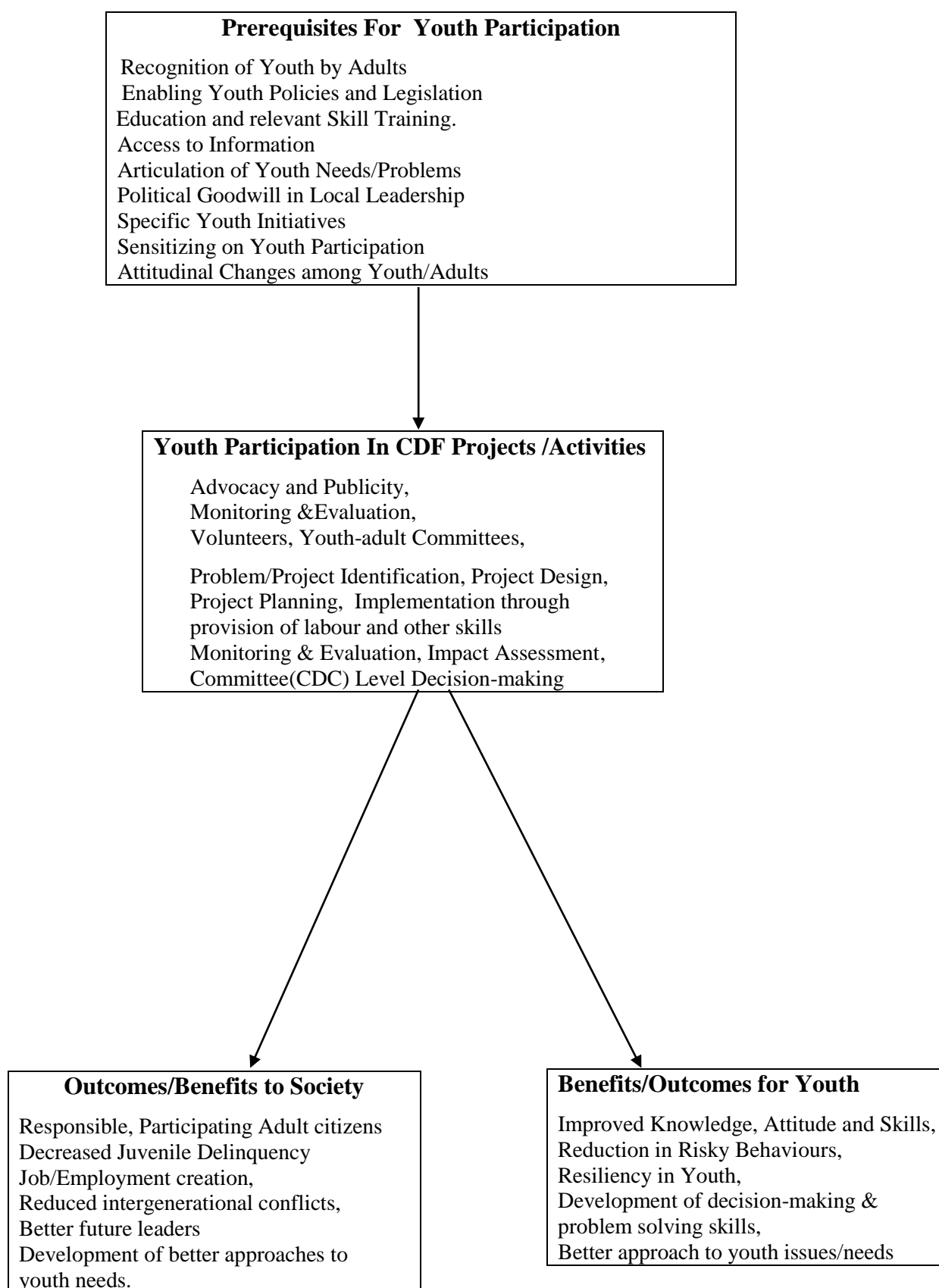
dissatisfaction with the trend in our country of being marginalized and alienated from development. The youth voice is building momentum over the years, in the hope that the political leaders will come up with innovative ways to deal with their problems and needs, despite the obstacles discussed earlier.

2.10.4 Conceptual Framework

According to Mugenda (1999), Conceptual framework is the diagrammatic relationship among study variables. It is a hypothesized model identifying the concepts under study and their relationship in order to help the reader quickly grasp the proposed relationship. To guide the design of this study a conceptual framework drawn from the literature review is shown below. The framework shows the relationship between the various roles and level of participation and the general as well as specific outcomes to both the youth and the society as a result of involving the youth in community development processes/activities.

The diagrammatic relationship among the study variables for this project paper is presented in the next page:

Figure 4. Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the process followed during the field research. Its main contents include: research design, description of the study site, unit of analysis and observation, sampling methods, sources of data, data collection methods and data analysis.

3.2 Research Design

Research design is the conceptual framework within which research is conducted and constitutes the blueprint for the collection, measurement and analysis of data (Kothari 2004:31). Therefore, a research design helps the researcher organize his ideas in a form whereby it will be possible for him/her to look for flaws and inadequacies, and helps to minimize bias and maximize the reliability of the data collected and analyzed.

The research design employed for this research paper was exploratory using the case of Kaiti Constituency CDF projects to determine the nature and level of youth participation in community development projects. The study utilised qualitative method with special emphasis was being on qualitative techniques of data collection: indepth interviewing using key informant interviews and a case study analysis. Focus groups discussions of key youth groups were also utilized as well as survey questionnaires for data collection. Additionally, document analysis especially of previous and ongoing Kaiti Constituency CDF projects was done as well as a review of secondary literature to ensure that there was no duplication of the research topic and area and to focus the research topic. The research problem statement was also clearly identified as well research objectives.

3.3 Unit of Analysis

According to Mugenda (Mugenda, 1999: 15), the unit of analysis is the statistical unit of analysis that we initially describe for the purpose of aggregating their characteristics in order to describe some larger group. It is the subject matter of the study or what the study attempts to explain - what or who studied or examined in order to create a summary description of all such units. This could be individuals, social groups, organizations, or social artifacts like books, poems, songs etc. For this study the unit of analysis will be the role and level of youth participation in CDF projects and management.

3.4 Unit of Observation

A unit of observation according to Mugenda (Mugenda 1999:140) is the subject, object item or entity from which we measure the characteristic or obtain the data required in research

study. It is therefore the primary source of data and information about the unit of analysis. The unit of observation is consists of the most suitable and reliable persons who give the required information regarding the unit of analysis. The unit of observation for this study was the Kaiti Constituency Youth.

3.5 Study Site and Description

The study was conducted in Kaiti constituency in Makueni District which is one of the 12 districts forming Eastern province, and lies between: Latitude 1⁰35' South, Longitude 37⁰ 10', East and 38⁰ 30' East. The district covers an area of 7,440km² and has 14 divisions of which one of them is Kaiti Division. The district is generally low lying and rises from 600m above sea level at Tsavo and reaches 1900m above sea level at Kilungu.

Existing potential resources of the district include: Land and soils, water, forestry, commercial minerals, and other raw materials.

Surface water is scarce in the district and is mainly derived from rivers, springs and dams. Few perennial rivers occur, most draining into the Athi River namely: Thwake, Taita, Kiboko, Makindu, Kaiti, Mbanya, Mtito Andei, Kibwezi, Kambu, and Thange rivers. The Constituency has five gazetted forests: Mbooni, Kilungu, Kibwezi, Nthangu and Makuli, covering a total area of 15,279 ha.

Table 3.1: Distribution of Poor Population By Constituency And Region

Constituency Name	Projected Population 2005/6	Estimated No. of poor individuals 2005/6 (KIBHS)	Poverty Incidence % Individuals below Poverty Line 05/06	Constituency National Poverty remedy	Contribution to National Poverty %
Kaiti	146,104	97,481	66.7	174	0.6

Source: Constituency Report On Well-Being In Kenya: Based on the Kenya Integrated Household Budget Survey – 2005/2006 (KNBS)

3.6 Sampling Procedure and Sample Size

Sampling or sampling procedure is the selection of some part of an aggregate or totality on the basis of which a judgement or inference about the aggregate or totality is made. It is the process of obtaining information about an entire population by examining only a part of it.

In this study, both probability and non-probability sampling procedures were used with the study focus being Kaiti constituency. The study results were generalized for the entire constituency as not all areas of the constituency were sampled. Based on the researcher's familiarity with the area and logistical issues, purposive selection of the sample population was employed with samples youth being chosen from certain locations/areas in Kaiti. These sites/areas were where CDF projects had been carried out or were ongoing.

The study also focused on projects that were being implemented and examined the participants randomly to establish the proportion of youth involvement. Thus, both purposive and random selection was used. The lists of projects used as a guide were for projects implemented over the period 2003-2008 using the CDF funds. These lists of completed projects from the Constituency were used to purposively select and identify areas that would ensure data captured was representative of the entire constituency. The sampling lists were obtained from the CDF Website –Kaiti constituency, Kaiti CDF Office, National CDF Office and Ministry of Planning.

The exclusion criteria used was: No projects having been carried out in a certain area, lack of youth participation, logistical issues related to time and cost such as the inability to reach a certain area or locality within a day.

The sample size of one hundred (100) Youth was selected randomly. Purposive sampling was employed to select youth involved in CDF projects. An exact sampling level was done at the highest measurement level possible, to obtain as much information as possible about all variables and help deliver a more informative analysis.

3.7 Types and Sources of Data

Several types of data can be used in a research study. Generally, these data fall into 2 categories: Quantitative and Qualitative Data. These can further be classified as primary or secondary data sources. For this study both primary and secondary data were utilized. Primary data was gathered by interviewing people through Survey Questionnaire; Focus

Group Discussions (FGD) for Youth Groups, as well as in-depth interviewing using the Key Informant Guide for the area MP, CDC members, Provincial administration, Teachers, DDO, District Statistical Officer among others.

Secondary data was obtained from the CDF/CDC project lists and observational data on completed projects, published books, journals, newspapers, thematic magazines, theses and dissertations, reports, sessional papers, periodicals as well as from the internet. To ensure the validity and reliability of data collected, a triangulation method of these two types of data was used.

3.8 Data Collection Methods and Tools

3.8.1 Quantitative Data Collection Methods and Instruments

The study was carried out using the survey research method and the instrument utilized was the Survey Questionnaires. This was a standardized questionnaire consisting of both open-ended as well as closed ended questions easily understandable by, and administered to the chosen respondents. The data was collected for about one month.

3.8.2 Qualitative Data Collection Method and Tools

Qualitative tools used in this study included:

- I. Key informants interview:** This instrument was used primarily for key experts and implementers of the CDF projects. Key informants were picked by identifying people with privileged knowledge e.g due to their position or responsibility within the CDF or Kaiti Constituency.
- II. Focus Group Discussions (FGDs):** Focus group discussions are conducted to obtain information on collective sentiments of a particular group of people. This group of individuals is usually selected and assembled by the researcher to discuss and comment on their personal experiences with respect to the research topic. As such, two (2) focus group discussions consisting of various youths were conducted for this study.
- III. Case Study:** One case analysis was done focusing on a road construction project where youth were said to have participated. Insights on their involvement were then used to enrich the data.

3.9 Data analysis

Quantitative data gathered/ collected during the research was analyzed using SPSS and presented in various formats: Graphs, Tables and Charts as well as other descriptive statistics. Qualitative data was coded and then analyzed into various themes, concepts and where necessary quoted verbatim.

3.9 Ethical Consideration

Before going to the field for data collection, the necessary legal and ethical criteria for conducting research was identified and permits sought from the Ministry of Economic Development and Planning as well as the Ministry of Education Science and Technology. Study objectives were clearly explained to the respondents and their consent obtained before any data was collected from them. Also, confidentiality was observed during analysis and presentation for all data collected.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the analysis and interpretation of data and information collected from the field. Data was collected from key informants and focused groups. Structured survey questionnaires were administered to ninety (90) respondents from the youth. Additionally, seven (7) Key Informants were interviewed and two (2) Focused Groups Discussions targeting seventeen (17) people, with one consisting of eleven (11) people and the other of six (6) people were conducted.

Socio-Demographic characteristics of the respondents

The socio-demographic factors of the respondents that were assessed included: Area of residence, age, sex, marital status, level of education and employment status.

4.1.1 Area of residence

The study respondents were from various locations in Kaiti Constituency namely: Kilungu, Kikoko, Kalongo, Ilima, Kisekini and Kyamuoso locations. The distribution of the respondents is shown in Table 4.1.

Table 4.1 Area of Residence

Area/Location	Frequency	Percentage (%)
Kilungu	33	36.4
Kalongo	21	23.5
Kikoko	15	16.5
Kyamuoso	12	13
Ilima	8	9.4
Kisekini	1	1.0
Total	90	100%

Source: Survey Data, 2009

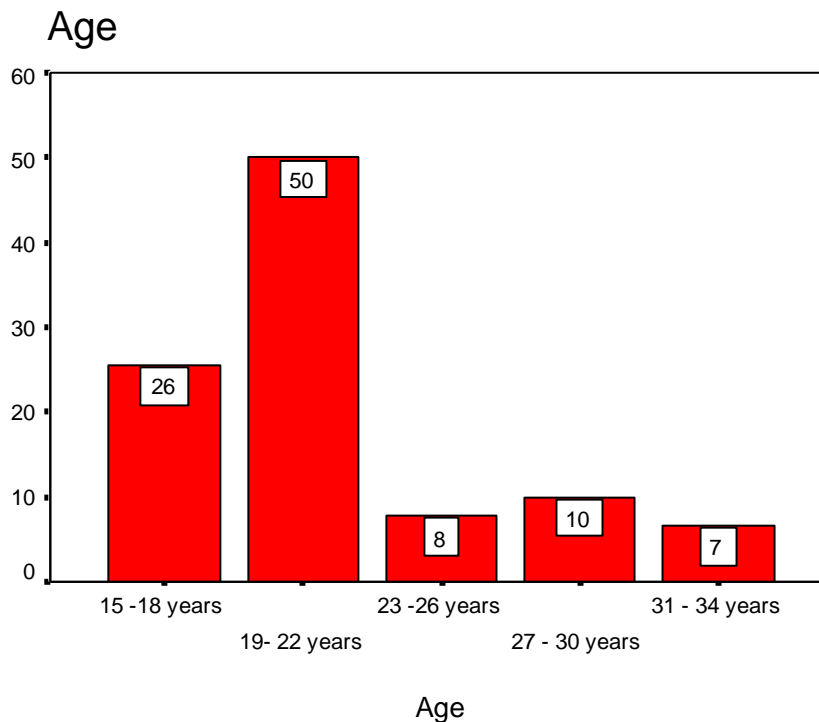
From the study findings majority of the respondents were from Kilungu location (36.4%), while the others were distributed as follows: Kalongo (23.5%), Kikoko (16.5%), Kyamuoso (13.0%), Ilima (9.4%), with the least presentation being from Kisekini at (1.0%).

The area of residence of the respondents was necessary for this study as they are aware of what is happening and are therefore able to provide factual data/information that is relevant to the study.

4.1.2 Age

The age of respondents is a critical demographic factor as people's opinions and ability to participate in a study are often a function of age, personal experiences and roles in society. Further, it is a critical factor in screening (exclusion criteria) of respondents to ensure one gets data from the relevant people. The study targeted youth, who are defined as those persons between the age of 15-35 years. The study findings are shown in Figure 2 below:

Figure 1: Age of Respondents



The study findings show that majority of the respondents (50%) were between 19-22 years old, followed by respondents aged between 15-18 years (26%). The least number of respondents were within the age limit of 31-34 years as shown on Figure 2.

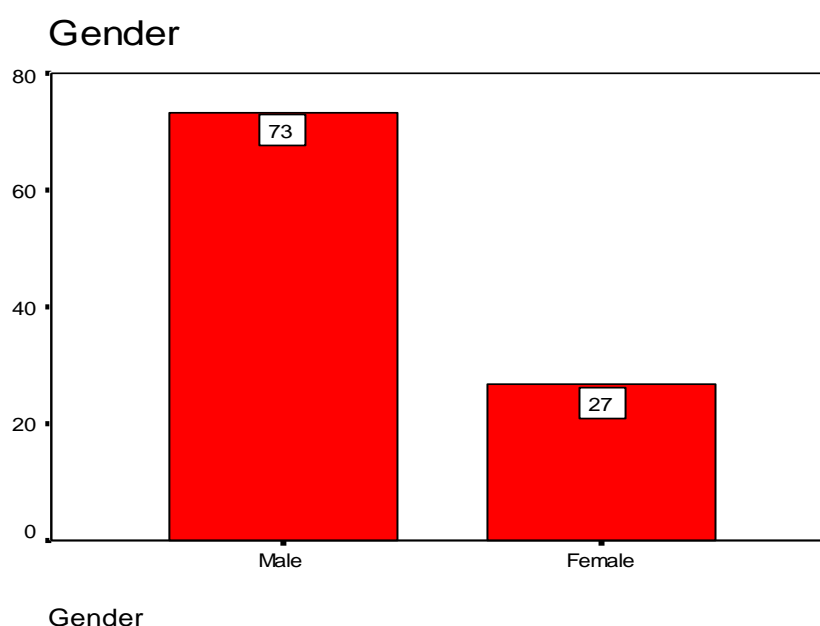
The high presence of respondents within the age group 19-22 years at the time of the study (during August school holiday) can be attributed to a number of factors among them the holiday period when youth are on a break from schools and the transition period between finishing their secondary school education and when decision on future careers are being

taken. It is also during this age that youth may be held up in their villages to catch up with their national identity (ID) cards issuance especially for those who didn't get opportunities to make it to tertiary level education.

4.1.3 Gender

The focus of this study was on youth (rural) participation in Community Development activities funded by CDF and their segmentation according to gender is crucial especially with regard to policy development. Hence, gender sensitive information is captured to show the possible relationships between gender and development, the influence of gender in participating in development activities and also to capture the different possible motivations underlying their participation, as men and women are likely to have different motivations. Study findings are as shown in Figure 1 below.

Figure 2: Gender of Respondents



The study findings show that majority of the respondents were male (73%), while 27% were female as shown on Figure 1.

The study sought to capture a fair representation (50:50) of the two genders. However, from the study findings it is evident that majority of the study participants were male. The findings show that majority of the female youth may not be active participants in CDF and community development projects and hence unable to provide any information. Further few females respondents were available and/or willing to participate in the study during the period the study was conducted. This can probably be attributed to rural women's poor/lack of education

or gender relations, which play a crucial role in African culture, with girls' participation in development matters largely curtailed.

Other factors/barriers that affect rural women in decision making include, lack of confidence due the influence of close male relatives (fathers, brothers etc), dependency on the male folk decisions that affect them hence being shunted from participation and the decision making process, ignorance of their rights, cultural practices/attitudes that demean women e.g. lack of respect and not being allowed to speak in the presence of men among other factors.

4.1.4 Level of Education

Education level is an important demographic parameter since it affects one's perception of life issues and also the interpretation of social-economic phenomena. Illiterate people interpret issues differently from literates and most importantly, in rural areas illiterate parents and other folk tend to depend on the literate ones affecting the quality of life and development of an area. This is true with respect to many of the issues and aspects touching on the CDF.

The study finding on the level of education of the respondents are as depicted in Table 2 below.

Table 4.2 Level of education

Level of Education	Frequency	Percent
Primary incomplete	2	2.2
Primary complete	7	7.8
Secondary incomplete	27	30.0
Secondary complete	32	35.6
Certificate/Diploma	13	14.4
Polytechnic	4	4.4
Undergraduate	5	5.6
Total	90	100.0

Source: Survey Data, 2009

The findings show that majority of the study respondents had some form of formal education from basic education to tertiary level. Those who secondary school education level (completed/incomplete) consisted of (65.6%), followed by those who had attained tertiary level education (diploma, polytechnic and university) at (24.4%).The least level of education amongst the respondents was that of those still in primary school at (2.2%).

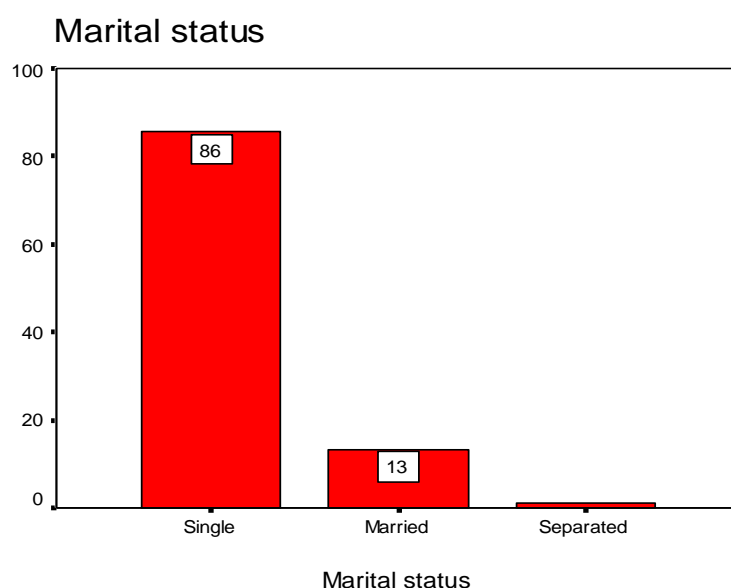
The fairly high levels of literacy can be attributed to a number of factors among the introduction of free primary education in 2003 and more recently the “free” secondary education. Further, funding of education from the CDF kitty in the form of bursaries for the less fortunate students could have seen more opportunities to access post primary level education. Majority beneficiaries of these bursaries are the youth forming a fairly literate rural study sample.

Most of the respondents available for the study had secondary school level of education. Separately, respondents with either polytechnic or university level of education were few at (4.4%) and (5.6%) respectively. This might be so due to rural urban migration as most educated youth move to the urban centers in search of employment opportunities. Of those who remain or are to be found in rural areas, some serving in various capacities at the social institutions available (secondary schools, hospitals, churches) as teachers, interns/attachments or vacationing in their rural homes during semester breaks.

4.1.5 Marital Status

The study findings on the marital status of the respondents are as shown on Figure 4.3 below. Marital status is a crucial parameter for this study as its affects participation in decision - making processes in most rural areas as ones social status is elevated upon gaining a family.

Figure 4.3 Respondents’ Marital Status



From the study findings above, most of respondents (86%) were single while the least 1% had separated. The high number of unmarried respondents was expected as this study targeted youth (persons between 15-35 years). This can be attributed to a number of factors: Youth

who are still in school and therefore, still under the care of their parents. Others are unemployed hence unable to provide for an extra person despite being mature enough to have a family.

Further, marital status in this study was expected to be low since it was done among the youth, who are not expected to be having families at this stage of their life as marriage comes with extra responsibilities which most youth are not prepared for. Additionally, with the current fad of pursuing career first as well as the lack job opportunities, majority of the youth in Kenya are also having delayed entry into the marriage institution.

The 13% percentage of married youth could be attributed to the older age group (27-35 yrs) or those who had completed school, the salaried workers and/or those who felt after attaining maturity they needed to start.

4.1.6 Employment/Occupation Status

Employment status was an important factor in this study as it showed involvement of youth and participation in the development agenda. Study findings on the employment status of the respondents are as shown in Table 4.3

Table 4.3 Distribution of respondents according to their Employment status

Employment Status	Frequency	Percent
Unemployed	67	74.4
Self employed	13	14.4
Salaried	10	11.2
Total	90	100.0

Source: Survey Data 2009

Majority of the respondents (74.4%) were unemployed, 14.4 % were self-employed and (11.2%) were salaried employees as depicted in Table 4.3. This is to be expected as majority of the respondents were youth aged between 19-22 years, typically this is usually a transition period from schooling/formal education to formal employment. Further majority of the youth may be lacking the necessary skills and training to secure a job. Additionally, employment opportunities in rural areas are scarce, a factor worsened by poverty and lack of cottage industries. Other youth, are either in schools or tertiary colleges which can be another reason why most of them indicated they were un- employed.

The employed youth either work as teachers in primary and secondary schools and, “shamba boys” (farm-hands), house helps, hotel and shop attendants. Those who are self employed are mostly found doing boda-boda (motor-cycle taxis), carpentry or trying out small-scale/subsistence farming (horticulture) and businesses, mainly grocery shops (Kiosks).

Ways and Levels of Youth Participation

This study sought to generate data on various parameters associated with youth participation in CDF projects. Among these were the general definition of the youth in the area of study, the general awareness levels of the CDF amongst youth and the CDF Act’s provision allowing for youth participation in CDC meeting. It also sought to know the various ways and levels (adequacy) in which youth are represented and participate in decision making and community development projects/activities.

4.1.7 General definition of Youth

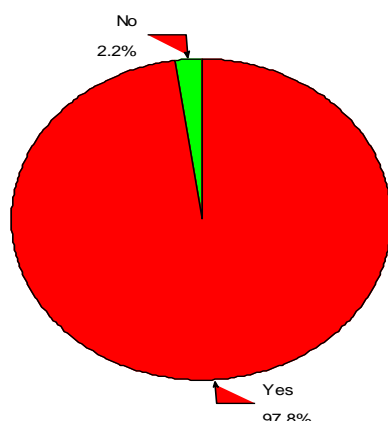
The study found out that youth is generally defined as anyone between 16-35 years. From the various interviews with key informants drawn from the now defunct provincial administration representatives (D.Os, Chiefs, Subchiefs), religious leaders, community development experts and from the FGDs with youth themselves, age 16-35yrs was the generally agreed age for anyone to qualify to be youth.

Indeed, one key informant stated that: *Youth ni mundu wonthe wi-itheo wa miaka 35, ona ethiwa no utwaanitye (Youth is anyone under 35yrs even if he is married.* Another key informant said: *“in my opinion, a youth is someone who is 16-35yrs, although these days’ children from the age of 16yrs know a lot, and it should be the age of majority.”*

4.1.8 General awareness about the CDF

The study found that most respondents (97.8%) had heard about CDF, while only 2.2% had not as depicted on Figure 4.4

Figure 4.4: General Awareness about CDF

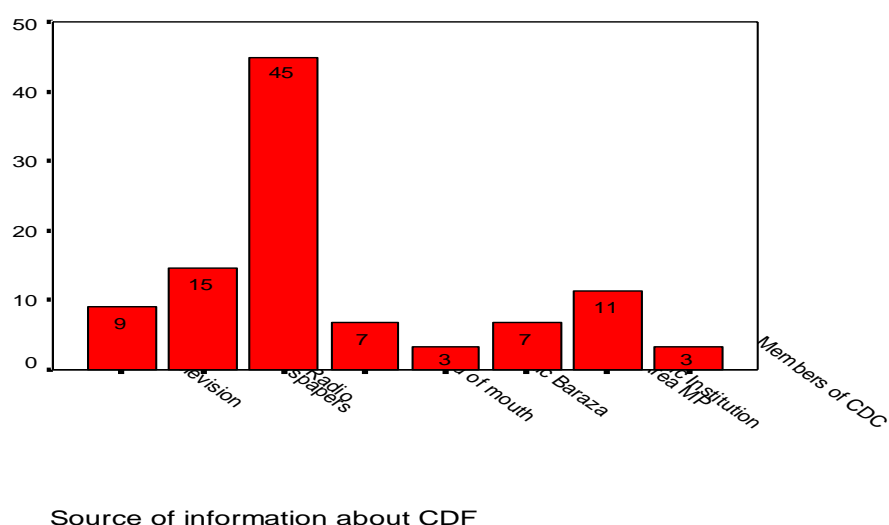


The level of awareness of CDF amongst most of the youth in the area was quite high, as most had heard about the CDF.

4.1.9 Source of Information about CDF

The study findings as shown on Figure 4.5 below show that most of the youth got their information about CDF through the mass media, both audio/electronic and print. Of these sources of information radio/television was (53.9%), and newspaper at (15%). Other sources contributed to the information available on CDF.

Figure 4.5 Source of information about CDF



The area Member of Parliament, at (11.2%) was fairly a key source of information and thus instrumental in disseminating information on CDF. Other means of knowing about CDF was from word of mouth (mainly peers/friends) (6.7%). Learning institutions like schools and

colleges were reported at (6.7%), while public *Barazas* (open community gatherings) together with CDF/CDC members were among the least source of information for youth at (3.4%).

The role of the provincial administration and other social institutions/organizations (e.g. NGO's, Churches) which would be expected to play a critical role in disseminating information on CDF and other development matters or mobilizing youth were not indicated as sources of information on CDF. This, despite the fact that there is a provision for a religious representative. Perhaps due to the lack of many NGO's in the region.

4.1.10 Knowledge about CDF Activities

In terms of what the respondent knew about CDF, majority (77.6%) said that it was funds/money issued by the government to develop their constituency. Some thought that it is money to help the constituents in their private lives (21.2%) while the least 1.2% did not know what the CDF represented (which was consistent with the earlier figure of 2.2 % who were not generally aware about the CDF)

Table 4.4: Knowledge on CDF

Response on what CDF is	Frequency	Percent (%)
Money given by government to develop the Constituency	69	77.6
Money to help people in the Constituency	19	21.2
I don't know	2	1.2
Total	90	100

Source: Survey Data

This is indicative of a need for sensitization on the role of CDF among youth as a cumulative 22.4 % had either the wrong notions or no clue on what CDF represents. Indeed one of the key informant said that people usually think that CDF money should be used to buy them food, which is rather a private activity rather compared to the use of CDF to solve public/communal problems like lack of school buildings and health centres.

4.1.11 Formation of CDF Committees (CDC)

Study findings represented by Table 4.5 below show that with regard to formation of the CDF committees, majority of the youth (45.3%) indicated that it was the Area Member of Parliament (MP) who majorly influenced who was appointed to the committee. 28% said it was a combination of the local community and the government while 18.7% of the study

respondents indicated that it was the community. A paltry 8.0% indicated that it was the area councilor who formed the CDC.

Table 4.5. Formation of the CDC

Persons who forms CDF	Frequency	Percent (%)
The MP	40	45.3
The Community	16	18.7
Government and members of community	25	28
Councillors	7	8.0
I don't know	2	2.2
Total	90	100

Source: Survey Data

These responses show that the appointment of CDC is a highly subjective affair and is influenced by the area MP at (45.3%), since he is said to wield the most influence in the area over the process. The CDC composition was also said not to be representative of the entire Kaiti constituency and needing an overhaul in terms of the membership and selection process. The process were also said to be highly influenced by the provincial administration particularly the Chiefs. The selection process was reported to be skewed to the area MP's cronies and relatives.

These findings were further corroborated by various key informants and youth members who participated in the FGD's. Infact one key informant (a Religious/Church Leader) was quoted saying: *"the composition of the CDC is not good. It should be composed of the people who are not corrupt, people who are well focused and committed to development. For people to be elected a baraza is called ona vala andu matisa kumbana Chief nukunaa campaign ya mundu muna anyuvwe* (even though before a Baraza can gather the chief will have campaigned for a particular person to be elected). *They have their own people who will be chosen to represent them. Even the current youth representative is a Standard 8 dropout and it is not possible for him to understand the issue effectively.*

Another Key informant (Community Development Assistant) said: *MP ethiawa na andu make ala mekaa maundu ala ekwenda na ma-youth meithiawa mate represented.* (The area MP usually has his own people, who will promote the area MPs plans/ own things and the youth are not represented.) *I only know 2 members of the youth in the CDC, even the 2 are the MP's people. Ona undu manyuvawa ndumanya, wisaa okwiwa aa ni asami ma CDC!* (Even, how they are elected no one knows, you only get to hear later that these are the CDC

members!). Another Key informant (Provincial Administration) said: *The CDC is at the discretion of the area MP.*

4.1.12 Youth Awareness on CDF Act's Provision for Youth Representation

The research found that majority of the youth (51.7%) are not aware of the provision in the CDF Act for youth participation in decision making, while 48.3% said they were aware. Majority of those who said they knew about it were those youth with tertiary education, pursuing community development studies and/or those who had taken a keen interest in the CDF projects in the area, as was found out during FGD's. Generally a fair number of the youth have heard of CDF, and thus were aware that there is legal provision for participation.

The study also sought to know whether youth members were aware of the legal right to be represented in the CDF committees (CDC), majority (55.8%) stated they were while 44.2% were not. This shows that quite a number of youth do not know their rights when it comes to matters of membership in CDF committee in their constituency.

Indeed this was further clarified when respondents were asked how the youth are chosen to the CDF committees. Majority of the youth (47.1%) did not know the process or how the decisions were arrived at; 25.9% said that it was done by area MP. Others (21.2%) cited youth themselves, while (4.6%) respondents thought it was the area Councillor, who was the one involved in choosing the youth to such committees. The least 1.2% said that youth were chosen by their respective church leaders. This showed the level of ignorance among the youth towards this issue.

Majority (98.9%) of the youth interviewed had never been member of the CDF/CDF committee most with a paltry 1.1% having been able to represent youth since the inauguration of CDF 2003. This can be attributed to the fact that the CDF committee membership is re-constituted once every 5 years. In other cases the area MP (usually the CDC Patron) may retain their parliamentary seat for more than one 5 year Parliamentary term. Lastly, the CDF Act only allows for one youth representative which may be highly inadequate number for fair representation.

One key informant (Religious leader) said: *Ethiwa youth representative no umwe, na nimo aingi, ndethiawa na vinya wa uma-represent na mala maingi nimatumiawa nai.* (If the representative is only one and youth are the majority, there is no way he can adequately

represent them. In addition they are misused). *Youth mailwe kwithiwa me aingi* (youth representatives should be many) *and given time and opportunity to air their views.*

4.1.13 Ways of Improving Youth Awareness

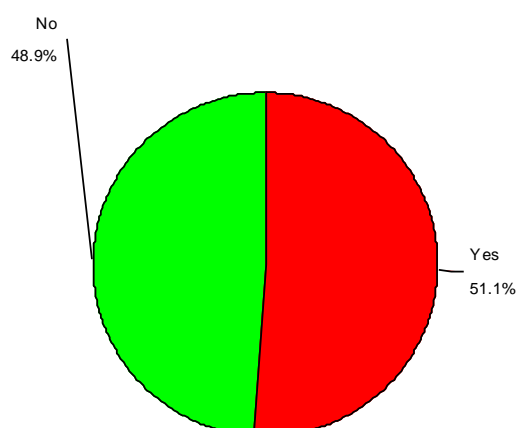
When asked to suggest ways and means of improving youth awareness on the CDF Provision and the CDC membership, 48.4% blamed CDF committee for poor publicity which meant that the committee had not done enough for the youth in the area to know the issues of CDF. Thus there are room for a good communication strategy to be put in place. 32.3% of the respondent said the youth don't have access to CDF committees, while the least 19.4% said that it was because of ignorance on importance of the CDF to the community which can further be blamed on the committee, however they did not indicate why or how the committee is to be blamed, perhaps an indication of the great expectations placed on the CDF committee.

Factors Facilitating Youth Participation in CDF Funded Projects

The research sought to know the nature of participation by youth in community development activities and projects funded by CDF. It specifically sought to know the ways they have engaged themselves in the projects and whether the level of participation was considered adequate or not. The study paid due regards to various activities possible in the CDF's project management cycle, and examined factors that influenced/facilitated youth participation in CDF projects.

CDF sponsored community development projects, just like any other projects have different phases and a definite life cycle-thus from project identification and appraisal, planning and prioritization, implementation, to monitoring and evaluation. The CDF projects may not necessary follow this process however respondents were required to identify the specific areas and levels in the project life cycle, attendance and participation in CDF meetings. When the respondents were asked if they knew the areas where they can participate in the CDF projects. The study found out that 51.1% of the youth knew, while 48.9% said they did not know as depicted on Figure 4.6.

Figure 4.6 Areas of participation in the CDF projects



Study findings indicated that a fair proportion (51%) of the youth know areas they can participate, however the level of youth participation needed some improvement. However, participation is only possible if one is aware of the area where they can offer a hand and is also given that opportunity.

4.1.14 Ways of Participation in CDF Activities

With regard to the ways in which the youth were allowed to participate, a majority of 27.8% indicated participation in voting for youth projects, 16.5% in making various project related decisions, while 7.6% were allowed to identify general community projects as shown on table 4.6.

Table 4.6: Ways in which youth are allowed to participate in CDF

Responses	Frequency	Percent %
Voting for youth projects	22	27.8
Implementation of projects	19	24.1
Decision making	13	16.5
The youth are not allowed to participate	10	12.7
Mobilizing other youths	9	11.4
Identifying general community projects	6	7.6
Total	79	100

Source: Data survey

The study findings are indicative of a fair involvement of youth in CDF activities. The youth are allowed to participate in different ways in CDF but not adequately involved in identifying general community projects that may have a greater impact on their life.

4.1.15 Adequacy of Youth Participation

With regard to the level of participation, the study found out that the level of youth participation was perceived to be very inadequate. Majority of the respondents (58.8%) said it was inadequate, 21.2% said it was lacking, while 7.1% indicated it was adequate. The study findings are as shown on the following table.

Table 4.7 Level (Adequacy) of Youth Participation

How do you see youth participation in CDF projects?	Frequency	Percent (%)
Inadequate	47	58.8
Lacking	17	21.2
Can be improved	10	12.9
Adequate (Active)	5	7.1
Total	79	100

Source: Survey Data

These findings were corroborated by interviews with key informants. According to one key informant, the level of youth participation was very low. The key informant was quoted as saying: *“Level ya youth participation yi nthi vyu lakini youth makatumiwa level yoo yithiwa yiulu muno.(Presently, the level of youth participation is very low, but if the youth can be utilized then it can be very high.)*

Further, the youth do not get any opportunities to participate and according to one key informant: *The youth are not consulted in project identification but only in implementation. If the youth are given an opportunity they can do exploits and wonderful things.*

4.1.16 Awareness and Attendance of CDF Meetings

The study found out that 52.9 % of the respondents were aware of locational CDF meetings to discuss CDF projects, while 46% said CDF meetings didn't exist and 1.1% did not have any idea. Thus a fairly sizeable number of youth had no knowledge of locational CDF meeting, suggestive of poor communication or general lack of participation in this crucial meeting.

Even with a sizeable percentage being aware of the CDF meetings, when the respondents were asked if they had been invited to attend these meetings at their locations, majority

(75.4%) indicated that they had never been invited and only 24.6% had been invited. This indicated that though there was existence of CDF meetings in the location, most of the youth were never invited giving further evidence of the poor involvement of the youth. Further, of the 24.6% of the respondents that had ever been invited to the CDF meetings, 64.6% that did never managed to attend, while 35.4% attended, giving very low levels of participation of the youth in CDF meetings

These facts were corroborated by various key informants, who were interviewed on the level of participation of the youth in CDF activities and meetings. A key informant (Religious leader) said: *Youth participation is neglected and because of this youth need to be given space to exercise their potential. If youth are given a chance they are capable.* Another key informant (Councillor) opined: *The youth have a problem, they don't attend Barazas. The youth don't initiative to know what or how they can solve their problems and they like free things. They don't participate in community activities and most of them like free things especillay mwolyo (relief food) .And they only avail themselves when they are paid in projects. Even when they get food, they sell it and get the money to go to the clubs and drink kaluvu (traditional beer) na vangi (bhang). The only people who participate are the women and men, when the area MP comes around the constituency,. They only attend Barazas, because watalipwa ama watapata kitu from the MP (they will get paid or get something from the MP). Youth will only be involved during the political elections or campaigning period.* According to a FGD with the youth, the lack of attendance of the youth to such meetings may be attributed to several factors like lack of transport, finances, attending school and other commitments. Other youth were also not notified of such meeting on time; hence they could not plan to attend. This was confirmed by respondents when they were asked the reasons for not attending all CDF meetings as shown on table 4.8 below.

Table 4.8: Reasons for not attending Locational CDF meetings

Responses	Frequency	Percent %
Not a member	26	39.4
Voting for youth projects	22	27.8
Lack of time	17	25.8
Student	12	18.2
Lack of awareness of CDF meetings	7	10.6
Discrimination	2	3
Nepotism	2	3
Total	66	100

Source: Data survey

Further ,from a FGD consisting of 11 Youths, Youth participation was said to be very poor: *Youth participation is rare because: Youth yonekaa iti aete kindu constructive na mainengawe opportunity .Asee maasyaa kana maitonya utavwya ni syana syoo.Ingi,imanyithya sya ku-participate syietawe itina wa wumbano wavitukie kana tuyiema utavwya.Na ti andu on the ala monaa tutonya kutethya kana ku-participate,kwoou tuyona vai maana tu-participate (The youth are not seen as able to contribute constructively and do not get an opportunity. The old men say they can be advised by the children. Also most communications to participate are brought when the meetings have been held or they are never informed at all.Not all see us able to participate,so we don't see the reason of participation at all*

With regard to expressing their opinions/views in both *Barazas* and CDC meetings, majority (44%) of the respondents also indicated youth are not given opportunities to address the CDF meetings/ *Barazas* or even allowed to freely air their opinions on issues discussed .This was the same case when it came to most CDC meetings. This was confirmed by one CDC Key informant who said youth are never really involved in CDC discussions ...”*Indeed,the timing for discussing crucial issues was such that youth representatives are sent out on errands ,such that by the time they come back,most sensitive issues have been passed by the committee”.*

Another Key Informant said: *The quality of participation is not there because they are not involved in the projects and do not even air their opinions.* This was also confirmed during one FGD excerpts; *Even though sometimes we attend barazas,we are not given any opportunity.Also when youth participate presently it is because they are being pushed and most of the meeting and youth projects are dominated by wazee(old men).*

The study found only one respondent who was a member of the CDC, which is the allowed number. Also the other CDC members were said to be cronies and relatives of the current MP Most of the youth did not also know the frequency and timings of the CDC meetings, a fact that can be attributed to minimal youth representation in the committee. This was corroborated by youth during FGD interviews: *Mavinda maingi twisaa umanya maundu ma CDF mavitie (We get to know CDF related matters when it is too late and have already happened. Also ti ana-youth onthe mamanyaa kuhusu mikutano nundu uvoo usu ndwisilaw'a nziani ila syailite nundu uvoo mwingi yu, unenganawe kwisila baraza kana Village headmen na maiema kuvikisya youth .Andu aingi maivikiawa tutavwa syindu sya andu ma muika (There is poor publicity ,regarding the CDF meetings and not all youth get to know ,as the*

right channels are not used, since only the barazas are utilized or village headme who never pass it on to the youth. Most people are also never told things regarding the youth). Other reasons for poor information/publicity on youth issues were given as: corruption by provincial administration who give selective information to particular youth, and “youth itiungiia maundu nundu was despair na lack of exposure” (Youth are not concerned about many things due to despair and lack of exposure. Ambiguity in project information and lack of proper guidance on how to complete/do things, hence making youth not to participate fully. Information is given in a discriminatory way when we y go to a Baraza to elect officials we are never given an opportunity to choose of our own but are forced to elect old men.

4.1.17 Ways and Means of Improving Youth Participation

Ways and means of improving youth participation in the CDC meetings and public Barazas were also sought. Most of the youth respondents (70%), did not respond to the question, a possible indicator of their lack of the importance of their views being represented. However key informant and FGD discussions showed that there are a number of ways to improve youth participation. One key informant said: *The churches and community development researchers can be used to address the issue of non-participation by youth. Increasing opportunities for youth to participate. Youth need recognition. They also need motivation and trust to make them work effectively.* Another key informant suggested that: *The youth need to be recognized. The Wazee (old people) had their share. Sometimes the youth have the ideas but because of being blocked from leadership ,they cant participate. Most youth know their problems and what can be done, but have no froum to express their issues.* Another key informant suggested that (A Pastor): *Sensitization seminars should be held to train and teach them. This will enable them to acquire knowledge and tame their potential. The pastors and church leaders can also be used to mobilize youth to participate.* A key informant (District Officer) said that: *We really need to come up with a strong youth policy concerning youth issues. Parents need to be talked to give youth more responsibilities and give them a chance to contribute to development.* One Youth in the FGD said: *Youth need to be sensitized about the need to participate in developments projects. Communication no lazima yikiwe mkazo nikana ivikie youth (Communication should be stressed so that information can get to the youth). The youth need more information to know how they are part and parcel of the development of the society. The youth proposed increased representation in CDC from the current one person. Identification of youth projects be done and implemented by youth. Changes in the CDF Act to increase youth participation. Also: If possible information and publicity of CDF issues she be done throiugh mass media. Introduction of Community development studies na uthiwa ni vatonyeka*

kila village vakethiwa ve mundu wikite community development ni usangia muno. (If possible, if every village can have aone person who has done community development studies, it would be very helpful).

4.1.18 Participation in CDF Projects (Project Cycle)

With regard to the roles and participation in various CDF initiated/sponsored community projects, the study sought to find out whether there were any such projects and what particular roles the youth undertook in the various project stages. The study found that in terms of awareness regarding the presence of CDF funded and implemented projects, majority (81.3%) of the respondents were aware of such projects and only 18.8% did not know. When asked the type of projects initiated through CDF the majority indicated general social services projects (water supply, roads, schools and dispensaries) with only one 1.3% targeting youth. The study results are as depicted in the table below.

Table 4.9: Kind of CDF projects implemented in the area

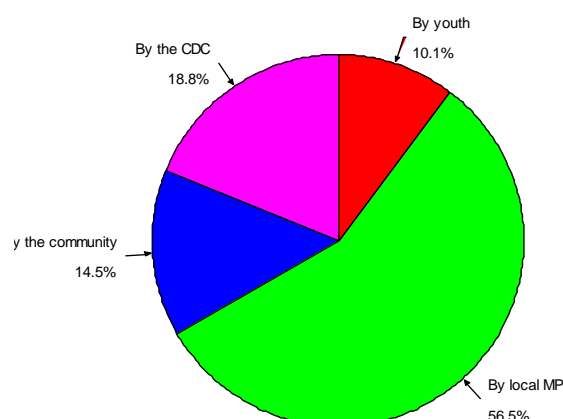
Responses	Frequency	Percent %
Water project	28	36.8
Road construction	14	18.4
School construction	12	15.8
Setting up a dispensary	11	14.5
Building of cattle dips	4	5.3
None	4	5.3
Tree planting	2	2.6
Rehabilitation of football field	1	1.3
Total	76	100

Source: Data survey

This was further corroborated by secondary data analysis of projects funded and implemented through the Kaiti CDF from 2003-2008. With regard to how the various CDF Projects were communicated or how respondents got to know about the projects, majority mentioned the use of posters, church leaders and provincial administration e.g. chief and village headmen.

The study sought to find how the CDF projects were identified and whether youth played any specific role in identifying community development projects. The study found that majority (56.4%) are identified by the area MP, 18.8 % by CDC while youth were involved in identifying 10.1% of the projects. This is as depicted in the diagram below.

Fig. 4.7 Identification of CDF Projects



The study also sought to know at what stage in the Project cycle youth were involved in and most of the youth did not know that projects have various levels (life cycle) but where able to indicated the various levels in which they participated. Most of the key informants *said many of the youth were unavailable to participate in most of the CDF projects unless there was monetary incentives. Another Key Informant said: The quality of participation is not there because they are not involved in the projects and do not even air their opinions*

Hindrances and Constraints to Youth Participation

Many youth generally find significant barriers and hindrances to full participation/ involvement in community projects/activities. Some of these are demographic, economic, geographical (time and location), organizational preparedness and cultural (mindsets and perceptions). The study sought to know what specific barriers exist for the youth in Kaiti constituency whether in terms of the general community environment they found themselves in terms of their expressing their opinions or in actual participation in CDF projects.

Majority (87.2%) of the respondents said that youth do not participate in CDF projects while the level of complaints on youth participation in CDF projects was found to be as high at (88.1%), and majority (74.1%) of youth respondents indicated they do not participate in CDF projects. When asked why they don't participate (86.6%) indicated it was because of various hindrances place in there way. This was corroborated by interviews done with key informants and also during FGDs. For example: One Key informant said: *Youth will prefer to loiter around especially during market days.*

The study found out that the biggest hindrance to youth participation was based on cultural mindset and perception. The elderly people are prejudiced against the youth and see them (youth) as incapable and inexperienced, too young (kids) as well as ignorant. They also view youth as leaders of tomorrow. These views were corroborated by responses from the youth during one FGD on the hindrances/ barriers they face. (From FGD consisting of 11 youth the challenges and hindrances youth face remains the same: Youth are not given opportunities to express the opinions or participate in project identification or implementation).

For example one youth said: *Asee makulasya youth: We wiona utonya undogoesya, oyu usyaiwe (The adults ask the youth, Youngman, do you think you can lead me, seeing you were born just the other day). Therefore they even refuse to leave the offices they are holding. We are not allowed to air our opinions freely, but this is changing abit since 2008, but in the past kunai kivindu (there was darkness in regards to youth being allowed to air there opinions).*

When the respondents were asked the reasons why they have not been participating in CDF projects most (39.4%) lacked time, 18.2% were students, 10.6% lacked of awareness and lack of information, meetings and the least 3.0% was because of discriminative payment and nepotism. Some respondents (5.4%) felt that because of lack of experience (skills, training) they cannot participate in CDF projects.

Also poor self image (esteem) and lack of knowledge of their rights. When the respondents were asked if the youth were allowed to express their views in the CDF meetings, 55.8% said that they were allowed while 42.9% were not allowed. The least 1.3% did not know. This showed that there is a sense of intimidation upon the youth which can be attributed to lack of experience. One Key informant said (A Pastor): *The youth have no time to share and air their opinions or even react to what they are told when they attend CDF meetings. Specificall, youth are faced with the following issues: not being given an opportunity to participate in meetings and projects, the low level of education, lack of financial power (hence no say) and retrogressive culture that sees them as unable to do anything. They also don't play their roles. They are also faced with challenges like some adults don't like to look youth been seen as able due to the money factor involved in CDF. The youth do not also participate in many projects so they lack experience.*

A key informant (Provincial Administrator) concurred saying hindrances youth face includes: *Economic disempowerment, since in our society when you are not economically empowered*

you are nobody. The people who have the money are no longer youth and are about 50yrs and above. Also youth are faced with social frustrations as without employment, people think you have nothing to contribute and you are though incapable. The other challenge is drug abuse, due to the socio-economic problems. Other hindrances include corruption and leadership problems even in projects made for the youth like Kazi kwa Vijana (KKV). Youth are also not consulted because most projects have a top-bottom approach. Youth are also neglected and a new culture is emerging that they are only useful during electioneering periods are exposed to drugs and beer. Also politicization of all issues is another big hindrance and parliament can even decide to vote down good policies

Another key informant (CDA) said: There is a lot of political interference even when efforts to develop the youth occur. Politicians and the rich misuse the youth, who also prefer to loiter around especially during market days. The youth are also regarded as leaders of tomorrow. Uni usu no ukavikaa? (When will that tomorrow come?) Ever since I was a young lady the story has been the same. Uni usu no ukavikaa? (When will that tomorrow be/come?) Youths are also frustrated by elder people and they have to leave the projects. Drug abuse is also messing our youth

Projects Addressing Youth Issues

In terms of the ways in which youth participated in the CDF projects, the study found that the CDF committee identifies and implements various development projects through out the constituency. A majority of these are mainly social services/amenities and infrastructure development related (construction and rehabilitation). These include projects on Schools and polytechnics, health centres/ dispensaries, roads, market stalls, water, seedling planting. However there are specific youth needs that may need extra attention like: employment opportunities, recreational facilities, learning/mentorship opportunities, libraries etc. The study found out that majority (94.6%) of the respondent indicated there were no adequate projects that address youth needs and 5.4% felt that there were adequate youth projects, although when asked which ones they could not elaborate.

From youth FGD the study found that there were no specific CDF projects that are geared or targeted towards meeting youth needs/issue. A FGD participant averred that: *there is no particular project addressing youth issues only, but projects are targeted at all people. However we hear there is a plan by the ministry of Youth Affairs to bring football sports and then the CDF would support it.* (Making reference to the intended MOYAS Constituency

level Football Tournament to be funded/channeled through CDF). *As regards identification of projects the locational development Committee, whose chairman is the chief, is the one which identifies the projects, although, the final determinant is the MP who releases the money.* A key informant (A pastor) said: *I don't know any project that address youth issues although youth have many needs.* As indicated earlier when the respondents were asked the kind of projects CDF implemented in the area most (36.8%) said it was water, 18.4% said road construction while the least 1.3% talked of rehabilitation of football field for the youth as shown on table 4.10.

Table 4.10 CDF projects implemented

Kind of CDF projects implemented in the area?	Frequency	Percent (%)
Water project	28	36.8
Road construction	14	18.4
School construction	12	15.8
Setting up of dispensaries	11	14.5
Building of cattle dips	4	5.3
None	4	5.3
Tree planting	2	2.6
Rehabilitation of football field for the youth	1	1.3
Total	76	100

Source: Survey Data

This showed that the projects which were implemented in Kaiti Constituency were not only centered on youth people but to the whole community. When the respondents were asked if there were projects addressing youth issues, 64.6% said not while 35.4% said yes. This was further confirmation that projects in the area do not address youth as such. The projects which the respondents thought that could address youth issues were *Kazi kwa Vijana* (24.3%), small scale business (15.7%), water conservation projects (14.3%), games competitions (8.6%) and chicken rearing (8.6%). horticultural produce (2.8%). The other projects highlighted included health services (7.1%), planting seedlings and seed-bed preparation (5.7%), education of youth in technical jobs like mechanics (5.7%), construction works (4.3%). The least were construction of gabions to prevent soil erosion and electrification of rural areas each with 2.9%.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings as well as a discussion of the findings in relation to the literature review in Chapter 2 according to the four set objectives of the study. It also presents the conclusions that were made as well as the various recommendations given for improving youth involvement and participation in Kaiti Constituency Development Fund financed community projects. The chapter further highlights recommendations for possible areas of further research.

5.2 Summary

The main objective of this study was evaluating youth participation in community development activities with particular regard given to CDF initiated and funded projects in Kaiti Constituency.

Specifically the study objective was:

1. To establish the various ways and levels of youth participation in the CDF activities and projects.
2. To ascertain the factors (opportunities) that facilitate youth participation in CDF funded projects in Kaiti Constituency.
3. To elucidate the constraints that youth face in their efforts to participate in local community projects funded by CDF.
4. To establish existing methods of meeting the needs of Youth at the Constituency level through their participation in CDF funded projects.

The current study found that the Kaiti constituency had no established ways of involving youth in CDF funded activities. There was high levels of awareness on the CDF. Mass media communication was identified as the main source of information on the CDF, followed by area Member of Parliament who was also mentioned as a key influence in the CDF management. The role of the provincial administration and other social institutions/organizations (e.g. NGO's, Churches) which would be expected to play a critical role in disseminating information on the CDF and other development matters or mobilizing youth were not indicated as key sources of information on the CDF.

Additionally, even with high awareness level of what it was, it was noted that the majority of the youth had either the wrong notions or no clue of what the CDF really represents. In particular, one of the key informant said that *“people usually think that the CDF money should be used to buy them food, which is a private activity compared to the proposed use of the CDF to solve public/communal problems like lack of school buildings and health centres”*.

With regards to the formation of the CDF committees, only 18% thought that it was the community's responsibility, with findings indicating that the appointment of CDC is a highly subjective affair and is influenced by the area MP, since he is said to wield the most influence in the area over the appointment process. The composition of the CDC was said to unrepresentative of the entire Kaiti constituency and therefore needing an overhaul, in terms of its membership and selection process. The selection process was also said to be highly influenced by the provincial administration particularly the chiefs, and further being skewed to the area MP's cronies and relatives.

Both qualitative and quantitative findings indicated that a significant percentage of the youth is not aware of the provision in the CDF Act for youth participation in decision making and their thus a right to be represented in the CDF committees (CDC). The youths demonstrated limited knowledge of the selection process, which could be attributed to either ignorance or lack of interest. This was clearly visible in the level of youth representation and attendance in the CDC meetings, which was significantly low.

The study findings were in agreement with the non-participation level of Hart's ladder of participation which is comprised of manipulation, decoration and tokenism. Manipulation is the lowest rank in the ladder of participation and it is driven by the fact that *the end justifies the means*. The youth involved had no understanding of the issues and could not understand their actions which were counted as participation. In manipulation, neither consultation nor feedback is given at all, as the young people are used in the guise of participation to achieve the adults intended goals.

The second level of decoration, the adults don't pretend that the cause is inspired by the children, but simply use them to bolster their cause in a relatively indirect way. This can be said to be the case with Kaiti Constituency as the CDF was being used by the political and provincial elite to achieve their ends, while ensuring the youth had some CDF printed Tshirts

and ensuring that occasionally they would be invited in barazas where they would get some refreshments. In the third level, tokenism, young people are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it. Also they have little or no opportunity to formulate their own opinions. This was the case with Kaiti CDF as the youth would hardly get to be heard in any *barazas* and other decision-making forums given there was no real youth representation in the CDC's.

From these findings we can deduce that there is a need for Kaiti CDF to give due consideration to awareness creation, sensitization and the development of an effective communication strategy, with a monitoring and evaluation matrix to ensure that the fund is utilized for the purposes for which it was intended while ensuring that there is a fair representation from the youth across the entire constituency.

The findings concur with other studies which found out that youth had become marginalized or were "excluded" from social services: education, health care, salaried jobs and consequently access to the status of an adult" (Chigunta 2002), and further corroborated by the UN World Report 2007 which stated that "*a common constraint everywhere...is the absence of an enabling environment for youth development and participation with such factors such as inadequate investment in education, health care and shrinking labour markets in which youth are often the last all presenting the youth with real obstacles to meaningful participation in the development of their communities.* In Kaiti, the youth were hardly involved in community developments and would be inadequately participate due to low levels of education or adequate preparation to stand up to the adults during the CDF decision making meetings.

Further, the study findings concur with the Katorobos model as they indicate that participation in CDF projects is highly influenced by the elite of the community particularly the area MP and provincial administration. Katorobo's IDS paper: *Models of participation in the rural development of Botswana* indicated that due to the elite or aristocratic model of participation in rural development there is restricted participation with a few people, the rural elite having the greatest access to scarce development resources of ideas, materials and extension services, As such, change agents only seek out the few great men (opinion leaders) to use the scarce resources to maximize development. This often leads to such resources benefiting the allocated individuals, and not necessarily the whole village, with the socio-economic conditions of the rural areas/ masses remaining static or declining.

With regard to Hart's postulates that children need to be involved in meaningful projects with adults since *it is* "unrealistic to expect them suddenly to become responsible, participating adult citizens at the age of 16, 18 or 21, without prior exposure to the skills and responsibilities involved and to gain the confidence and competence to participate only possible through gradual practice, as it cannot be taught as an abstraction", the case of Kaiti Constituency demonstrated that this has not been factored in as the youth are hardly involved.

The nature and level of youth participation in the current study was examined by looking at ways of engagement and adequacy of level of participation in the projects management cycle. The findings indicated a significant level of knowledge of the project management cycle and areas of involvement by the youth at 51.1%. However, there was a major disconnect with the apparent lack of awareness of the areas they can participate in. The study findings thus are indicative of a low level involvement of youth in CDF activities. The youth are allowed to participate in different ways in CDF but not adequately involved in identifying general community projects that may have a greater impact on their life. Both quantitative and qualitative findings indicated significantly inadequate levels of youth participation in CDF activities. This inadequacy was associated with poor utilization of youth who have great potential, a lack of consultation in decision making and ignorance among the youth.

An interesting finding was that a significantly high number of youths were aware of locational CDF meetings to discuss CDF projects, but they did not participate in the meetings basically because they were not invited or they chose not to attend even after getting invitations because it was not very important to them. Quantitative findings indicated that this reluctance was attributed to social economic factors like lack of transport, other competing priorities like school and work, poor communication, negative attitudes by the community leaders towards the youth and the fact that youths were not given freedom of expression or their voices being heard in meetings as their opinions were not taken seriously, hence demotivating the youth participants.

With respect to the means that can be employed to improve youth participation, the findings indicated that church involvement especially with the youth teams, increasing opportunities for involvement, recognition of youths in various fora like barazas, motivation and affirmation of their efforts and skills, change in perception and disregard of myths that stand in the way of development, sensitization seminars for training and equipping, targeted youth mobilization during CDC meetings, development of a good youth policy as well as improved

communication and information sharing would be appropriate methods. The youth were upbeat that involvement in full cycle project management especially for youth specific projects would definitely enhance their commitment and participation.

The study also observed that in terms of awareness regarding the presence of CDF funded and implemented projects, majority (81.3%) of the youths in Kaiti Constituency were aware of such projects. However, Constituency Development Funds were being used in general social services projects (water supply, roads, schools and dispensaries) with only one planned project that is targeting youth. With regard to communication, the study findings indicated that information dissemination was through posters, church leaders and provincial administration e.g. chief and village headmen while the project identification was attributed to the area MP, with a significantly small number identified by the CDC and youth participation in this being very low at 10%.

As observed earlier, the youths in Kaiti constituency are not adequately involved in the full cycle of project implementation. Research findings in a research cited in *Youth Participation Guide: Conceptual Overview* [FHI 2008:5] it was found that nearly every project involved youth in implementation but while most projects involved them in design and planning, very few involved youth at the monitoring/evaluation stage.

IYF identified key areas where youth can be actively involved in any projects: research, decision making, communications, advocacy and publicity, advisory or consultant role, administration, management, program planning, peer promotion, community outreach, training staff or volunteer role. Additionally, youth can also be involved in mandating, representation, institutionalizing structural change, programme collaboration, youth adults committees in rural areas, long-term youth-adults partnerships, and mentorship among others however study findings in this case of Kaiti constituency were different bringing out the need for leaders to consider and focus attention on these areas seriously.

The current study also indicated very low participation of youth in community development projects, a statistic attributed to lack of interest, poor self image, lack of information, lack of conducive platforms to address their issues, discrimination and nepotism, lack of expertise and other competing engagements on the side of the youth, age, a negative cultural mindset and perceptions that lead to prejudice and demotivation. Additionally, intimidation and lack of support for youth initiatives, lack of experience, economic disempowerment, social

frustrations leading to lack of influence and associated social economic problems, leadership challenges, project management approach with a top bottom approach and an overly politicized management of the CDF affected the level and nature of youth participation.

Besides, the study findings further concur with Mbula's observation in remarks in her paper *Participation of Youth in Rural Transformation* (IDS 1978:2) where she argued that participation simply means to partake, to be involved or to be related to a large whole. She noted that the social-cultural context of youth is critical in the analysis of youth participation and in transforming their societies and isolated 4 areas that must be paid attention to in dealing with youth matters, especially where participation is concerned namely:

1. Youth unemployment and under-employment, educational reforms to keep pace with economic needs, and nutritional and health deficiencies, all of which may course youth to remain a dependent and marginal group.
2. The continuing tendency to look upon young people as objects rather than human resources, able to confront and resolve problems of Kenya in partnership with other societal groups.
3. The erosion of traditional values which gave the youth a place in the community and acted as guidelines for both the youth and the society.
4. The inability to appreciate that throughout history, transitional periods are critical and that youth are most affected during such periods, than the adults.

Mbula (1978: 8) further argued that youth realized the role they should play in the society today and not tomorrow, as a lot of political leaders like telling them; and hence the need to harness the dynamism of youth and the profound need for the direct participation of youth in the shaping of the now and tomorrow of their society. Accordingly, there is an urgent need to utilize the energies, enthusiasm and the creative abilities of youth in the tasks of national building, the preservation of peace and the promotion of national building.

With respect to identification and implementation of projects, the study also found out that the CDF committee in Kaiti constituency identifies and implements various development projects through out the constituency. A majority of these were mainly social services/amenities and infrastructure related mainly, in particular, schools, health centres/ dispensaries, roads, market stalls, water and farm seedling. Of particular note was that there were no key youth targeted projects such as in: employment creating projects, recreational facilities, learning and

mentorship opportunities, libraries and other projects that may address the various youth needs.

Consequently, the studies found out that majority (94.6%) of the respondents were of the opinion that there were no adequate projects that address youth needs. Youths in the constituency highlighted several projects that would be of interest to them: *Kazi kwa Vijana*, support to establish small scale businesses, water conservation projects, games and athletics competitions, chicken rearing and horticulture.

The study findings also support Hirschman's (1970) exit, voice and loyalty theory that suggests that management finds out about its failings via two alternative routes: *Exit option* where customers stop buying the firms products or some members leaving the organization, and the *Voice option*, where customers or the organizations members express their dissatisfaction directly to management or some other authority to which management is subordinate or through general protest addressed to anyone who cares to listen. The study indicates that the youth in Kaiti are utilizing the exit strategy, as they migrate to urban areas to means of earning a livelihood and utilizing their energies.

Further, the study found out that in terms of gender representation, this was not balanced with only 27% of the youth participating representing the female gender. The low representation was attributed to few female youths actively participating in CDF and community development projects hence their inability to provide any information, their unavailability and unwillingness to participate in the research. This can be attributed to rural women's poor or a total lack of education and gender relations which play a crucial role in the African culture, with girls' participation in development matters largely curtailed.

The study also served to highlight three main hindrances towards youth participation in development projects being negative cultural mindset and perceptions, poor organizational preparedness and demographics factors. The negative cultural mindset and perception of the adults in Kaiti towards the youth has hindered youth from being involved in decision making in projects that affect. Organization preparedness was also noted as a key hindrance as majority of the youth implied low levels of awareness of what CDF is all really about with 44.4% of the constituent youth not aware of their right to participate. Demographic factors could be implied as a hindrance towards youth involvement and participation as a significant number (39.4%) of the youths indicated lack of time as the reason for not participating in

CDF activities. Given the age of the participants (15 – 22 years), it may be right to say that their priority at this age is definitely not in community development projects though this would be in contrast to their stated desire to participate in various projects. Additionally, the lack of understanding of what CDF activities are geared towards could also account for the low importance attached to it. Similarly, poor self image emanating from the sociocultural environment they find themselves in could be a contributing factor to this attitude, as youth are seen as kids who do not have palusibe opinions and therefore “objects” to be used by the adults, hence the community does not expose them to development and empowerment experiences at an early age.

5.3 Conclusions

The purpose of this study was to examine and evaluate:

1. The various ways and levels of youth participation in the CDF activities and projects.
2. The factors (opportunities) that facilitate youth participation in CDF funded projects in Kaiti Constituency.
3. The constraints that youth face in their efforts to participate in local community projects funded by CDF.
4. The existing methods of meeting the needs of Youth at the Constituency level through their participation in CDF funded projects.

5.3.1 Ways and Levels of Youth Participation in CDF Activities and Projects

Youth participation in CDF activities in Kaiti constituency was found to be very low, with only 24% of youth's presentation in CDF meetings. This was in contrast to the awareness of the CDF which was significantly high (97.8%), however this youth awareness on CDF was misleading, as a cumulative 22.4 % had either the wrong notions or no clue on what CDF really represented, hence a need for sensitization on the role of CDF among youth. It was also observed that gender representation was unbalanced with only 27% of the youth participating being of the female gender. The low female representation was attributed to low levels of female youth actively participating in CDF and community development projects hence unable to provide any information. Other factors causing this could be their unavailability and unwillingness to participate due to rural women's poor or total lack of education and gender relations, which play a crucial role in African culture, with girls' participation in development matters largely curtailed.

5.3.2 Factors Facilitating Youth Participation in CDF Funded Projects

There were no key factors that were identified to support youth participation leading to low participation in CDF projects. According to the study; this can be addressed through involving the churches and community development researchers. Youth recognition in decision-making meetings and other organs of the CDF are a necessary factor for them to be actively involved in the projects. They also need motivation and trust to make them participate effectively. Strong youth policies were also suggested as a factor to motivate the youth's participation in community development projects.

5.3.3 Constraints Youth Face in their Efforts to participate in Local Community Projects

Three main hindrances towards youth participation in development projects were identified as negative cultural mindset and perceptions, poor organizational preparedness and demographic factors. The cultural mindset and perception of the Kaiti people has hindered youth from being involved in decision making on matters that affect them (especially involvement in project selection and implementation). Organization preparedness was also noted as a key hindrance since majority of the youth had low levels of awareness of what CDF is all really about with 44.4% of the constituent youth not aware of their right to participate. With regard to demographic factors as a hindrance towards youth involvement and participation a significant number, 39.4% of the youths indicated lack of time as the reason for not participating in CDF activities implying that the youth did not give CDF activities priority.

5.3.4 Existing Methods of Meeting the Needs of Youths

The CDF committee in Kaiti constituency actively identifies and implements various development projects through out the constituency. These are majorly in social services, amenities and infrastructure development areas .However, there were no specific methods aimed at addressing meeting youth needs. Attempts to interview the CDF projects committee was denied by the officials. There were however areas that could be given attention with respect to meeting youth needs like: employment creating projects, recreational facilities, learning and mentorship, soft skills training projects. It was also observed that majority of the youth wanted projects targeting the youth but they did not have a solid idea of what exactly those project would look like, hence a need for sensitization and awareness creation among both the youth and CDF committee in Kaiti.

5.4 Recommendations

5.4.1 Recommendations for Improvement

5.4.1.1 Ways and Levels of Youth Participation in CDF Activities and Projects

The researcher recommends that Kaiti constituency adopts Katorobo's mass model of participation which advocates for increased participation of rural people beyond the elite; with segmentation and generalization principles applied according to the nature and type of activity, and the youth encouraged to fully participate from initiation to completion of youth projects. With such involvement and with the youth given platforms to air their concerns and make decisions for matters that affect their life, the constituency will not only be empowering the youth and giving them wings to fly, but will also be creating a healthy development environment that taps into the skills, knowledge and talents of those with vigor and energy hence increasing the levels of participation.

5.4.1.2 Factors Facilitating Youth Participation in CDF Funded Projects

The researcher observes that there are barely any factors in place to facilitate youth participation in the constituency, an observation that could be generalized to most rural settings in Kenya. The researcher therefore recommends that there is need for the CDF staff to put in place strategies towards youth empowerment through awareness creation to the community on the roles that youth members of the community can play in CDF projects. For example priority could be given to the youth in any employment opportunities in these projects so as to encourage their involvement in the projects.

5.4.1.3 Constraints Youth Face in their Efforts to participate in Local Community Projects

The study highlights significant constraints and issues that hinder youth participation in CDF projects. This included negative cultural mindsets and perceptions, organizational as well as demographic related factors. The researcher thus recommends the leadership of Kaiti constituency to objectively strategize on how to address the factors that hinder youth participation, and to adopt tested and proven ways and strategies that facilitate and enhance youth participation in community development.

5.4.1.4 Existing Methods of Meeting the Needs of Youths

The researcher recommends a critical analysis of the needs of the Kaiti constituency youths, ensuring equal representation of gender and encompassing the right ages that can and have the

time and need to actively participate in CDF activities. Using the identified specific needs, the researcher recommends consultative meetings with the youths to think through available practical ways of meetings those needs within the available means, realizing that the young people have unexplored potential that needs to be tapped into.

5.5.2 Recommendation for further studies

A key observation in this study was that the rural youths were not aware of their rights on participation as provided in the CDF Act and the researcher would recommend further studies on information dissemination, development related communication in rural areas and its correlation with participation in development projects as well socio-cultural aspects that may play a role in hinder or determine the type and level of participation in community developments.

Bibliography

- Andrew Clayton et. al (nd) *Peoples Participation*: UNDP Publication
- Babbie, 1995, *The Practice of Social Research* 7th Ed. Wadsworth, Publishing Company
- Bergdall, 1993, *Methods Of Active Participation: Experiences In Rural Development From East And Central Africa* Nairobi, Oxford University Press. Kenya
- Chigunta, 2003: - *The Socio Economic Situations of Youth In Africa: Problems, Prospects And Option* - <http://www.yesweb/>
- Constituency Well Being Report, 2008 KNBS,. Based on 2005/06 KIHBS. Nairobi; Regal Press
- District Focus for Rural Development 1995: Nairobi, Government Printer, Kenya.
- Eisenstadt, 1972, *Youth in Modern Society*, in (Clark M and John P Clark), Youth Minneapolis Minnesota; Holt, Rinehart and Wiston, Inc. USA.
- Falleti, 2005, *A sequential Theory of Decentralization: Latin American Cases in Comparative Perspective*, American Political Science Review Vol. 99, No.3 August 2005 pp 327-346.
- FHI 2008: *Youth Participation guide: Assessment, Planning and Implementation: Conceptual overview*. A Family Health International publication.
- Generation of Change: Young People and Change, UNFPA. The state of the world population 2008 Youth supplement,
- Gikonyo, 2008, *The CDF: Social Audit Guide: A Handbook For Communities*, Open Society Initiative of East Africa, Nairobi, Kenya
- Globalization for Development: Trade, Finance, AID, Migration and Policy: 2006, Eds. Ian Goldin, Kenneth Reinert, World Bank Publication.
- Haralambos et al, 2008, *Sociology: Themes and Perspectives*, 7th Ed. London, Harper & Collins Publishers Ltd, , UK.
- IYF publication, 2002, What works in youth participation; Case Studies from around the world. Editors Silvia Golombek
- Kabwegyere and Adhola 1978, *Participation and Rural Development*: IDS Workshop on Popular Participation in Rural Development, Karen Kenya. Paper Presented March 1978.
- Katorobo, 1981, *Models of Participation in the Rural Development of Botswana* in Njuguna Ngethe (ed) IDS Occasional Paper No. 38, 1981, pp 15-28.
- Koninklijke, 2005 *Vanguard or Vandals: Youth, Politics and Conflict in Africa*. (Ed) Piet Konings, Paul Mathieu, Adebayo Olukoshi, Brill NV, Leiden, The Netherlands

- Lele, 1974, *The Design of Rural Development: An Analysis of Programs and Project in Africa*
– World Bank Publication, Washington D.C
- Makewa, 2008, *Developing Youth*, Uzima Publishing House, Nairobi, Kenya
- Makueni District Development Plan 2002-2008; Nairobi: Government Press, Kenya.
- Mbula, 1978, *Participation of Youth in Rural Transformation*, Paper presented at the IDS workshop on rural Transformation held at Nairobi, March 25-31 1978.
- McGrew, 2005, *The Globalization of World Politics*, 3rd Ed., (Ed): John Baylis and Steve Smith, New York ;Oxford University Press Inc.
- Milbrath , 1965 ,*Political participation :How and why do people get involved in politics*
Chicago,USA
- Milton, 1972, *Youth in changing society*, Boston, ,Rutledge and Kegan Paul Ltd, USA.
- Mulwa ,2004, *Managing Community Based Development: Unmasking the Mystery of Participatory Development* Nairobi, P. Oliver Publishers; Kenya
- Nyambura, 2005, *Youth, for Kenya: Force for Change or lost generation*:Paper presented at the WB ESSD Week Session on Youth:Assets for Social and Economic Transformation,March 31 2005
- Norland and Bennett, 1993, *Youth Participation* in Journal of Extension, Spring 1993 /
Volume 31 /Number 1 pp 1
- Oucho, 1996,*Urban Migrants and Rural Development in Kenya*;Nairobi University Press.
- Raytes, 2001, *Globalization and Development Studies: Challenges for 21st century*, (Ed.)
Frans J. Schuurman , Vistaar Publications,
- Schutt, 1994: *Investigating the Social World :The Process And Practice Of Research*, Boston
Pine Forge Press. University of Massachusetts, USA.
- Singleton et al, 1988, *Approaches to Social Research* New York, Oxford University Press,
Oxford.
- The Carnegie Foundation for the Advancement of Teachers, 1979: Berkeley, California,
USA
- UN World Youth Report 2007: Young People and Development: A Global Perspective and
Local Efforts. UN Publications.
- UN World Report 2007, Demographic and Health Surveys, ORC Macro.UN Publications.
- Youth 1975: The Seventy Fourth Year Book of The National Society For The Study Of
Education. Eds: Robert J. Harighurst and Philip H. Dreyer, Illinois, University of
Chicago Press, USA.
- EQ Review Vol.4,No 1, Youth Participation In Development Projects. pp1-4

Hart; 1992, Children's Participation: From Tokenism to Citizenship. Innocenti Essays
No.4, UNICEF Publication, Spedale degli Innocenti, Florence Italy

Oyugi, 1986, Kenya: Two decades of decentralization effort (African Administrative studies
No. 26 1986 pp 137- 161).

Kenya National Youth Council, Draft October 2006-Ministry of Youth Affairs.

Kenya National Youth Policy: Plan of Action 2004. Republic of Kenya.

Vijana Magazine Issue No. 1. May 2007 © Min of State for Youth Affairs

DN March 11 2009, Kazi Kwa Vijana (KKV) Programme

The East African Standard Dec 14 2008, Let Us Get It Right With The Youth; They
Represent A Large Pro-Change Constituency.

http://www.info.worldbank.org/etools/docs/library/160787/775_Francis.ppt#256,1, Youth in
Kenya: Force for change, or lost generation? Downloaded -27/04/2009

<http://web.worldbank.org/wbsite/external/topics/extsocialdevelopment/0.html>- World Bank
on "Youth: Strategic Directions for the World Bank" in 2003, Downloaded 23rd April
2009

<http://www.stratshope.org/b-youth.html>: Youth-to-Youth: HIV Prevention and Young People
in Kenya, Youth to Youth Initiatives-Downloaded 2/May/09

<http://www.measuresdhs.com>

[http://www.siteresources.worldbank.org/extecaregtopyouth/Resources/ECAApproachPaper-](http://www.siteresources.worldbank.org/extecaregtopyouth/Resources/ECAApproachPaper-fin)
fin Approach Paper on Mainstreaming Youth Issues in ECA- Downloaded 23rd April
2009

<http://www.uis.unesco.org/Template/pdf/Teachers2006/TeachersReport.pdf>. Secondary School
Enrolment by World Region, 2000 and 2004.

<http://www.uis.unesco.org/Template/pdf/Teachers2006/TeachersReport.pdf>. Secondary School
Enrolment by World Region, 2000 and 2004.

<http://www.undp.org/africa/programmedocs/KENYA-CPD-2009-2013.pdf> - Downloaded -
27/04/2009

<http://www.unpopulation.org>.

[http://www.wrmportal.net/library/II/general-information-on-the-topic-social-](http://www.wrmportal.net/library/II/general-information-on-the-topic-social-development/sdp60.pdf)
development/sdp60.pdf - Investing in Youth Empowerment and Inclusion: A Social
Development Youth in Kenya: Force for change, or lost generation-Downloaded 23rd
April 2009