

EMPOWERING YOUTH THROUGH GREEN-SKILLS: A STUDY OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IN KENYA

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Abstract

This study explores how Technical and Vocational Education and Training (TVET) might provide green skills to Kenyan agricultural workers while addressing problems originating from negative views. The study, which includes 11 TVET institutions and 399 participants from three Kenyan counties, emphasizes the critical need for infrastructure and curricular reforms within these schools. The previously observed skills-market mismatch, in which graduates failed to find jobs that coincided with their training, emphasizes the significance of expanding the TVET curriculum in green skills such as organic farming, fish farming, and post-harvest loss reduction. The report calls for mentorship and hands-on training delivered by local agripreneurs to overcome this gap, focusing on youth and women. Changing people's attitudes towards agriculture and boosting green enterprises necessitates concerted lobbying activities.

Furthermore, collaboration with government agencies and business players can increase the impact and sustainability of these interventions. Finally, this research aims to contribute to sustainable development and economic progress by enhancing TVET's capacity to empower young Kenyan women in agricultural and green entrepreneurship. Agriculture, youth, technical and vocational education and training (TVET), green skills, employment, and Kenya are key topics related to this study.

Key words: Agriculture, youth, Technical and Vocational Education and Training (TVET), green skills, employment, Kenya.

Over forty per cent of Kenya's population is employed in the agricultural sector, making it one of the most important contributors to the country's economy. In addition, agriculture is the principal source of income for most people who make their homes in rural areas. These people are responsible for caring for their families as well as themselves. In addition, it is essential to remember that this fundamental sector is responsible for a sizeable contribution, accounting for around 30 per cent of Kenya's Gross Domestic Product (GDP) (Central Bank of Kenya, 2022). The agricultural industry comprises several subindustries, the most important of which are food crops, industrial crops, horticulture, livestock, and the blue economy (which includes fisheries

and forests). When considered as a whole, these subsectors are responsible for the vast majority of employment possibilities available in urban and rural areas. This is true regardless of the environment. According to the Government of Kenya's (GoK) 2019 Development Goal, ensuring people have access to adequate food and nutrition is one of the primary pillars. Consequently, they are given an extremely vital role in the all-encompassing strategy Kenya has developed for the general expansion of the country. The expansion of agribusiness, an integral component of commercial agriculture, is an opportunity to improve the nation's overall food security and one of the potential solutions to the problem of high young unemployment rates. Even though the agricultural sector possesses a significant amount of latent potential just waiting to be harnessed, the level of involvement that young people have in the area continues to fall short of its potential (Bello et al., 2015). This is caused by several things, such as poor credit, restricted access to land, and low-income levels (Geza et al., 2021) (International Food Policy Research Institute, 2010). On the other hand, research indicates that youngsters with a favourable perspective and intention towards agriculture are likelier to engage in the field (Jacqueline & Maame, 2023). Curricula, teaching strategies, and resources should be created to pique students' interest in agriculture to promote youth involvement in the field (Haruna et al., 2019). Youth organisations and associations can also help young people get involved in agriculture. According to the Kenya Ministry of Agriculture, Livestock, Fisheries and Irrigation, 2019, one of the possible explanations for this insufficiency can be attributed, at least in part, to the general notion that the field of agriculture is often seen as a last option for a profession because it is characterised by physically laborious work and limited financial rewards. This notion is one of the possible explanations for why there is an insufficiency in the amount of agricultural products at the moment. This hypothesis is one of the potential reasons why there is a deficiency in the supply of agricultural products at the moment. This is just one of the numerous reasons that there is a need for more resources in question. When regarded as a whole, there are several underlying reasons that, when combined, make it difficult and discouraging for younger people to take part in agricultural activities. These include the limited availability of land, financial resources, and insurance; inadequate knowledge and skills; insufficient extension services; suboptimal utilisation of innovative technologies; a lack of reliable agricultural product markets; and limited opportunities for value addition, processing, and marketing (GoK, 2019). Inadequate knowledge and skills; insufficient extension services; insufficient extension services; suboptimal utilisation of innovative technologies. Inadequate knowledge and skills; insufficient extension services; insufficient extension services; insufficient extension services; inefficient exploitation of emerging technologies. Inadequate knowledge and skills; inadequate extension services; inadequate extension services; inadequate use of developing technology.

The field of technical and vocational education and training, which is more often referred to as TVET, is an essential component in fulfilling the Sustainable Development Goals (SDGs) and guaranteeing high levels of accessibility, equity, and quality in educational opportunities. TVET is often abbreviated as “TVET.” In addition, it gives opportunities for one to get continuous education throughout their life. In the context of Kenya, this specific industry plays a vital role in creating the skilled labour force necessary to attain the goals established for the Big Four Agenda. Vision 2030 is an ambitious goal to transform Kenya into a middle-income country by 2030. It is vital to have a highly skilled labour force to fulfil Kenya’s full potential and the country’s capacity to realise Vision 2030. According to [Zizi Afrique Foundation, 2019], the study was done to encourage economic growth in three counties and have a favourable impact on the economies of the surrounding areas. Since the very beginning of the project, one of its primary goals has been cultivating and expanding green talent. These skills expanded throughout a diverse set of fields, some examples of which include organic agriculture, safe food production, green trade, and renewable energy. The first idea’s principal purpose was to build and encourage the formation of Green Enterprises (GE), which would bring together various links in green value chains. This was the fundamental objective of the first idea. This was going to be accomplished by utilising many different tactics. The final result of this integration would be an increase in employment options available to young people and women who live in rural areas of three counties in Kenya. These counties are Kenya, Kiambu, and Bomet. This would be the situation in each of the three counties.

Expanding employment prospects for young people and women living in rural regions is one of the critical objectives of the Program for Green Businesses (PGB). This initiative aims to support the long-term growth of green professions and institutions that offer Technical and Vocational Education and Training (TVET). Eleven institutes of Technical and Vocational Education and Training (TVET) contributed information that was used for the research on the employment market. This research was conducted in the United Kingdom. In total, 399 people participated in the study, with 214 females and 185 males contributing their time and energy. There was a total of 399 people who took part in the research. The research comprised 138 interviews with working peasant farmers and young people from the surrounding community who participated in the fieldwork. It is essential to take note that the ages of all of the younger generation members who took part in the interviews were discovered to be between the ages of 18 and 35. These interviews can be conducted through focus group talks or one-on-one interviews with key informants. According to Welthungerhilfe (WHH, 2019), this specific population was distinguished by its low participation in formal education or training programmes and its striking lack of involvement in formal employment. The combination of these two aspects constituted the general standing of the population.

This study aims to evaluate the impact of Technical and Vocational Education and Training (TVET) on the acquisition and development of green skills among the youth population in Kenya. This study examines the capabilities of the designated Technical and Vocational Education and Training (TVET) institutions to provide the skills mentioned above and their appropriateness in facilitating employment opportunities for adolescents and women.

LITERATURE REVIEW

Gender Disparities and Green Employment

Within the realm of secondary and postsecondary education, there is still a considerable gender representation gap that persists in science and technology. This gap is particularly prevalent in the United States. Prospects for green employment must consider some crucial aspects to ensure that fundamental principles will be adhered to. This is necessary to guarantee that basic principles will be adhered to. These aspects include fair income, employment security, adequate protection on the job, and decent and considerate working conditions.

For jobs that are good for the environment to be deemed environmentally sustainable, they must meet the fundamental prerequisites for employment. It is of the utmost importance to acknowledge that a wide variety of well-established jobs have the potential to transition into vocations that are ecologically conscientious. This demonstrates the importance of collecting extensive data on green skills, which presents a global challenge for occupational and industrial categorisation systems (ILO, 2013). In order to make accurate projections regarding green talent, it is essential to have a complete grasp of the dynamic changes in employment patterns and the corresponding needs for specific competencies. This is because doing so is the only method to produce reliable predictions regarding green skills. In this quest, nations with sophisticated information systems for their labour markets have a significant edge over those that do not have such systems.

Nevertheless, these nations will still need to adjust their plans to bring them in line with the requirements of a low-carbon economy in terms of the needed skills. In contrast, governments that do not have such agencies usually rely on irregular surveys and initiatives financed by donors and frequently comprise individual endeavours. These surveys and activities can be found in a variety of settings. The sector-specific or community-based collaboration approach is the most effective method for predicting and evaluating the demand for green skills, as indicated by the findings of a report that was co-authored by the International Labour Organization (ILO) and the European Centre for the Development of Vocational Training (CEDEFOP). Both

of these organisations published the report. This strategy demonstrates the importance of increased collaboration across various economic sectors (ILO, 2013).

Technical and Vocational Education and Training (TVET) for Green Skills

Integration of Technical and Vocational Education and Training (TVET) with economic activities is necessary to accomplish these aims, as it is a prerequisite for TVET. Systems of technical and vocational education and training (TVET) face more substantial challenges in light of the current conditions compared to programmes tied to the job. It is possible to reach the goal of evaluating essential environmental competencies across a wide range of occupations, which is a critical component that must be accomplished. The skills mentioned above encompass a wide variety of knowledge, skills, and aptitudes that relate to the efficient use of energy and resources, the reduction and management of waste, an understanding of the environmental impact that occupational activities have, and the ability to mitigate risks within the context of a work-related context. In addition, the ready to embrace producer responsibility within the mandated limitations imposed by the employer or line manager is an essential component of green skills. This preparedness is a key part of green talents. It is vital to have a sizeable workforce equipped with the appropriate knowledge to properly carry out actions and programmes geared towards protecting the environment and preserving the available resources. These personnel can only create, install, and manage ecologically sustainable technologies and processes. Because there is a shortage of competent workers, deploying environmentally friendly technologies is being held back in several countries, slowing progress towards climate protection goals. Consequently, the standards for passive or low-energy houses are frequently unmet, and more attention should be paid to maintaining and repairing infrastructure for renewable energy sources (UNEP, 2011).

THEORETICAL FRAMEWORK

The Human Capital Theory

This is a foundational concept in economics and education. It contends that individuals and society invest in education and training to enhance their skills, knowledge, and productivity. In this context, “human capital” refers to the valuable assets individuals acquire through education, training, and skill development, contributing significantly to their capacity to be closest to economic and social progress. Human capital includes cognitive and practical skills, making it a comprehensive framework for comprehending the dynamic relationship between education, training, and economic growth. In the context of Technical and Vocational Education and Training (TVET), the Human Capital Theory assumes greater importance. Providing Kenyan youth

with green skills through vocational education and training programmes should be considered a strategic investment. This investment is intended to increase the employability and economic productivity of the nation's youth. TVET programmes can contribute to the country's economic growth and environmental sustainability by equipping participants with specialised skills and knowledge in green sectors such as agriculture, renewable energy, and sustainable practice. The Human Capital Theory emphasises that the knowledge and skills acquired through TVET, particularly in the context of green skills, represent a valuable resource that contributes not only to the personal and professional development of the individual but also to national development as a whole. The theory highlights the critical role of TVET institutions in cultivating and harnessing Kenyan youth's human capital, enabling them to actively partake in and positively impact the country's economic and environmental landscape. Under this theory, TVET programmes that emphasise developing green skills are precisely aligned with youth investment, resulting in a more sustainable and prosperous future for Kenya.

The Skills Mismatch Theory

The theory of skills mismatch is a fundamental concept that asserts the possibility of a mismatch between the skills acquired through formal education and training and the skills demanded by the labour market. This theory is highly relevant to the current study because it highlights the importance of addressing the misalignment between individuals' skill sets and the actual requirements of the labour market, particularly in the agricultural sector of Kenya. The theory of skills mismatch illuminates the substantial disparity between what job applicants have been trained for and what employers are pursuing. In the context of this research, it highlights the crucial issue of mismatch between talents and the market in the Kenyan agricultural sector. This disparity can result in individuals with formal education and training, including those from Technical and Vocational Education and Training (TVET) institutions, needing more specialised skills to be prepared for the agricultural labour market. This theory emphasises TVET institutions' crucial role in addressing this disparity. It emphasises the significance of these institutions providing pertinent and individualised training in green skills, aligning the education and skill development they provide with actual labour market demands. In doing so, TVET institutions can improve the employability of their graduates and bridge the existing skills gap with market demands, thereby contributing to a more robust and efficient agricultural sector in Kenya. In conclusion, the theory of skills mismatch serves as a crucial foundation for the study, emphasising the necessity for TVET institutions to address the specific skills requirements of the agricultural sector and to provide training programmes that not only empower the youth and women in Kenya but also align with the changing requirements of the labour market.

The Agribusiness Perception Theory

The primary focus of the Agribusiness Perception Theory is the modification of public attitudes and perceptions regarding agriculture and agribusiness. This theory emphasises the significance of recognising agriculture and agribusiness as viable and promising career paths to transform how society perceives and values these disciplines. In the context of this study, the Agribusiness Perception Theory assumes a great deal of importance. It highlights the imperative need to address and combat the negative preconceptions surrounding agriculture and agribusiness, especially among the younger generation. This theory emphasises the importance of eradicating negative stereotypes and misconceptions that deter young people from pursuing careers in agriculture. It calls for efforts to reframe the narrative to present agribusiness as an enticing and lucrative career option instead of a last resort. In addition, the theory emphasises the significance of emphasising the modern, innovative, and environmentally conscious aspects of agribusiness to align with the shifting dynamics and interests of the youth. This encourages the newer generation to participate in and contribute to the agricultural sector actively.

In conclusion, the Agribusiness Perception Theory is integral to this study. It highlights the need to alter societal attitudes and perceptions regarding agribusiness to make it an appealing and prospective career option for young people. This theory paves the way for increased engagement and participation of young individuals in the agricultural and green skills sectors, which contributes to the sustainable development of Kenya's agricultural landscape by altering how agriculture is perceived.

METHODS

The feasibility study triangulated methods to ensure validity and reliability. · Desk study and review of relevant literature and project documentation, such as an in-depth interview (KIIs) to collect primary data from key stakeholders and gender-segregated women's and youth's focus groups. FGDs were typically led by a facilitator and a notetaker using preset theme-based guides. 12 to 15 target respondents participated in a Quantitative survey using providers' questionnaires. Self-administered or consultant-administered Observations (farm/worksite checklists).

Two hundred forty-eight mothers and 260 youth were targeted based on Krejcie & Morgan's methodology (Krejcie & Morgan, 1970). One hundred women and 100 adolescents include 14.3% and 12.5% of the project's total aim, respectively. Three hundred women and 350 youth are targeted in Kakamega (Vihiga) and Makueni (Kitui). Below is a proportional sampling. Due to time and resource restrictions, only 20% were reached, mainly through FGDs. Below are the final results.

RESULTS

Institutional reforms, infrastructure (classrooms, workshops, sanitation and facilities, dormitories), staffing (instructors and non-teaching staff), instructional and learning materials, and equipment remain the counties' most significant TVET sector development needs. For instance, Vihiga County has 30 TVET Centers with a Gross Enrollment of 3,824, gender parity of 1:2, retention rates of 40%, and an instructor-to-learner ratio of 1:16. The Director of TIVET for Kakamega County confirmed that institutional reforms (strategic plan, policies, and legislation) and infrastructure remain sector priority (workshops and sanitary facilities). TVET courses in Kakamega County, which could connect well to the existing labour market, are viewed as less prestigious by the youth and need more curricula and resources.

The study included Bukura Agric College in Kakamega County, Gimomoi Youth Vocational Center, Hambale Youth Vocational Center, Mudete Youth Vocational Center, North Maragoli Youth Training Center in Vihiga County, Kibwezi Youth Horticulture-preneur, Kisingo CTTI, Makindu Elites Youth Group, Wote Technical Training Institute in Makueni County, Latia Agribusiness Limited in Kajiado, As illustrated in figure 1, 45 per cent of the institutions provide Green Business and Eco-Entrepreneurship vocational training programmes.

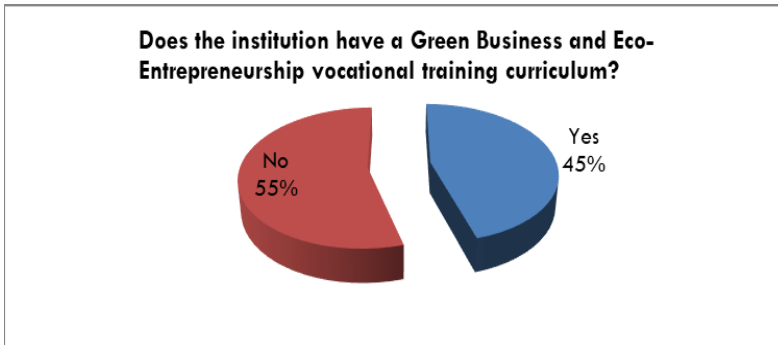


Figure 4.1: Green Business and Eco-entrepreneurship Curriculum

The majority of institutions provide classes on topics such as organic farming, fish farming, reducing post-harvest loss, nutrition and food security, agro-forestry, livestock management, cash crop cultivation, hydroponics, aquaponics, and greenhouse farming. Other popular topics include soil and water management, agro-forestry, and cash crop cultivation. As seen in Figure 4.2, the most common of these are Nutrition and food security as well as Livestock management, both of which are taught at five different colleges. On the other hand, Aquaponics is only taught at one of these educational institutions.

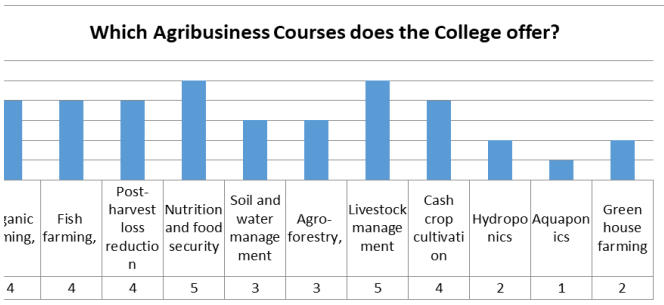


Figure 4.2: courses offered.

As depicted in Figure 4.3 , a significant proportion of the courses offered by these educational institutions can be completed within a very brief duration, with just 11 percent extending beyond a six-month timeframe. This phenomenon is observed in the majority of classes.

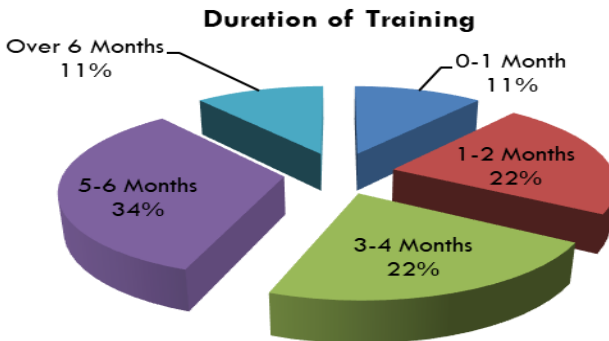


Figure 4.3: course duration

Unemployment per county

Latia Agribusiness Solution LTD is the only institution for Technical and Vocational Education and Training (TVET) in the entire county of Kajiado. This institution primarily focuses on education and training in the agribusiness industry. This institution’s primary mission is to provide graduates who have completed Form Four and others with the knowledge and abilities essential to flourish in agriculture. Diploma holders and individuals who have passed Form Four are also eligible for this program. These individuals are put in well-established commercial positions after completing the training plan. There are now 256 students enrolled at this educational es-

establishment, filling the whole number of available spots. Additional technical and vocational education institutions, such as Kajiado Technical Institute, primarily train students in trades and professions such as catering, engineering, plumbing, masonry, and mechanics.

In Makueni County, Kisingo CTTI runs agricultural training programmes with a strong emphasis on agroforestry and cash crop cultivation as the primary areas of study. The year 2018 marked the beginning of instruction for the agriculture component, and it has yet to be decided how to award diplomas to the students who comprised the program's first graduating class. The Kibwezi Hortipreneurs Young Group and the Makindu Elites young Groups are actively working to facilitate hands-on agricultural training for various young groups. The young of the county are receiving training from an organization known as Makindu Elites in various topics, including aquaculture, nutrition, livestock management, and hydroponics.

The contemporary climate necessitates strengthening technical and economic capabilities, in addition to training life skills, inside certain educational institutions. This can be accomplished by offering financial assistance to develop a course of study for young people centred on acquiring environmentally conscious skills. Apprenticeships can improve practitioners' technical abilities and economic savvy, making them more valuable to green business enterprises. As depicted in Figure 4.4, only 36.4% of graduates are engaged in the trades for which they were trained, indicating that certain TVET programmes have not assisted graduates in finding employment.

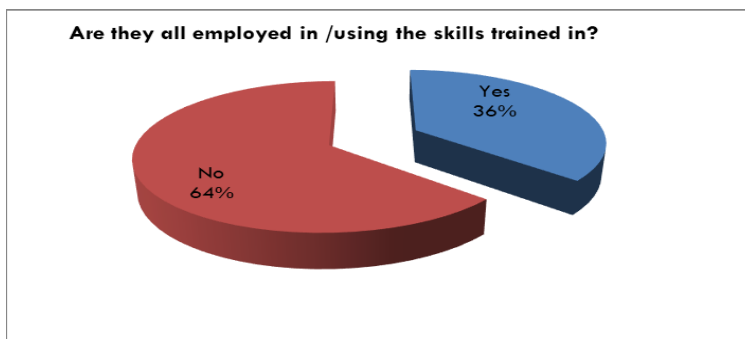


Figure 4.4: Employed in trades learnt.

As shown in Figure 4.5, the majority of respondents (47.1%) cited insufficient demand for their talents by employers, lack of funds to start their own business, lack of relevant/current technology, and lack of information on how to start a business as reasons for not starting a business.

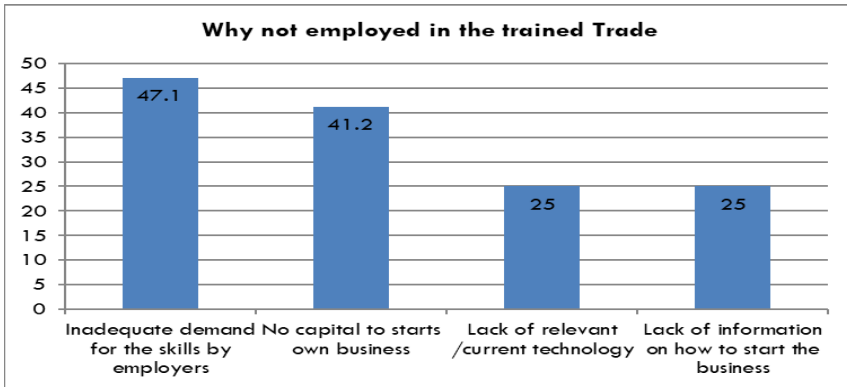


Figure 4.5: Reasons for not being employed in trained trades.

Table 4.1 shows that 22.2% of Kajiado, 13.1% of Makueni, and 20.1% of Vihiga County respondents said lack of skills and knowledge was why few people in their villages took advantage of possibilities. 18.5 percent of respondents from Kajiado, 7.8 percent respondents from Makueni and 11.5 percent respondents from Vihiga counties indicated that capital and not knowledge and skills was the key difficulty. Inadequate rainfall is the biggest obstacle stopping farmers from pursuing agribusiness prospects in Kajiado and Makueni, according to 29.6% and 34.1% of respondents, respectively. Other obstacles include tiny land areas (Kajiado: 3.7%, Makueni: 3.7%, and Vihiga: 5.7%), lack of a common market, pests, and diseases.

Category	Kajiado	Makueni	Vihiga
Lack of skills and knowledge	22.2	13.1	20.1
Lack of capital	18.5	7.8	11.5
Small pieces of land	3.7	5.2	5.7
Inadequate rainfall	29.6	34.1	-
Lack of a common market		2.9	2.9
Pests and diseases	7.4	15.8	-
Infertile soils	-	-	17.3
Theft	-	-	11.5
Undecided	18.5	21.1	31.4
Total	100.0	100.0	100.0

Table 4.1: reasons for low uptake of Greens kills opportunities.

DISCUSSIONS

The findings of this study shed light on several critical features connected to the function of Technical and Vocational Education and Training (TVET) in empowering young people in Kenya through the development of green skills. This function is associated with TVET's role in empowering young people. In this part of the article, not only do we go over some of the most important discoveries that were made, but we also go over the ramifications those discoveries have, as well as some recommendations based on the research.

According to the study results, graduates of courses offering technical and vocational education and training (TVET) have a considerable skills gap compared to the market. A considerable proportion of graduates need help finding work in the professions or fields for which they have the appropriate education and training despite having completed their education and training programmes. This discrepancy highlights the pressing necessity of rapidly revising educational programming and aligning it with the labour market requirements. The institutions, governments, and other stakeholders must focus on the practicality and applicability of the skills obtained through technical and vocational education and training (TVET) programmes. These programmes aim to teach students skills that can be applied in real-world situations. This is because TVET programmes are intended to teach students skills that may be utilised in circumstances found in the real world.

Alterations to the pedagogical practices, as well as the development of brand-new structures at already existing educational institutions

It is emphasised throughout the research that there is a need to invest in TVET institutions since it has been decided that there is a need for institutional changes, infrastructure improvements, and curriculum updates. This is the case because it has been determined that there is a need for these things. This is because it has been decided that all of these elements are required to fulfil the requirements. According to the findings of the research, several distinct TVET programmes are seen as having less prestige, having curriculums that are no longer relevant, and needing more essential resources. Because of this issue, graduates have a more challenging time finding jobs in industries such as agriculture and agribusiness, which hinders the entire economy's expansion potential.

According to the findings of the research, a lot of the same institutions that deliver training in environmentally friendly skills for vocational objectives also provide such training programmes. These programmes include a broad range of topics, such as organic farming, fish farming, and reducing post-harvest waste and loss to the greatest extent possible. On the other hand, most of these programmes only last for

a short time, which may restrict the breadth and depth of the acquired skills. There is a compelling argument to be made for elongating the length of these workshops to ensure that participants understand how to behave sustainably.

One of the key goals of this study was to educate young people and women in Kenya with the information and skills they need to become more environmentally conscious to increase the number of young people and women who participate in the decision-making process in Kenya. According to the findings, most young people and women, particularly those in rural regions, face various challenges that make it difficult to participate in agriculture and green industries. This is especially true for those who live in areas with a smaller population density. Specifically, people who live in more rural areas are more likely to be affected by the difficulties presented by these issues. Some obstacles that need to be conquered include needing more basic knowledge and skills, limited extension services, and restricted access to modern technologies. In addition, there are limitations placed on the availability of money resources, insurance choices, and land.

The study highlights how crucial it is to collaborate and form networks to advance the development of environmentally sensitive talents more quickly. It is vital to build partnerships with several commercial parties, government organisations, and educational institutions to optimise the effectiveness of interventions and guarantee that they continue to be effective over time. This will allow maximum efficiency and ensure their effectiveness will remain consistent over time. Partnerships with civil society organisations, social entrepreneurs, and agripreneurs have the potential to supply further help for the development of educational programming and the establishment of “green colleges.”

According to the study’s findings, educating young people and women about the chances supplied by agricultural and agribusiness businesses to combat the misconceptions about agriculture and agribusiness is essential. This may be accomplished by educating young people and women about the opportunities given by agricultural and agribusiness firms. One strategy for achieving this goal is to raise awareness among young people and females regarding the career opportunities offered by the agricultural and agribusiness industries. More people must know how enticing agriculture can be as a career option to overcome the negative perceptions discouraging younger people from entering the industry. Increasing people’s understanding of how desirable a job in agriculture is may be one way to achieve this goal. This can be accomplished by providing direction and education in a hands-on setting by proprietors and operators of farm businesses in the surrounding area.

Long-term viability and advancement in economic development are two measures

of success.

Ultimately, this research aims to improve the capability of TVET to provide Kenyan women and young people more agency in the agricultural and environmentally conscientious enterprise field. The researchers hope that if they continue their work in this manner, they will be able to contribute to the sustained economic growth and development of Kenya. This hope is based on the fact that they expect to be able to make such a contribution. Suppose we provide young people with the tools they need to become environmentally literate. In that case, this might lead to increased employment options, a more capable workforce, and economic growth in fields related to agricultural and green businesses.

CONCLUSION

TVET has been and will continue to be a significant contributor to improving technical and economic skills and developing life skills, all of which are essential for (self-) employment in the Green Sector. TVET will also continue to play a role in developing life skills. This donation will likely proceed onward and upward into the foreseeable future. Young adults can get vocational training in the fields of green business and eco-entrepreneurship at a few institutions that are spread out across the counties. These schools offer this opportunity to students in a few distinct locations. These educational institutions are located farther away from one another. Students at these educational institutions are instructed on a wide range of topics, some of which include organic farming, fish farming, reducing post-harvest loss, nutrition and food security, agroforestry, livestock management, cash crop production, hydroponics, and greenhouse farming, to name just a few. Several of these businesses also provide classes that teach students how to cultivate plants in controlled environments such as greenhouses.

On the other hand, the present training and development practice in the counties demonstrates that there needs to be a match between the skills that are developed and those that are available in terms of their applicability to environmentally conscious companies and eco-entrepreneurship. This is because there is a mismatch between the skills created and those available regarding their applicability to environmentally conscious companies and eco-entrepreneurship. This is because there is a mismatch between the skills being developed and those now available in terms of their application to environmentally responsible businesses. There is only a little congruence between the generated capabilities and those available in the counties. This is the impression given. Some graduates are still looking for employment in the fields for which they have completed all the essential education and training despite completing all the required education and training. Even though the graduates have

the necessary education and experience, this is the case.

Even though every one of the educational institutions is in full compliance with the criteria established for the regional framework, more is needed to deliver instruction of adequate quality. This is especially true regarding the growth and development of environmentally conscious abilities, such as organic agriculture, safe food, green trade, and renewable energy. These are all examples of talents that are in high demand. These illustrative skills will be essential in the future to maintain sustainability. Because of this, the initiative has the potential to make a significant difference not only for graduates but also for society as a whole by increasing the employability of graduates of technical vocational education and training (TVET) programmes and the work opportunities that are available to them. This can be accomplished by increasing the employability of graduates of TVET programmes and the work opportunities that are available to them. In other words, the program has the potential to be effective not only for graduates but also for society as a whole and can have a positive impact on both.

There are sufficient networks and collaboration between commercial parties, training institutes, and government organizations to support training. This support can be utilized to achieve the goal of assisting with training. One manifestation of this support is in the shape of monetary assistance. Additionally, several organizations are active in the counties and offer assistance for developing skills in environmentally conscious business and eco-entrepreneurship. These organizations provide aid to the counties. Individuals who are interested in becoming environmentally conscientious business owners can make use of the services provided by these groups. These include organizations that are a part of civil society as well as social companies that already have experience in green skills training, and that would be acceptable as training facilities and as 'green colleges' in the future. These companies have a proven record of successfully instructing individuals in environmentally friendly skills. In addition, there are a large number of agripreneurs and practitioners who engage in environmentally friendly economic activities. The intervention will likely interact with these individuals to assist in training and creating environmentally friendly financial institutions.

As a consequence, there is a good possibility that the plan will be effective in creating a greater level of interest and investment from the private sector. This success will be brought about due to the factors described above. Because of this, this is a consequence of this, which is a consequence of this, which is a consequence of this, which is a consequence of this. If these activities are conducted in collaboration with these organizations, then not only will there be an increase in the efficiency with which resources are employed, but there will also be an increase in the cost-effectiveness

of the activities.

Interventions that build and expand green firms that link the various functions of green value chains are likely to achieve their goals. This is because the counties already have a substantial market for green businesses, particularly for milk, fish, vegetables, and animal feeds. This is because companies that operate sustainably link the many functions of green value chains. As a direct consequence, the chances that the interventions will successfully achieve their goals are significantly improved.

The youth's aversion to agricultural activities, the youth's and women's lack of land ownership, and the absence of accessible financial services are some of the primary problems expected to impede the program's capacity to fulfil its objectives. In addition, the absence of accessible financial services is considered one of the most significant challenges. In addition, because there is a need for more readily available financial services, the program's capacity to accomplish its goals is likely to be improved. In addition, the strategy may be unsuccessful in achieving its objectives since there are not enough convenient financial services available in the appropriate amounts. In addition, a barrier will stop the plan from accomplishing its aims, which is the need for more availability of financial services.

A multifaceted strategy is required to address the urgent demand for qualified professionals in green industries. Priority should be given to enhancing the curriculums of Green Skills training facilities, focusing on organic farming, salmon farming, post-harvest loss reduction, and other areas. This educational reform seeks to close the skills gap between graduates and market demands, thereby increasing their employability. Through apprenticeship training, networking with local agripreneurs and practitioners engaged in green business initiatives can provide valuable hands-on experience. These industry experts can also serve as mentors for developing young talent and female green business leaders.

Collaboration is essential for success. Establishing networks and partnerships with government organizations, training institutions, and corporate stakeholders will ensure a cost-effective and sustainable strategy for green skills development. Moreover, promoting the attractiveness of agribusiness as a career option is essential to counteract negative perceptions that discourage young people from entering the field. Providing essential support for sustainable development is sensitizing financial institutions to the potential of green businesses and encouraging them to develop financial products tailored to these enterprises. Lastly, capacity-building initiatives should equip graduates with the skills to compose persuasive proposals, enhancing their resource mobilization capabilities and propelling the success of green ventures. These recommendations seek to cultivate a skilled workforce, advance environmen-

tal sustainability, and stimulate green sector economic growth.

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