

# **USAID Empowered Youth**

## **ISIOLO COUNTY**

### **LABOR MARKET ASSESSMENT REPORT**



**Submitted: September 2022**

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## LIST OF ABBREVIATIONS

<b>CIDP</b>	County Integrated Development Plan
<b>ECDE</b>	Early Childhood Development Education
<b>EGU</b>	Egerton University
<b>EY</b>	USAID Empowered Youth
<b>FAO</b>	Food and Agriculture Organization
<b>FGD</b>	Focus Group Discussion
<b>FKF</b>	football Kenya federation
<b>HEIs</b>	Higher Education Institutions
<b>HTCs</b>	High-touch Counties
<b>GDP</b>	Gross domestic product
<b>ICTA</b>	Information and Communications Technology Authority
<b>IDI</b>	In-Depth Interview
<b>ILRI</b>	International livestock research institute
<b>KAA</b>	Kenya airport authorities
<b>KALRO</b>	Kenya agriculture and livestock research organization
<b>KES</b>	Kenya Shillings
<b>KII</b>	Key Informant Interview





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<b>KMTC</b>	Kenya medical training college
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>KSG</b>	Kenya schools of government
<b>LAPSET</b>	Lamu Port, South Sudan Ethiopia Transport
<b>LMA</b>	Labor Market Analysis
<b>LMS</b>	Livestock management systems
<b>MICE</b>	Meetings, Incentives, Conference, Exhibitions
<b>MSMEs</b>	Micro, Small, and Medium Enterprises
<b>MSU</b>	Michigan State University
<b>NCBA CLUSA</b>	National Cooperative Business Association CLUSA International
<b>NGO</b>	Non-Governmental Organization
<b>NRT</b>	Northern rangelands trust
<b>NYBA</b>	National Youth Bunge Association
<b>PPPs</b>	Public Private Partnerships
<b>PWD</b>	Persons with Disabilities
<b>REAP</b>	Rural Entrepreneurship Access Program
<b>SACCO</b>	Savings and Credit Cooperative
<b>SMEs</b>	Small and Medium Enterprises
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>ToR</b>	Terms of Reference
<b>TVETA</b>	Technical and Vocational Education and Training Authority
<b>TVETs</b>	Technical and Vocational Education and Training Institutions
<b>UN</b>	United Nations
<b>VTCs</b>	Vocational Training Centers
<b>YEI</b>	CAP Youth Empowerment Institute

## EXECUTIVE SUMMARY

This report highlights the key findings of the LMA commissioned by EY in Isiolo County. The LMA was conducted in June 2022 to gather empirical evidence on the business and socio-economic opportunities available for youth across the county. The assessment was designed and carried out in a participatory manner with representatives of all stakeholders, especially youth, TVET staff, private sector companies, and county government officials, to produce actionable recommendations for the reform and expansion of youth access to tertiary education services, on-the-job mentoring, and youth entrepreneurship support packages. The LMA data collection tools were co-created. Five youth FGDs, seven KIIIs with TVET principals and the private sector, and 68 youth IDIs were used to collect the data. This study defined 'youth' as persons aged 19-24 years.

Based on the ranking of sectors by different stakeholders, the hospitality and tourism, transport, and communication sectors were selected as having the greatest capacity to create employment for the youth in the county. These sectors were also considered to have the best enabling and youth-friendly environments for youth employment. The sectors with the most SME participation were agriculture and trade. Hospitality and tourism were ranked as the most gender-inclusive sectors that provided decent work and were the most aligned with the county's CIDPs.

The camel milk value chain was found to have immense inclusive growth potential since camel milk and products were mainly traded by women. The entry points for youth in this value chain included the value addition of milk, group marketing, and extension services. The capacity of the gum arabic subsector to create employment opportunities for the youth was found to be underutilized. The agricultural sector (i.e., irrigated farming for horticultural produce, apiculture, and poultry production) was underutilized. The hotel sector in the county was also found to have several employment opportunities. However, the youths were not benefiting from the opportunities due to lack of training and cultural limitations.

The County Government of Isiolo was found to have well-established departments with several initiatives aimed at promoting youth employment. The initiatives were implemented by the county government or in collaboration with developmental agencies and the National Government. The initiatives included internships/ apprenticeships, training and mentorships, job referrals, provision of inputs and tools, funding of youth enterprises, discounted permits and licenses, and linkages of youth to donors and state agencies.

As indicated by the few TVETs, TVET education lags in the county in terms of the low enrolment of students, understaffing, and lack of modern facilities required for practical subjects. Despite vocational education being a devolved function, there seems to be neglect by the county government in capacitating the institutions. Linkages between the institutions and the industry were underdeveloped. Moreover, the public institutions did not have the capacity for career guidance and labor market assessment. The TVETs could not also initiate income-generating projects.

Most of the youth had secondary education their highest level of education indicating the low literacy rates in the county. The unemployed youth had a preference to work as secretaries, tailors, apparel designers, and electricians. Employed youth were mostly engaged in the transport sector, especially *boda boda*. The unemployed youth cited job unavailability and lack of required skills as the major causes of unemployment. Many of the youth did not wish to move to other towns to search for work for fear of discrimination.

Female youth were attracted to work in organizations with more women, did not restrict dressing, and had flexibility in working hours. The female youths faced challenges in accessing job opportunities or information about available opportunities due to family responsibilities, early marriages, gender discrimination, sexual harassment, and the type and location of work.

PWDs faced challenges accessing employment opportunities in terms of lack of inclusive work environment, discrimination, and lack of inclusive policies in organizations.

The following key implications are drawn for EY:

1. To promote youth employment opportunities, EY should:
  - a) Support youth in the camel value chain to participate in bulking, transporting, value addition, and marketing of the milk
  - b) Support youth to collect, bulk and market the gum arabic
  - c) Build the capacity of youth in poultry and horticultural production
  - d) Partner with the hotels to place TVET students for attachment and jobs
  - e) Partner with KAA to get information on available internships, attachments, and available jobs once the airport is fully operational
  - f) Collaborate with the NRT to train and place youth in the available jobs
2. EY should collaborate with the county government to increase student enrolment in TVETs. The project should:
  - a) Lobby the county government to support training in these institutions by employing more staff and providing equipment, especially to the public VTCs
  - b) The project should support the county government through capacity-building in the labor market assessment
3. For TVETs, EY should:
  - a) Build the capacity of TVET tutors in career guidance and labor market assessment
  - b) Support TVETs to develop and commercialize short courses demanded by the industry such as secretarial and plumbing as well as initiate other income-generating activities
  - c) Support TVETs to build networks with the industry that will support the placement of students for attachments, internships, and jobs
  - d) Support TVETs in training youth on soft and life skills



## I. INTRODUCTION

As in other parts of the world, youth unemployment is one of the biggest challenges faced by the Kenyan government. Every year, thousands of graduates are churned out of schools, colleges, and universities into the job market. However, the number of employment opportunities created every year is not commensurate with the number of people searching for jobs creating a deficit that has been difficult to fill over the years. Youth unemployment is magnified in rural areas where most of the youth reside. This is even worse in arid and semi-arid areas where economic livelihood options are few. With the harsh climatic conditions, the main source of livelihood is pastoralism rendering many families to live below the poverty line. Worse still are the few opportunities for schooling. With such conditions, the youth are robbed of their right to work. This is the condition that youth in Isiolo County are exposed to.

Isiolo County is bordered to the north by Marsabit County, the west by Samburu and Laikipia Counties, the south by Garissa County, the north by Wajir County, the south by Tana River and Kitui Counties, and the southwest by Meru and Tharaka Nithi Counties. It has an area of about 25,700 KM<sup>2</sup>. Isiolo Town is situated on the Lamu Port, South Sudan Ethiopia Transport (LAPSET) corridor, 285 kilometers north of Nairobi, the capital city of Kenya, and is strategically positioned to grow into a resort city by 2030.

The fifth international airport in Kenya is located in Isiolo town. Pastoralism is the county's primary source of income. This is complemented by grain cultivation, beekeeping, and more recently, fish farming. According to the 2019 Kenya Population and Housing Census, Isiolo County has a population of 267,993 out of which 30 percent are aged between 18-35 years, indicating a youthful population (KNBS 2019). The population of youth 20-24 years is projected to be 15,933 with males being 8,046 and females 7,887 (Isiolo CIDP, 2018-2022). Over 70 percent of the county's labor force is not formally employed due to high illiteracy levels occasioned by few training centers leading to a lack of skills. Consequently, the county government and development partners have seen the need to implement training and empowerment strategies.

USAID Empowered Youth (EY) aims at increasing the economic prospects for Kenyan adolescents between the ages of 18 and 24 and adolescent girls between the ages of 15 and 19, as well as strengthening youth-serving organizations. The USAID-funded project began interventions in six high-touch counties (HTCs [i.e., Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega]) and will expand to 20 low-touch counties in subsequent years of implementation. EY will result in strengthened youth networks and enhanced economic prospects. The activity is being implemented by Michigan State University (MSU), Egerton University (EGU), United States International University-Africa (USIU-A), the National Youth Bunge Association (NYBA), and NCBACLSA.

As a foundational activity, the project conducted a labor market assessment (LMA) in Isiolo County in June 2022. Through this LMA exercise, EY sought to gather empirical evidence on businesses and socio-economic opportunities available for the youth in the county. This report details the key findings and implications for programming for the activity.

## 2. OBJECTIVES, METHODOLOGY, AND TOOLS

### 2.1 Objectives of the LMA

Empowered Youth conducted a gender dis-aggregated labor market assessment focused on youth employment, in collaboration with county officials, TVETs, and youth representatives in Isiolo County.

Specific objectives of the LMA included:

#### 2.1.1 Demand-side of the Labor Market Analysis

- Identify and rank formal and informal (self-employed) economic sectors and sub-sectors according to their potential for expansion of employment opportunities to absorb female and male youth.
- Identify entry points and pathways for female and male youth advancement in employment and/or entrepreneurship in the value chains that provide opportunities to expand and absorb female and male youth.
- Identify employers in the public and private sector in each high employment expansion sector/sub-sector and determine the present and future demands for skills required in each sector and sub-sector, in formal and informal segments.

#### 2.1.3 Supply-side of the Labor Market Analysis

- For each high-growth youth employment opportunity sector and sub-sector identified on the demand side, assess to what extent female and male youth have the required skills and competencies to obtain gainful employment in these areas. Identify the main gaps in skillsets, as well as other barriers to success (such as gender bias and exclusion, attitudes, social networks, regulations/certifications, finance, equipment, etc.).
- For each sub-sector and skillset, assess if on-the-job mentorship is necessary for success in the formal and informal segments, to what extent mentorship is available for female and male youth, and how mentorship opportunities could be expanded.
- Describing the TVET education themes (i.e., programs offered, curriculum, graduation/completion rates, career development programs and services bridging with the labor market, linkages with the industry, etc.) at the county level.
- To what extent current tertiary education services are responsive and adaptive to evolving and emergent skill sets and competencies necessary for female and male youth graduates to be equipped for the expanding market opportunities identified by the study.
- To what extent tertiary education service providers can reform curricula in response to requests from private and public sector employers.
- What new or expanded partnerships among stakeholders (such as training service providers, employers, local government, and civil society organizations) could expand or improve employment opportunities and pathways for female and male youth?

- What physical facilities are available in the county for female and male youth to obtain information about employment, internship, and mentorship opportunities? How these facilities are staffed, what services are provided to youth, and what linkages with private and public employers exist?
- What online county-specific youth employment opportunity information is available, what is/are the source(s) of this information, and what is the level of female and male youth awareness and satisfaction with such information services?

#### **2.1.4 Local Government's Capacity to Monitor the Labor Market for Youth**

- What nature of staff (number and level of training) and systems does the County Government have in place to monitor trends in the labor market for female and male youth (e.g., tracking of youth employment by sector, tracking of private sector investment, tracking of private sector employment plans, inventory of private sector-education sector collaboration)?
- Are County Government offices interested in strengthening their LMA and monitoring capabilities? What indicators would they like to track more effectively? What training do county staff need to effectively monitor labor markets for the youth?

### **2.2 LMA Principles**

The LMA was based on three core principles:

**1) Participatory Approach** - The assessment was designed and carried out in a participatory manner with representatives of all stakeholders, especially youth County Government officials, USAID Staff, Empowered Youth Staff, and TVET staff. These were involved in the designing of the tools and data collection.

**2) Youth-led:** Youth engagement was essential in the LMA process. The youth who participated in the exercise were selected by the consultant and Empowered Youth. They participated in various capacities at almost every stage of the assessment process, including:

- *High-growth sector selection* to identify sectors with potential for youth employment.
- *Development of tools for LMA implementation:* Youth conducted surveys and acted as facilitators and note-takers for focus group discussions (FGDs).
- *Community mobilization:* Youth collaborated with community leaders to organize key informant interviews (KIIs), gathered other youth to participate in FGDs, and identified key private sectors with the potential for youth employment.
- The youth also represented a subgroup of the *respondents in the LMA*.

**3) Community-led:** The consultant and USAID Empowered Youth staff collaborated with County Governments and important stakeholders to plan FGDs, KIIs, and surveys for the private sector in the county. These steps ensured that further interventions would be pertinent to both the requirements of the intended beneficiaries and the conditions of the local market. The interests of

businesses and workers in job placements and vocational training programs were also validated by such stakeholders.

## **2.3 LMA Tools**

Through a participatory approach, the consultant developed data collection tools together with Empowered Youth staff, county government staff, and youth representatives. These tools were:

- 1) Employer KII Tool
- 2) Youth FGD Guide
- 3) Youth (IDI) questionnaires
- 4) TVET KII Tool
- 5) County Government KII Tool

### **1) Employer KII Tool**

This tool was used to capture the private sector's perception of youth employment and determine opportunities for mentorship, apprenticeships, and job placements, in addition to presenting future skills demands in the labor market. Interviewees were asked to give the number of current and future employees, identify soft and technical skills and characteristics, most desired by employers versus the existing skills, and characteristics of current employees. This information will also aid in the revision of TVET curricula to encompass life and work readiness skills.

Due to the uniqueness of economic activities in the county, in addition to pre-identified targeted sectors of interest, the employer survey did not employ random sampling. The LMA aimed to target employers from prioritized sectors which included agriculture, trade, manufacturing and processing, hospitality and tourism, transport and communication, the creative industry, and building and construction. A total of 10 companies were visited ten key informants were interviewed.

### **2) Youth FGD and IDI Tools (IDI)**

The goal of the youth FGDs and IDIs were to assess the current skills and opportunities for economic engagement of the youth as well as the constraints they face in accessing employment. The FGDs and IDIs determined the perceptions of youth as employees, youth attitudes toward employment, and their aspirations in the labor market. Understanding how youth view their current economic conditions is key to developing strategies for improving their livelihoods. The participants were selected by USAID Empowered Youth staff and the consultant in coordination with youth-serving organizations in the county. Five FGDs and 68 IDIs were conducted for Isiolo county youth participants between 15-24 years of age.

### **3) County Government and TVET KIIs (Qualitative)**

The assessment team developed and tailored supplementary KIIs questions that were administered to targeted stakeholders (i.e., county government departments and TVETs). The TVET KII aimed to conduct an institutional capacity mapping of programs offered, enrollment status, training capacity, challenges faced, and linkages with the industry. The county government KIIs aimed to establish programs and interventions geared toward youth employment. Seven county government departments and six TVET institutions participated in KIIs, as presented in Annex I.

## 2.4 Data Analysis and Reporting

Quantitative information from the individual interviews was analyzed through SPSS and MS Excel 2016. Tabulations (for frequency and percentage distributions), descriptive analyses by the relevant variables, and cross-tabulations were used to disaggregate the information across various variables and sub-categories of variables. To identify how the analysis results, and address the assessment questions, qualitative data analysis involved the identification, inspection, and interpretation of patterns and themes in textual data. The following crucial procedures were used to analyze the qualitative data:

- Promptly processed and recorded data. When data was gathered, it was recorded and processed through debriefs and highlights promptly.
- Data were coded, patterns were found, and meanings were decoded to perform content analysis. The data were grouped using thematic analysis to help evaluate the assessment questions.

## 2.5 Limitations and Constraints of the LMA

To guarantee that the findings accurately reflect the reality and perspectives gathered from the respondents, the complete evaluation and report writing processes were meticulously carried out, despite limitations surrounding adequate time to visit all the private sector organizations, county departments as well as HEIs. Some organizations refused to participate in the interviews and thus had to be replaced by those that were readily available. This led to a misalignment between the chosen sectors and the private sector organizations interviewed. Some of the county staff were also not accessible since the assessment was carried out during the General Election campaign period.

## 3. PRIVATE SECTOR ANALYSIS

### 3.1 Sector Ranking

As part of the LMA, representatives of county government staff, TVETs, and youth were involved in a sector ranking exercise to evaluate economic sectors in Isiolo County. The evaluation entailed scoring each sector on a scale of 1-3, (with 3 being the highest and 1 the lowest ranking). The individual scores were averaged to obtain an overall ranking of the sectors. The ranking of the key sectors in Isiolo county was based on employment creation or job growth, growth potential or sustainability, the existence of an enabling environment, youth friendliness, gender inclusivity, participation of SMEs, ability to provide decent work, and CIDP alignment. The results for the sector ranking are displayed in Table 1.

*Table 1: Isiolo County Sector Ranking*

Criteria	Agriculture	Trade	Manufacturing & Processing	Hospitality & Tourism	Transport & Communication	Creative industry	Building & Construction
Employment Creation	2.33	2.67	1.33	3.00	3.00	1.67	2.33
Growth Potential	2.33	3.00	2.00	3.00	3.00	1.67	2.67
Enabling Environment	1.00	1.67	1.67	2.67	2.67	1.67	2.00
Youth Friendliness	1.67	2.67	1.67	3.00	3.00	2.67	1.67
Gender Inclusivity	2.33	1.67	1.67	3.00	2.00	2.33	1.67
Participation of SMEs	2.33	2.33	1.67	2.33	2.33	1.67	1.67
Provision of Decent Work	1.67	2.67	1.67	3.00	2.67	2.00	2.33
Sector Alignment with CIDPs	1.33	1.67	1.67	2.33	1.67	2.00	1.67
<b>Overall</b>	<b>1.88</b>	<b>2.29</b>	<b>1.67</b>	<b>2.79</b>	<b>2.54</b>	<b>1.96</b>	<b>2.00</b>

The hospitality, tourism, and transport and communication sectors were perceived to have the largest capacity to create employment for youth in the county. In addition to Isiolo County being strategically located near Mt. Kenya and game parks/reserves, the county also has several tourist attractions such as the Rhino Charge, cultural tourism, and camel races. The youth thus can get employment in these sectors as employees in hotels, tour guides, and trading in crafts. There is also an international airport that provides transport to international and local tourists. Concerning growth potential, the hospitality/tourism, transport and communication, and trade sectors were ranked highest. The county has recently witnessed the development of markets, cooperatives, and avenues for youth access to credit provided by both financial institutions and donor agencies. These developments facilitate youth employment entry points in MSMEs.

The hospitality and tourism, transport, and communication sectors were also considered to have enabling and youth-friendly environments concerning employment. Concerning the participation of SMEs, the agriculture, trade, hospitality & tourism, and transport & communication sectors were considered to have the highest absorption capacity for youth SMEs. Hospitality & tourism was ranked as the most gender-inclusive sector since some jobs in hotels (like housekeeping) are



predominantly performed by women. Hospitality and tourism were also ranked the highest in the provision of decent work and alignment with CIDPs. The hotel industry is the predominant source of formal employment in the county and is thus a key developmental sector for the county government.

## 3.2 Private Sector Analysis

### 3.2.1 Camel Milk Value Chain

Camels can be found in Kenya's arid regions, which make up 84 percent of the country's geographical area. These regions account for more than 50 percent of the nation's livestock. In Kenya, over 30 percent (14 million) of the population is supported by the livestock subsector, which accounts for 17 percent of the nation's GDP. The country has an estimated camel population of three million camels making up six percent of Africa's camel population. Camel milk production is 29 percent of the world's total camel milk production, demonstrating the value chain's strong development potential. The camel milk value chain directly or indirectly supports the livelihoods of these pastoral communities. Isiolo has an estimated 148,859 camels (nine percent of all camels in Kenya), and the value chain for camel milk accounts for 58.7 percent of the county's income (Machan *et al.*, 2022).

In Kenya, the camel milk industry is mostly informal, with dealers serving as intermediaries between producers, bulking agents, processors, and consumers. Dairy cooperatives and commercial processors like Vital Camel Milk Limited (Vital brand) and Ngamia Milk Suppliers (White Gold brand), both located in Nanyuki, Laikipia County, pasteurize, package, store, and distribute camel milk to far-off retail outlets. They are the only formal marketing channels available. Figure 1 summarizes the value chain map for camel dairy products. There are five primary pathways to the market: calf milk sales and consumption within a herder's home (unestablished volumes with seasonal variation); consumption at restaurants and rural homes (consumed fresh or fermented); consumption in metropolitan areas such as the Nairobi neighborhood of Eastleigh, Nakuru, Mombasa, and Kisumu; high-end health market consumption, and; exports.

The main urban market for Isiolo's camel milk is Eastleigh, in Nairobi. The majority of the milk dealers in this chain are women who are organized in marketing cooperatives such as the Defee Self-Help Women's Group, Tawakal Self-Help Women's Group, and Anolei Camel Milk Marketing Cooperative Society. These traders buy milk from pastoralists and deliver it to bulking centers that test it for quality, offer refrigeration facilities, market intelligence, training opportunities, finance facilities, and negotiating leverage over the price of camel milk sold to Nairobi's terminal market (Isako and Kimindu, 2019).

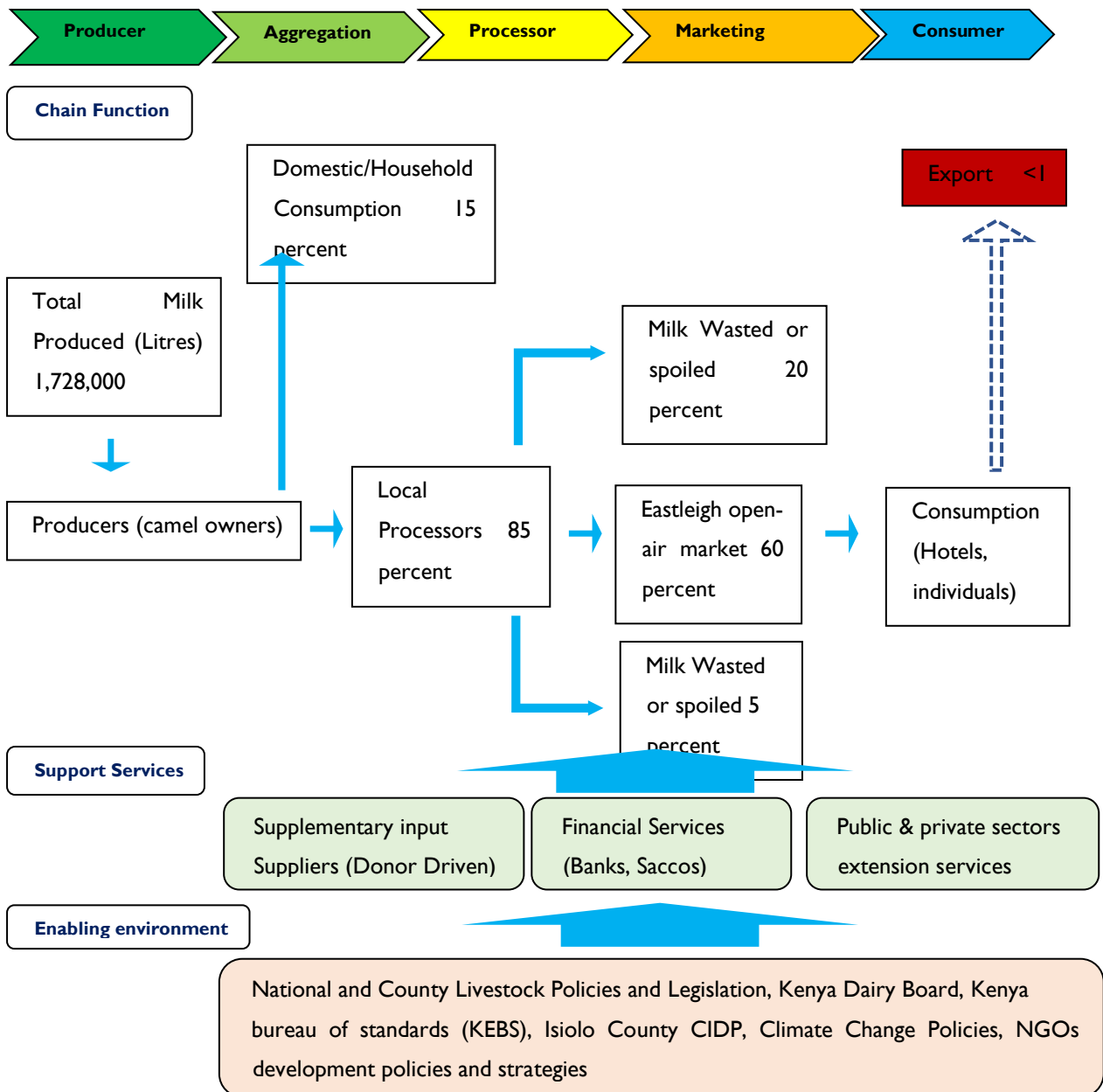


Figure 1: A Schematic Presentation of the Analysis of a Typical Camel Milk Value Chain in Isiolo County

Camel milk is a major source of income and nutrition in Isiolo county. Despite this, many households experience high poverty levels and food insecurity. Camel milk production levels depend on the vagaries of weather. Due to climate change, there is a reduction in production during dry conditions and a surplus during the wet season leading to production and income fluctuations. Besides this, inadequate milk processing and distribution facilities also pose a challenge. To address this, there are two primary milk cooperative societies in the county, Anolei, and Tawakal that were founded locally to deal with and mitigate the county's low productivity in the milk processing and marketing systems (Machan *et al.*, 2022). The cooperatives are discussed in the exhibits below.

### **Exhibit one: Tawakal Camel Cooperative**

Tawakal farmers' cooperative is owned by 100 women from Isiolo County and was started in 2015. It has a processing plant. The cooperative was initially funded by Feed the Future as part of a drought resilience project that assisted women to set up and run enterprises as a source of livelihood. Feed the Future provided the initial capital that was used to purchase the plant machinery and build the processing plant. The cooperative employs four people directly and over 35 others indirectly along the camel value chain. The cooperative has a committee of nine people who manage its activities. The ratio of females and males is 4:2 since most of the activities in the organization are biased towards the female gender. The cooperative has a capacity of 3,000 liters but currently processes 900 liters due to drought. The main products of the cooperative are meat and [yogurt (whose production began in 2021)]. Most of the members are elderly requiring innovative youth if it is to grow. The cooperative does not require specialized skills at the entry-level as the employees are trained on the job. The main challenge facing the sustainability of the cooperative is the participation of youth in its main activities such as input supply, value addition, selling, and training in camel milk production. Youth are only involved in *boda boda* distribution in Isiolo Town. Currently, there is a high demand for camel milk thus this presents an opportunity for the cooperative. However, they indicated that they need more capacity-building on proper camel husbandry and value addition since they are mostly using their indigenous knowledge in the production of camel milk.

### **Exhibit two: Anolei Women Camel Milk Cooperative**

This cooperative is owned by 100 women. The women own their camels that supply milk to the processing plant in Isiolo town. The cooperative has seven employees (five male). The management of the cooperative has been a cost-share arrangement between the women and donors. Currently, the cooperative is processing 4,000 liters of milk but during the rainy season, they process between 6000 liters to 8000 liters. The main markets for milk are Nairobi, Nakuru, and Kitale. The cooperative has sponsored some youth to the Dairy Training Institute in Naivasha to train in milk processing. According to the manager, they see themselves running their factory in five years. The main products are yogurt, cheese, and chocolate. In addition, they sell unprocessed milk. The county government has supported the organization by renovating the processing house and a purchasing generator. Being an MSME, the cooperative does not have formal linkages with training institutions but from time to time, they receive support from either Egerton or Jomo Kenyatta universities. The cooperative does not have a gender or disability policy. The cooperative also indicated the low participation of youths but suggested that they can be involved in processing, transportation, marketing, and extension support, especially for those who are educated and have knowledge and skills in camel milk production.

The LMA found a big gender gap in the involvement and participation of youth in the camel milk value chain despite its potential to create employment for them. These findings suggest that key entry points for EY to this value chain should be through input suppliers, value addition of milk, group marketing, especially through bulking of milk and selling to high-end markets, transportation, and offering extension services, especially for graduates from HEIs. Further entry points exist in cooperatives, county government support, and supporting the TVETs to design curricula that strategically deliver on the commercialization of camel milk.

### **3.2.2 Hospitality**

The two hotels interviewed had a total of 85 employees (30 percent female). 20 percent of the employees were youth aged 18-24 years. Female employees are employed as waiters, receptionists, and secretaries.

#### ***Present and future demand for jobs and skills***

The lowest educational level hotel employers required was secondary education. The most important technical skills the hotels required are customer care services skills, hotel machinery operations, housekeeping, computer, and marketing.

#### ***Labor challenges***

The hotels reported that it was difficult to attract labor, especially from the local community despite advertising the jobs. This is due to cultural limitation which inhibits women from working after six in the evening. This forces the hotels to employ non-locals. Moreover, it was reported that the locals lack exposure and had a phobia of interacting with the outside world. Another labor challenge was that qualified local employees require a higher salary than non-locals. The hotels cited that several youths had been radicalized or were involved in drug abuse. Due to culture, most youths do pursue education hence most TVETs in the county are operating below capacity.

#### ***Employment interventions***

The hotels prefer employing local youth whenever employment opportunities are available. The hotels have no policy on the employment of marginalized groups. The hotels are willing to partner with HEIs for training youth in the industry in the required skills.

#### ***Employment forecasting***

One of the interviewed hotels was still under construction and once completed, it projects to create more than 30 jobs in housekeeping, food and beverages, and non-technical jobs in addition to attachments and internships for tourism and hospitality students. The other **two** hotels indicated that they will require an additional 90 employees soon. The hotels indicated that there was an opportunity for local youth to keep chicken as there was a ready market in the hotels within the county and neighboring counties.

### **3.2.3 Agriculture**

Livestock is the main source of income for more than 80 percent of the population of Isiolo. Irrigated agriculture is also practiced with the production of such crops as maize, sorghum, beans, green grams, rice, cowpeas, kale, tomatoes, onions, and watermelon. These crops are cultivated alongside fruit trees like pawpaw, avocado, citrus, mango, and guava. The county has the potential for beekeeping but due to insufficient investments, this potential has not been realized. Despite the town having a honey refinery, it is unused due to the limited production of honey. The county has suggested the following locations for honey production: Oldonyiro, Isiolo Central, Merti, and Kinna. Abah farm is engaged in livestock farming.

### **Exhibit three: Abah Farm**

This farm is involved in different agribusiness activities; poultry farming (ostrich and chicken farming), dairy farming, and beekeeping. The farm is located in Isiolo County and employs about 10 people. 80 percent of people working at the farm are youth with minimal education (mostly primary school level). Male workers are the majority. The employees are trained before getting employed at the farm. The farm also provides attachment opportunities for college students. The farm welcomes aspiring agripreneurs to learn from its activities. The farm's products - milk, eggs, chicken meat, and ostrich meat, have a ready market within Isiolo Town. Sometimes, the farm cannot meet the demand. Being a small company, it doesn't have a gender or disability policy. Most of the employees are from outside Isiolo County since local youths shun farm jobs as they are physically demanding. The company sees a brighter future and would be able to create more job opportunities. The farm doesn't employ technically qualified people. Therefore, getting employees has never been a challenge. Due to the dry conditions in Isiolo, farm operations are very costly due to insufficient water and pasture.

### **3.2.4 Agro-processing**

The agricultural potential of Isiolo county brings with it the feasibility of agro-processing. As such, there exists several companies that locally process agricultural produce. The need for agro-processing is further necessitated by the growing population that not only provides labor but a market for products. However, due to the low tertiary education levels among locals, most local youths lack the technical skills to work in agro-processing companies. Two companies participated in this LMA as indicated in exhibits four and five below:

### **Exhibit four: Sundus Bakery**

Located within Isiolo town, Sundus Bakery is the first of its kind in the area. It employs over 60 employees, 80 percent, being young people deployed in baking, packaging, loading, transportation, marketing, and distribution. The bakery has more female employees than males. The bakery had no gender or disability policy but doesn't discriminate against any employee or any job seeker. The ability to do the job is the main consideration. The company doesn't foresee employing more people in the short and medium term due to a challenging business environment such as changes in consumer tastes and preferences as people are no longer consuming bread and related products as they used to. The bakery trains most of the employees on the job and does not focus too much on technical skills when hiring. The majority of the employees are class eight and form four graduates.

### **Exhibit five: Ewaso Afri Group Limited**

Ewaso Afri Group Ltd is a private company dealing with gum arabic. It collects and bulks gum arabic from farmers across the county, processes and then transports it to Nairobi for sale. The company does not employ permanent staff but uses casual labor on a seasonal basis depending on the time the crop is in season. The company can employ up to 30-part time staff during peak season. The company cited a lack of capital for collection, processing, transporting, and marketing

activities as one of the challenges that face the industry. The company indicated that if the gum arabic value chain is well managed, it has immense potential for youth empowerment.

### 3.2.5 Transport

Isiolo's strategic location makes it a key transport hub. It connects the northern corridor to central Kenya where the country's capital is found. Moreover, due to its economic sectors such as camel milk, gum arabica, and tourism, it has a good road network connecting it to nearby urban areas. Due to its economic potential, an international airport was constructed in the county.

#### **Exhibit six: Isiolo International Airport**

Commissioned in the year 2017, Isiolo International Airport is owned by the government through the Kenya Airports Authority. Employment with the KAA which manages the operations of the airport is done centrally from Nairobi through public and competitive recruitment. The skills required are in ticketing, cargo handling, clearing, and forwarding, private security, and restaurant operations (chefs and waiters). Currently, the KAA office at the Isiolo Airport has 15 employees. This has decreased from 22 during the pre-covid period when the airport was opened. Currently, no scheduled flights are operating from the airport. Flight operations ceased in 2019 due to the COVID-19 pandemic.

All the employees are older than 24 years. KAA has a gender and disability policy to which they strictly adhere. Being a specialized industry, KAA employs skilled people with at least form four levels of education and technical certifications in ticketing, ground and cargo handling, clearing and forwarding, private security, and restaurant operations. The airport offers internship and attachment opportunities to young people in colleges. This could be a collaboration area with EY. However, the airport offers a lot of other opportunities for wage and self-employment beyond working for KAA. Air companies that will be licensed to operate from the airport will have employment opportunities and could be engaged to prioritize youth from Isiolo. KAA management agreed to be sharing information with EY on operators that will be licensed. Khat and horticulture exports are projected to be major business opportunities that will provide jobs in sorting, packaging, and loading. Once fully operational, the airport is projected to create over 200 direct and indirect jobs under the private companies operating at the airport.

### 3.3 Community-Based Organizations

In addition to the camel milk cooperatives, there exist other commercial associations within Isiolo county. These associations enable community members to create and financially benefit from social capital. Moreover, the associations create a strategic entry point for developmental partners planning to promote youth employment in the county. One such association is NRT. Established in 2004, NRT is a membership organization serving 43 community conservancies spread across 63,000 square kilometers of Northern and Coastal Kenya. It also covers Samburu and Marsabit counties. With the support of its donor partners, NRT finances indigenous institutions to identify, implement, and manage development and entrepreneurial projects that transform people's lives and drive the



growth of businesses. They use a community conservancy model (community institutions) where every community has a representative on conservancy boards. Each conservancy has its manager employed by the relevant communities. NRT's role is to provide technical support in various areas and fundraising.

The 43 conservancies under NRT currently employ over 1,000 people directly, with the majority of them being young people aged between 20 and 25. They employ various skills. Through the conservancies, NRT can reach youths. NRT has a gender and disability policy in place and prides itself on being an equal-opportunity employer. During the assessment, NRT was providing 56 internship opportunities in various fields. Most of the current staff have come through the internship program. NRT foresees a lot of opportunities both wage and self-employment in conservation. It, thus, runs a vocational training program targeting the herders. NRT has an MOU with NITA and other technical colleges around to get lecturers to the villages where the pastoralists are. The organization is open to a formal partnership with EY.

## 4. COUNTY INITIATIVES AND YOUTH EMPLOYMENT OPPORTUNITIES

### 4.1 Introduction and Context

The county government is a supporting agency with the mandate of providing incentives to encourage private sector investment, providing an enabling environment, and incentives to encourage wage and self-employment among the youth. The assessment further looked into the plans that the County Government of Isiolo had in place to increase employment opportunities for the youth. The following departments were visited and provided information on the LMA: Department of Education (TVETs/VTCS), Department of Gender and Social Services, Department of Youth and Sports, Department of Public Service Management, Department of Livestock and Livestock Production, Department of Trade, Cooperatives, Industrialization and Enterprise Development, Department of Governor's Delivery Unit, and Isiolo Youth Innovation Center - which showcases what the county government is doing to attract skills that result in wage and self-employment among youths in Isiolo County.

### 4.2 Departmental Analysis

#### 4.2.1 Department of Youth and Sports

The sectors that are currently employing youth in Isiolo County include trade (industrialization), creative arts, transport, health, and youth and sports. Of these sectors, industrialization has the greatest potential for youth employment. Among the skills necessary for youth when joining these sectors are innovation, teamwork, and networking. The creative arts industry was also cited to have the potential for youth employment. In this industry, the youth need networking, innovation, and teamwork skills.

To promote wage and self-employment among the youth in Isiolo County, the department has interventions such as:

1. Youth enterprise fund
2. Sports tournaments (involving prize giving and KES 500/= daily stipends for participants) to mitigate idleness among youth
3. Linking youth/youth groups to different donors that support sports
4. Establishing the youth innovation center that offers training to youth on different skills
5. Writing proposals to the county government to source funding for youth activities in sports
6. The desert wheelchair race which encourages the participation of youth living with disabilities in sports and businesses. Prize money (where 1<sup>st</sup> prize is KES 100,000/=, 2<sup>nd</sup> prize KES 75,000/= and 3<sup>rd</sup> prize KES 50,000/=) is used to start businesses. Additionally, the participants are given new wheelchairs as an appreciation for their participation.

The key stakeholders that help in promoting market-driven technical skills among the youth were KSG, ICTA, and FKF. KSG offers management training, research, and consultancy to the Isiolo County youth envisioning joining the public sector. FKF aims at supporting youth talent through the provision of funds to support sporting activities, renovations, and recognizing sports talents among the Isiolo youth. ICTA, on the other hand, helps in training the youth on online jobs such as transcribing, online writing, and video editing.

#### **4.2.2 Department of Public Service Management, County Administration and ICT**

According to this department, the sectors that have opportunities for youth employment are health (clinical officers, nurses, and caregivers), agriculture and livestock production (animal health and camel milk production), and transport. Of these sectors, the agribusiness value chain in camel milk production and livestock production had the greatest potential for youth employment in the county. However, very few youths are venturing into the sector forcing them to source for labor outside Isiolo County. The department cited interventions that ensure that the youth transition into wage and self-employment as listed below:

- 1) Provision of training to youth within Oldonyiro and Ngaremara in ECDE
- 2) Reserving jobs for youth from various communities within Isiolo
- 3) Conducting public advocacy programs for youth
- 4) Reserving ward development funds for the youth, PWDs, and women to provide them with funds to start their businesses
- 5) Offering training especially on ECDE and livestock stock markets at county development centers that
- 6) Establishing the youth innovation center that offers training to youth on different skills

Among the key stakeholders that promote both wage and self-employment to the youth include; USAID-NAWIRI, the BOMA project, LMS, and NRT. The BOMA project aims at building resilience to end extreme poverty in Africa's dryland areas such as Isiolo.

The department works closely with the following institutions to offer market-driven technical skills to the youths: Isiolo Youth Innovation Center, KSG, Ajira digital, KMTC Isiolo and Embu (nurse training), Anolei Cooperative (dairy farming), and LMS (training to support livestock cooperatives). It also has an annual recruitment plan to facilitate employment in various ministries.

The department has mechanisms in place to conduct an LMA. It however indicated that it does not have any proper mechanism to conduct such for youth and was willing to be trained and strengthened on the various LMA indicators. The department conducts general assessments for staff in areas such as age limits, gender proportions, and sectors of employment.

#### **4.2.3 Department of Trade and Cooperatives Development**

The Department of Trade and Cooperatives Development is a key contributor to Isiolo County's economic growth as reflected by its revenue share. It, therefore, plays a key role in accelerating employment creation, economic growth, industrial development, and poverty reduction. Its main roles include trade licensing regulations, development of market infrastructure within the county, enforcement of fair trade practices among traders and the public, and spearheading the development and capacity building for cooperative societies. The sectors that are currently employing youth within the county include transport, the health sector, art, MSMEs, and sports. Of these sectors, the MSMEs and transport sectors have the greatest potential for youth employment.

The department cited plumbing as a key skill that youth need when getting into employment as the town centers needed plumbers yet most of the youth do not have such a skill. Mechanic skills were also important due to the upcoming transport sector within the county. Other skills that were

deemed important were problem-solving, communication, and IT due to digitalization. Communication skills were cited to be important to enable the youth to facilitate training. One county staff pointed out the following concerning online job opportunities:

*“During COVID-19 in 2020, most jobs shifted online. It was saddening to see youth not able to facilitate online training using the basics of putting on videos, muting, and unmuting themselves which created a bad impression to the donor.”*

Respondent 001, County staff

The department has interventions for youth venturing into both wage and self-employment through:

- 1) Establishing the youth innovation center that offers training to youth on different skills
- 2) Encouraging youth to form cooperatives and groups so that they can benefit from donor-funded projects
- 3) Linking youth to donors and state agencies to source for funds to run their businesses
- 4) Having in place the youth enterprise fund that provides basic business start-up capital
- 5) Opening new and more market opportunities
- 6) Providing incentives to investors and entrepreneurs
- 7) Offering training on business and enterprise development

The key stakeholders who promote wage and self-employment among youth include WFP (who offer support to youth enterprises through funding), LMS (through supporting livestock cooperatives for youth), NAWIRI, KNCC, and MSMEs. The department further works with KSG, various donor NGOs, UKAID, NAWIRI, and LMS.

#### **4.2.4 Governor’s Delivery Unit**

This unit was created to streamline the delivery of services to residents of Isiolo County. The unit is mandated to drive performance in various areas such as gender, youth and sports, education, and trade and industrialization within the county. The department ensures that the developmental agenda of the governor are effectively implemented and monitored for positive results. It identifies priority areas for interventions. For example, the health sector was tasked to recruit youth to work as caregivers and nurses during the COVID-19 crisis. Due to the lack of such trained youth, the department had to contract Meru KMTC to assist in training the youth for efficient service delivery in their healthcare facilities.

The department cited the health sector as the sector currently employing the youth. It recruits health workers as clinical officers, caregivers, and nurses and engages the youth and sports departments (through various sporting activities) and the trade and tourism sector (by employing youth in the north rangelands). The department noted that many youths in the county lack variety of skills such as communication, networking, and problem-solving. The department noted that the youth are unable to work under pressure and cannot accept correction. To promote youth wage and self-employment the department provides:

- 1) Internships and apprenticeship opportunities
- 2) Job placements within county departments
- 3) IT centers where youths are trained in computer and digital designs

The department collaborates with various stakeholders including NAWIRI, WFP KALRO, ILRI, and LMS to offer training on market-driven technical skills and promote youth employment. The

department cited that there was a mismatch between TVET training and industry skill demands due to training with redundant technologies.

#### **4.2.5 Department of Gender, Culture and Social Services**

According to the Department of Gender Culture and Social Services, the sectors that have opportunities for youth employment are tourism, sports, and health. The SMEs sector was cited as having the greatest potential for employing youth since a majority of them are venturing into self-employment. The youth require flexibility, teamwork, communication, innovation, and problem-solving skills to work in these sectors. Teamwork was cited as an instrumental skill for youth as most of the current jobs in the county are in donor-funded projects which require them to work with communities.

The department provides loans to youth and PWDs and offers job volunteering opportunities, attachments, and internships. The also collaborates with other organizations such as KSG, UKAID, USAID, Huawei, and LMS to train the youth to minimize skill gaps.

#### **4.2.6 Department of Agriculture, Livestock and Fisheries Development**

The Department of Agriculture, Livestock and Fisheries Development comprise three directorates namely Agriculture and Irrigation, Livestock and Fisheries. The mandate of the department is to enhance the development/domestication, implementation, and coordination of all agricultural activities, policies, and programs in the county. According to the department, the sectors currently employing youth are livestock (poultry, red meat, and abattoirs), communication (local radio stations), Isiolo International Airport, and MSMEs. The sector that has the greatest potential for youth employment was cited as agriculture (abattoirs). To work in these sectors, the youth require soft (such as communication skills, innovation, and creativity) and technical skills in crop production and animal husbandry.

The department cited several interventions in place to support wage and self-employment such as:

- 1) Offering internship and attachment opportunities to the youth
- 2) Availing project funds to help in training and supporting youth-led businesses, climate-smart projects, Guba Dida Irrigation scheme - which offers training on sorghum farming, fish capturing in Ewaso Nyiro, and sand harvesting projects
- 3) Supporting youth-led businesses by providing farm input subsidies such as seedlings and fertilizers
- 4) Offering entrepreneurship training

The department cited collaborations with different stakeholders that promote wage and self-employment among the youth. WFP funds youth businesses while LMS offers support to livestock cooperatives for youth. Other stakeholders that support the department in the provision of market-driven technical skills include NRT, NAWIRI, UN-FAO, KALRO, ILRI, and LMS. LMS enhances the marketing and value addition of livestock products within Isiolo County. NAWIRI, KALRO, UN-FAO, and ILRI majorly support agricultural and livestock research and the provision of grants to businesses. They also provide mentorship and incubation programs, especially for business start-ups. NRT, on the other hand, supports the rangeland communities in increasing their productivity and effective use of available resources.

#### **4.2.7 Department of Education and Early Childhood Education and Vocational Training**

According to the Department of Education and Early Childhood Education and Vocational Training, the sectors that are currently employing youth in the county include agriculture (abattoirs and livestock production), SMEs, transport, and creative arts (through YouTube). The relevant skills for these sectors were cited as animal production, communication, innovation, creativity, and digital literacy.

The key interventions within the department to promote youth wage and self-employment were cited as:

- 1) Mapping the youth to connect them to vocational training centers
- 2) County stadium flagship projects that encourage youth to participate in sporting activities (soccer and athletics)
- 3) Youth mentorship programs
- 4) Entrepreneurship training
- 5) Establishing TVET in each of the 10 wards to encourage enrollment and training of the youth. Currently, there are only four TVETs in Oldonyiro, Merti, and Sericho.
- 6) Construction of innovation hubs in each of the 10 wards.

The department cited that NAWIRI and LMS are the major projects within the county that are currently promoting youth employment. The department also noted that TVET training produced graduates with relevant skills in the labor market, especially in building and construction.

### **4.3 County Plans to Increase Youth Wage and Self-employment**

To increase the number of youth in wage and self-employment, the county has the following plans:

- i. Creation of an industrial park where youth will be engaged in different companies
- ii. Development of investment cooperation trade policies
- iii. Construction of innovation hubs in each of the 10 wards
- iv. Supporting the already operational Isiolo Youth Innovation Center which trains youth in skills not offered in VTCs
- v. Supporting the youth to work in various national government projects such as LAPSET and Isiolo International Airport.
- vi. Establishing VTCs in all the 10 wards in the county to increase youth enrollment and the number of courses offered to equip youth with the relevant skills for the job market

### **4.4 Challenges Facing the Youth when Seeking Wage and Self-employment**

The county departments cited challenges facing the youth when seeking wage and self-employment. These include:



- i. Lack of mentorship programs
- ii. Nepotism
- iii. Corruption in employment sectors
- iv. Mismatch of skills
- v. Lack of work/job experience
- vi. Lack of career guidance.

One respondent stated the following:

*“Isiolo county is made up of a pastoral community thus most jobs are in the livestock sector yet the youth train in other fields. They thus struggle to search for jobs yet the livestock sector has so many opportunities”* Respondent 002, County staff.

- vii. Lack of credentials/certificates to support the skillset making the youth miss out on many jobs
- viii. Drug and substance abuse. This has affected many male youths with some joining terror groups.
- ix. Non-resilience among the youth especially those who venture into self-employment
- x. Negative attitude by the youth in that they are choosy of which type of jobs to work or to be employed in
- xi. Low education levels due to poor performance in school

## 4.5 Labour market assessment capacity in county departments

The majority of departments interviewed did not have the capacity and the budget to conduct LMAs. Since the LMA was a key interest area, especially following high rates of youth unemployment within the county, the departments were willing to participate in the LMA training to strengthen their capacity. The areas of interest for most of the departments included the status of employment, employment in the informal economy, educational attainment and illiteracy, youth unemployment, and wages and compensation in different sectors.

## 4.6 Case study: Isiolo Youth Innovation Center

The Isiolo Youth Innovation Center began in 2018 with 52 youths. The idea behind the center was initiated by KSG and the county government of Isiolo. The youth were initially trained in entrepreneurship. So far, the center has been able to train more than 500 youth in various skills including computer literacy, hydroponics farming, CV-writing and cover letter-writing, entrepreneurship, music, photography, tailoring, mobile app development, interlocking block making, and martial arts.

Although the Youth Innovation Center has successfully trained youth and even supported them in job applications and placements, it has no permanent staff and relies on volunteers to offer training. After identification of the skills gap, the center manager uses his networking skills to identify volunteers to train the youth. Most of the trainees are female thus the need to recruit more male youth. Apart from the training offered, the center has several other initiatives to support the youth such as the creation of linkages for employment, promoting cultural and business exhibitions, hosting meetings for youth, and providing internet connectivity to encourage online jobs.

To cater to the needs of PWDs, the center has invested in a sign language trainer. Additionally, the center has a youth representative in all the 10 wards within Isiolo County.

The center has also partnered with various donors to help them in managing the center. Some of these partners include; Huawei, Action Aid, UKAID, KFCB, the Norwegian Embassy, and ICTA. The institution conducts tracers to follow up on the trained youth. The center is willing to partner with EY to strengthen its capacity to conduct LMAs for youths.

## 5. TVET ANALYSIS (CAPACITY MAPPING)

### 5.1 Introduction

TVET education plays a key role in any society by providing qualified labor for the economy and transitioning young people from ‘learning to earning’. TVET is the education sector closest to the labor market. As such, it is designed to tackle current and future challenges: first by making people capable and resilient in their lives, and second, to keep TVET relevant for the economy and society (UNESCO, 2021). This section highlights the institutional capacity of the TVETs that participated in the LMA. The section highlights the programs offered, enrolment for the different programs, the pedagogical approaches, the sources of funds, linkages with the industry, and support offered in career guidance. The institutions targeted in Isiolo county comprised two TTIs and four VTCs. The TTIs include Merti TTI (public) and Bishop Locati TTI (private). The difference between Merti TTI and the public VTCs is that Merti TTI receives both National and County governments’ capitations while the VTCs only receive county bursaries. On the other hand, Bishop Locati TTI does not receive any form of government capitation being a private institution. The other VTCs include Oldonyiro, Merti, Uhuru, and Sericho.

### 5.2 Quality of Training Programs in TVET Institutions

Quality training in Kenyan TVETs ensures that education and training services satisfy identified industry, trainee, and social needs systematically and reliably. The LMA sought to determine the quality of the training programs of TVETs in Isiolo. The results indicate that the average number of training programs offered in TVET institutions in Isiolo County is six while the average number of students per course is eight. Student enrolment in the institutions is very low compared to other counties. This was attributed to the traditional nomadic life of the local communities which leads to low education levels. The youth do not focus on education but are mostly involved in finding feed and water for their livestock. Bishop Locati TTI, which has been in existence since 1974 had the highest number of students enrolled (233) while Merti TTI had the lowest number of students enrolled (15). Merti TTI is a relatively new institution established in 2020. Bishop Locati TTI is also located in Isiolo town which makes it easily accessible by road thus able to attract more students. On the other hand, Merti TTI is located at the furthest end of the county and is not easily accessible. As a result, the former institution has been able to establish student admission linkages as compared to the latter.

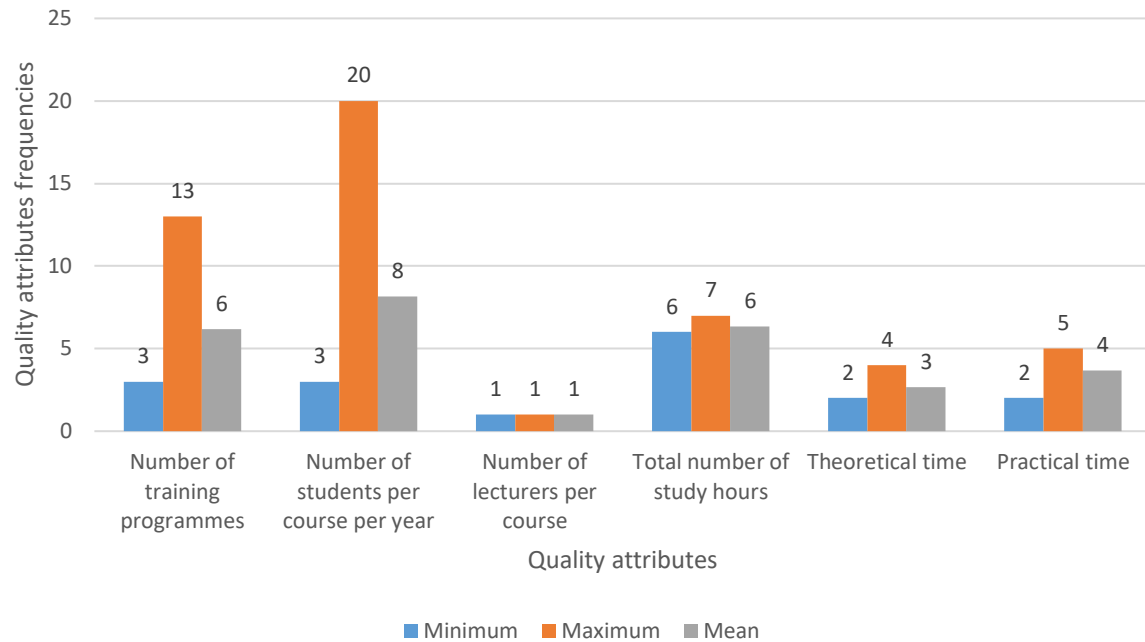


Figure 2: Quality of training programs in TVETs

There were also a few tutors/trainers employed in the institutions since the county only employed principals. The other staff were employed by the board of management which does not guarantee them their monthly payment.

The total number of study hours per day was seven hours with three hours allocated for theory and four hours allocated for practicals. A more practical approach to delivering TVET curricula enables students to gain hands-on skills and thus become better at performing jobs once employed. However, many of the institutions did not have adequate facilities to offer practical lessons. EY can support these TVETs by lobbying the county government for better infrastructure to conduct practical sessions.

### 5.3 Intergration of ICT in TVET Curricula and Pedagogy Methods Used by TVETs

Learning using technology is important as it enhances lifelong learning culture. It empowers learners by providing them with multiple pathways that offer choices and channels to meet their education and training needs. In this LMA, it was important to determine the integration of ICT in TVET curricula. The results indicate that 67 percent of the institutions had integrated ICT into their curricula (Figure 3). Merti and Sericho VTCs had not integrated ICT into their curriculum due to unstable power. The institutions use solar panels as their source of energy due to a lack of electricity. As a result, power can run out at any time which made it hard to invest in ICT.

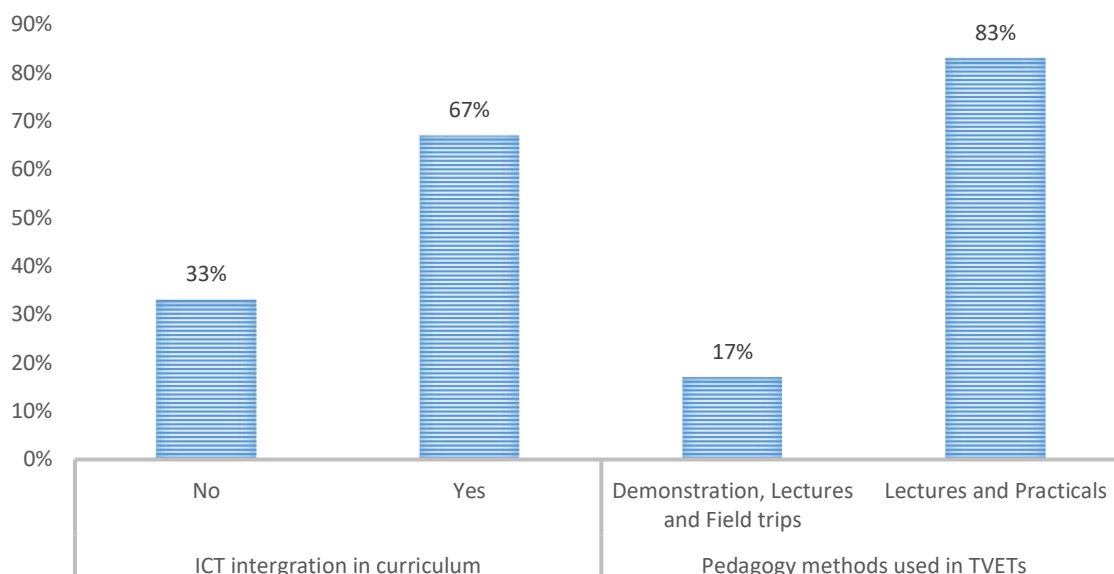


Figure 3: ICT integration in curriculum and pedagogy methods used in TVETs

To impart the relevant skills to students, TVETs need effective pedagogical methods. TVETs in Isiolo county use different pedagogical methods to deliver the curricula. Results indicate that the most prevalent methods of delivering the curricula were lectures and practicals (Figure 3). The prevalence of lectures and practical use can be attributed to the technical nature of the courses offered by VTCs. Practical training in TVET requires state-of-the-art technological innovations for delivering such training. The limited use of field trips can be attributed to the limited funding in the institutions. The lack of finance and facilities thus inhibited the institutions to arrange field trips for their students.

## 5.4 Sources of Funds for TVET Institutions

Most of the VTCs (83 percent) received their funding from the county government. Only Merti TTI got national government funding in form of a HELB loan for students. The students get KES 30,000/= per year as a HELB loan and an annual county bursary of KES 26,000/=. However, Bishop Locati TTI, being a private institution, did not receive any form of government capitation despite having the highest number of students in the county. The over-dependency on government capitation and student fees poses a risk to the institutions in terms of funding hence the need for income-generating activities as a supplementary source of income.

Table 2: Funding Mechanisms in TVETs

Funding mechanisms in TVETs	Frequency	Percentage ( percent)
Only Students Fees	1	17
Government capitation	5	83
Total	6	100

## 5.5 Factors Determining the Type of Training Programs Offered by TVET Institutions

The main factor determining the type of courses offered by the institutions in Isiolo County was the demand by the labor market (Figure 4). For example, due to the rising demand for plumbing

services within Isiolo Town, most of the institutions were offering plumbing as a course. Interest by applicants in determining the courses offered had the lowest percentage (17). This implies that most of the students in the VTCs were not pursuing courses of their choice.

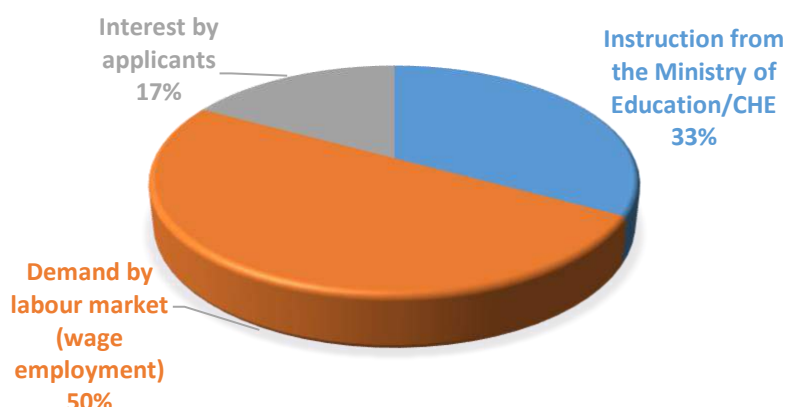


Figure 4: Factors Determining types of courses offered in TVETs

## 5.6 Internship and Industrial Attachments

The success of TVET training depends on graduating students with the requisite skills for the industry. This calls for collaboration between the TVETs and industry players. Industry linkages are important in informing curricula design and internship, attachment, and job placement opportunities for students. Out of the six TVETs interviewed, only one was placing their students for internship and industrial attachment.

Table 3: Number of Students placed for Industrial Attachment

Sex	Maximum	Mean
Male	15	3
Female	90	15

The only TVET that was placing students for attachments and internships was Bishop Locati TTI. The TVET placed more female students (90) as compared to male students (15) (Table 3). This can be explained by the institution being the center of excellence in offering secretarial studies which are mainly done by female students. All the public VTCs did not place students for internships. These institutions lacked the linkages as well as the capacity to place students for internship. This indicates a gap in training that EY can exploit.

### 5.6.1 Challenges Facing the Youth in Acquiring Internships and Attachment

The main challenge in acquiring internship positions was cited as the distance students have to cover to the targeted organizations. If attached to organizations that are far from their homes, they may require payment for accommodation or transport. Most of the students come from economically disadvantaged families and thus prefer attachment to organizations that are closer to their homes. This limits their chances of participating in internships and attachments.



## 5.7 Opportunities for Career Guidance and Development Services

### 5.7.1 Availability of Career Guidance Office

Career guidance offices assist students to make and implement informed educational and occupational choices. TVETs thus need to have career guidance offices. Only Bishop Locati TTI offered career guidance and development services to its students (Figure 5). Students visit the office five days a week. All the public institutions did not have a career guidance office. This shows a gap that EY can fill by investing in career guidance services to the public VTCs in the county.

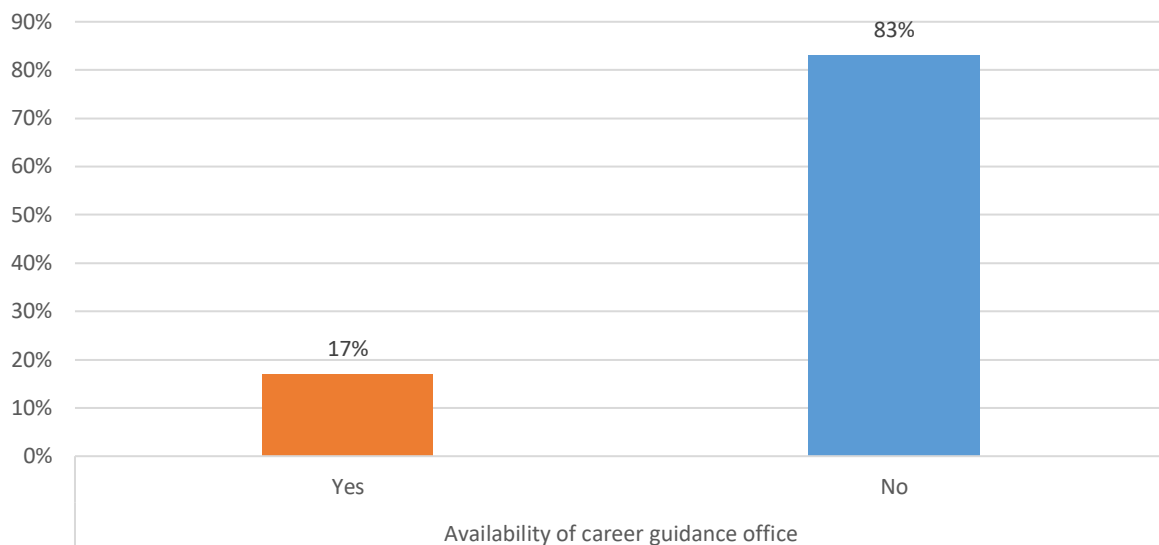


Figure 5: Availability of career guidance office

### 5.7.2 Competencies, Skills Training, and Job Placement Services

The assessment of competencies and skills training versus job placement services indicates that most of the institutions had more emphasis on competencies and skills training as compared to job placement services. This indicates the limited linkages between the institutions and the private sector. This finding demonstrates that there may be viable opportunities to support the TVETs in enhancing their job placement services (Table 4).

Table 4: Level of importance of the following career development services

Career Development Services	Mean
<b>Competences and Skills Training</b>	
Communication	4.8
Interview preparation	4.5
CV writing	4.5
Teamwork	4.5
Computer skills	4.3
<b>Job Placement Services</b>	
Attachment	3.0
Internships	2.3
Career expos	2.3

Job advertisement	2.3
Remote job centers	2.3
Work-study	2.3

## 5.8 Engagement of TVETs with the Private Sector, Training needs Assessment and Alumni Associations

The assessment indicated that three out of the six TVETs had engagements with the private sector. The public VTCs had engagements with NRT for a vocational training program tailored to pastoralists. The organization thus had propositions in terms of curriculum reviews and recommendations. Bishop Locati TTI had engagements with the private sector in terms of attachment and internship placement. The institution had engagements with the Land Mark Hotel and Meru Royal Acacia Hotel where it placed hospitality students for attachments, internships, and jobs.

Bishop Locati TTI also conducted tracer studies and training needs assessment. The principal made calls to organizations and sometimes made visits to the organizations where students are placed or employed. The institution indicated that before launching a program, they invited different stakeholders (community, private sector, NGOs, and government officials) to validate the programs. Only two TVETs (Sericho VTC and Bishop Locati TTI) had an alumni association. (Figure 6). The absence of alumni associations in the other institutions is a gap since alumni associations serve as a bridge between the students and the labor market.

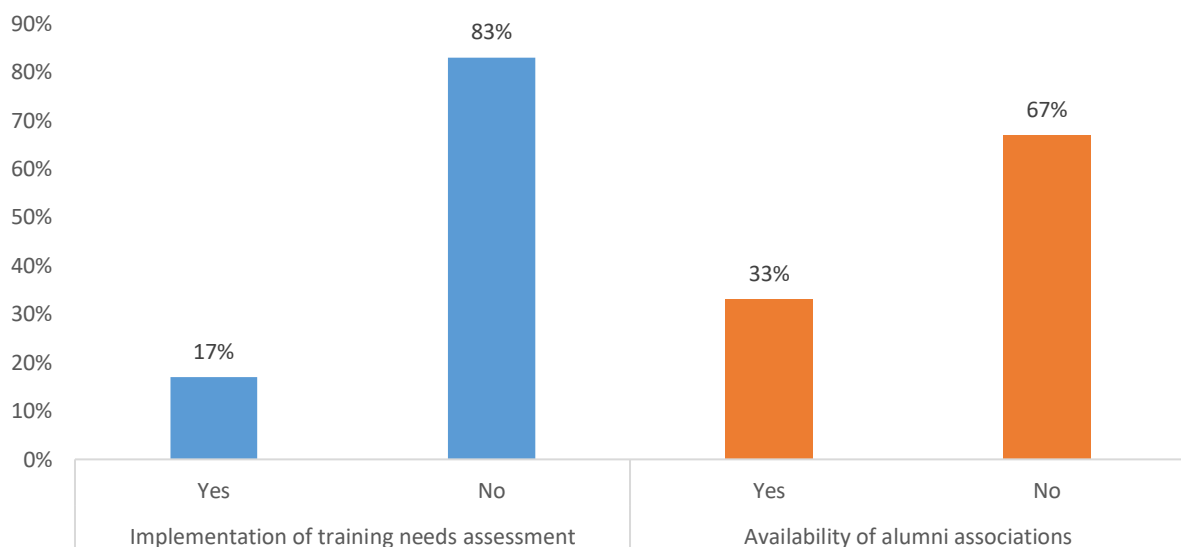


Figure 6: Implementation of training needs assessment and availability of alumni associations

## 5.9 Tailor-Made Short Courses and Training

Despite the institutions not offering commercialized short courses, most of them were willing to offer and commercialize the masonry, plumbing, and welding short courses due to the rising demand in the construction industry in Isiolo Town. The main determinants of a new course introduction were cited as approval by TVETA and market demand (Figure 6). The fact that most of

the students were supported by the County government, the rolling out of new courses needed approval by the government body (TVETA). This implies that the institutions have to go through all the required necessary processes regardless of the urgency of the course required. Market demand also had a high influence on the determination of new short courses offered.

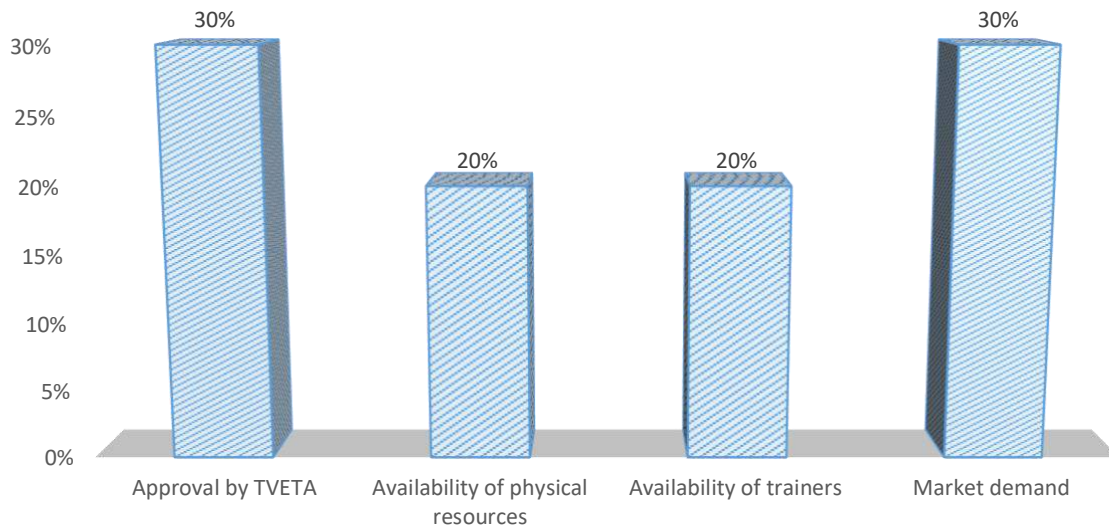


Figure 7: Factors determining the development and delivery of short courses by TVETs

## 5.10 TVETs Capacity to Conduct Labor Market Assessment

With regards to the TVETs capacity to conduct labor market assessment for the youth, only Bishop Locati TTI had limited capacity to conduct the labor market. The institution kept in touch with their former students to know where they are employed. Two staff members, that is, the Principal and the Sister were tasked with this role. All the other institutions did not have the capacity nor the skills to conduct labor market assessment. This shows that the capacities of TVET institutions to conduct labor market assessments are underdeveloped. Lack of data on the skill needs, labor market information system and tracer studies hamper the evidence-based policy making which is required for the growth of the TVET institutions. However, all the TVETs were willing to be trained in labor market assessment. The major indicator of interest was cited as unemployment (Figure 8).

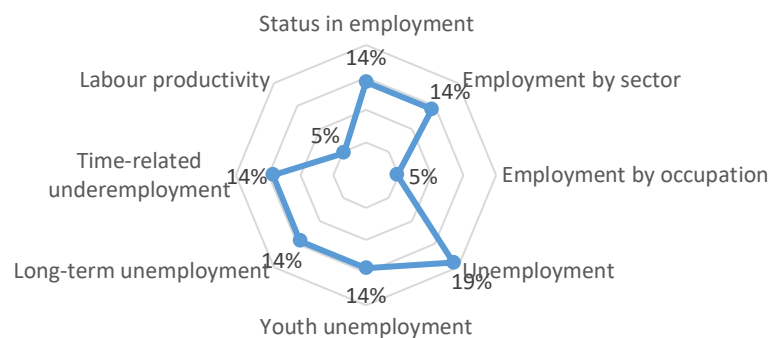


Figure 8: LMA Indicators of priority to TVETs

## **5.11 Integration of Gender and PWDs in TVETs**

None of the institutions has a gender or PWDs policy. For TVETs to be gender sensitive and ensure heightened inclusion of PWD, the entry criteria, teaching methods, materials, and evaluation methods should be reviewed and adapted. An enabling policy or strategy is also recommended to be put in place to support females and PWDs. Moreover, the TVET workforce's capacity to teach trainees with disabilities, alongside non-disabled trainees, should be strengthened through operational alliances with key partners and resource allocation.

## 6. THE DYNAMICS OF YOUTH UNEMPLOYMENT IN ISIOLO COUNTY

### 6.1 Demographic Characteristics of Youths

This section highlights the characteristics of Isiolo youth who participated in the LMA. It gives the education levels, skill sets, job preferences, and challenges faced when seeking wage and self-employment. The youth were divided into two age groups: 15-19 years and 20-24 years as presented in Table 5. Concerning education levels, the majority of the youth had secondary education as their highest level of education (Table 5). This highlights the need to support the youth to pursue tertiary education which imparts skills to the youth. Most of the employed youth had a college level of education while the majority of the unemployed youth had secondary school education as their highest level of education. Youth possessing a secondary school level of education may lack the skills thus the high levels of unemployment since it is basic. If the unemployed youth are encouraged to join TVET institutions, they will acquire skills required by the labor market hence increasing their chances of employment.

Table 5: Characteristics of Isiolo youth participating in LMA

<b>Youth Sex by Age Group (Percentage)</b>	15-19 years	20-24 years		
Female	29	71		
Male	7	93		
<b>Youth Highest Education Level by Sex</b>	Primary	Secondary	College	University
Female	29	55	10	6
Male	11	71	14	4
<b>Youth Employment Status by Highest Education Level</b>	Primary	Secondary	College	University
Employed	17	33	50	0
Unemployed	21	66	8	5
<b>Youth Employment Status by Age Group</b>	15-19 years	20-24 years		
Employed	17	83		
Unemployed	19	81		

### 6.2 Preferred Sectors, Jobs, and Skillsets of Unemployed Youth

Unemployed youth in Isiolo County cited several sectors that they preferred for wage and self-employment (Figure 9). Many of the youth preferred working in the MSMEs sector. This sector offers diverse employment options as well as flexibility which is one of the employment characteristics preferred by the youth. The youth also had a preference for the agricultural sector in activities like rearing cattle, poultry farming, as well horticulture. Other preferred sectors were the public sector, manufacturing, service, apparel, education, health, transport, and hospitality.

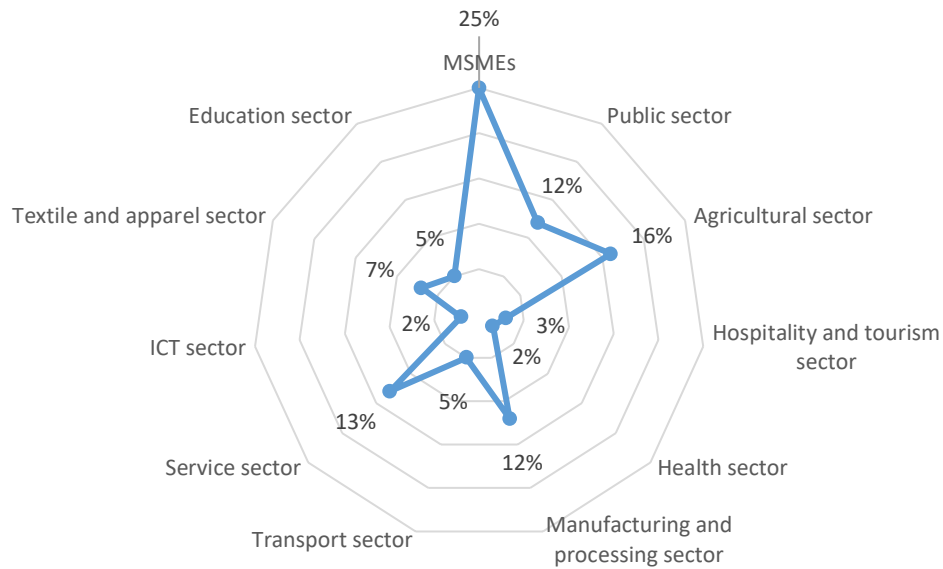


Figure 6: Employment preferences for unemployed youths

The unemployed youth also cited some jobs they would prefer to do including; secretarial jobs, tailoring and design, electricians, shop attendants, drivers, and hairdressers (Figure 10). These preferences were highly influenced by the ongoing development and expansion of Isiolo town.



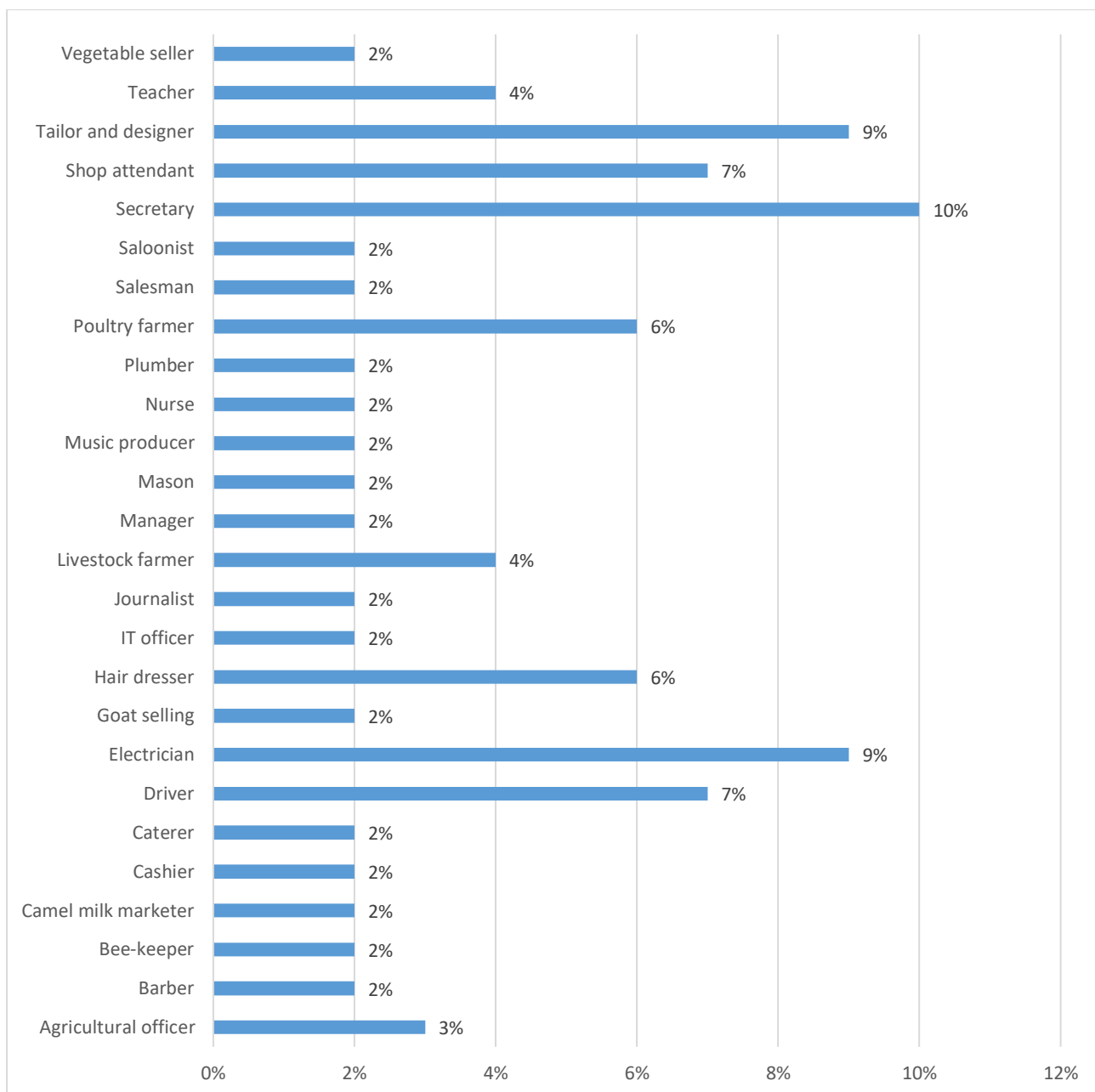


Figure 7: Types of jobs preferred by unemployed youths

The unemployed youth also indicated that they possessed some skills as given in Figure 11. These skills include sales, sewing, communication and typing, driving, hairdressing, and electrical.

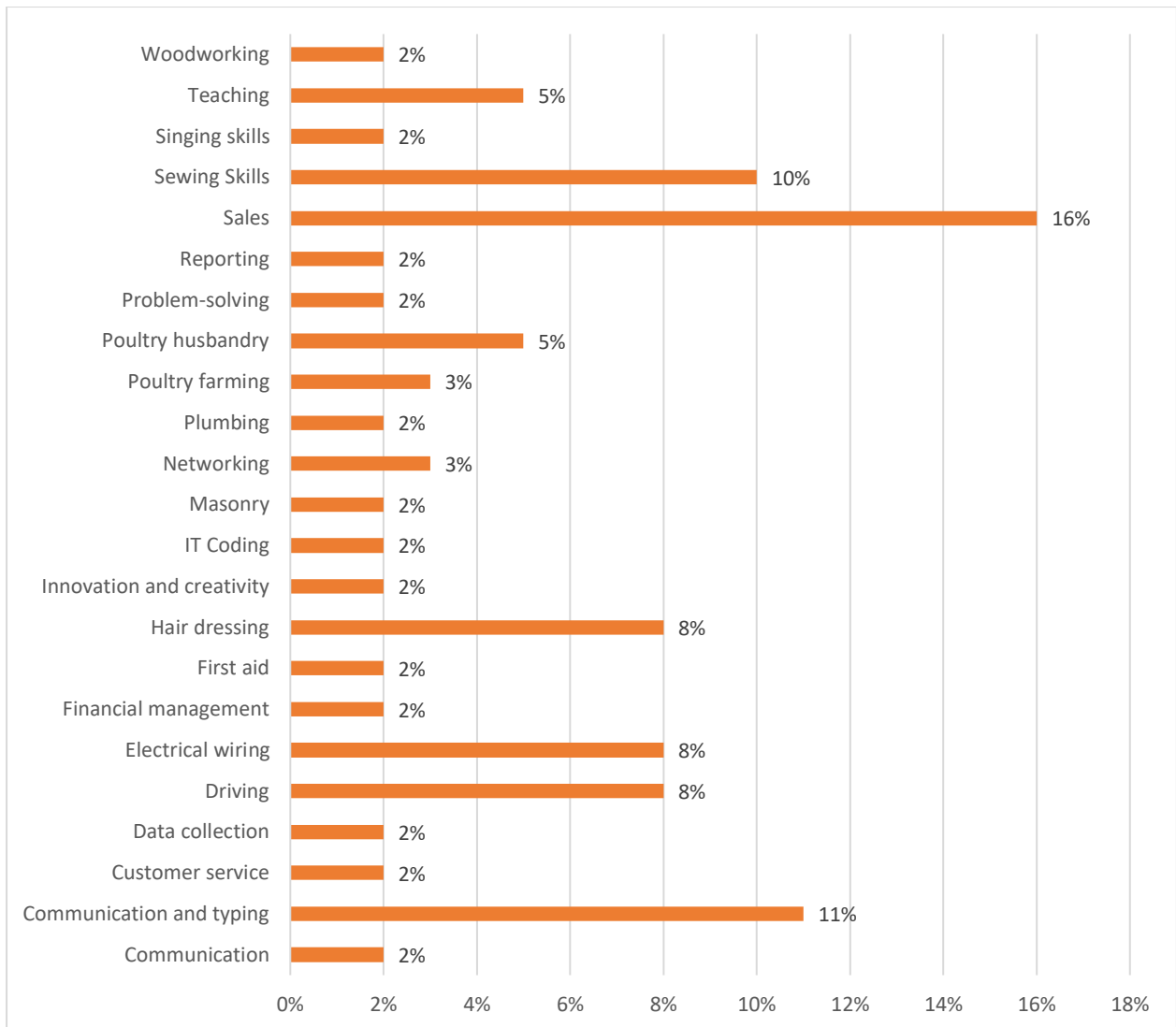


Figure 8: Skillsets of unemployed youths

## 6.3 Steps and Duration for Employment Search

The unemployed youth had taken initiative to search for employment. This is through education and training, seeking assistance from their parents, friends, and relatives, attending job fairs, checking job sites, responding to advertisements, making unsolicited applications, and registering in employment bureaus as indicated in Figure 12.

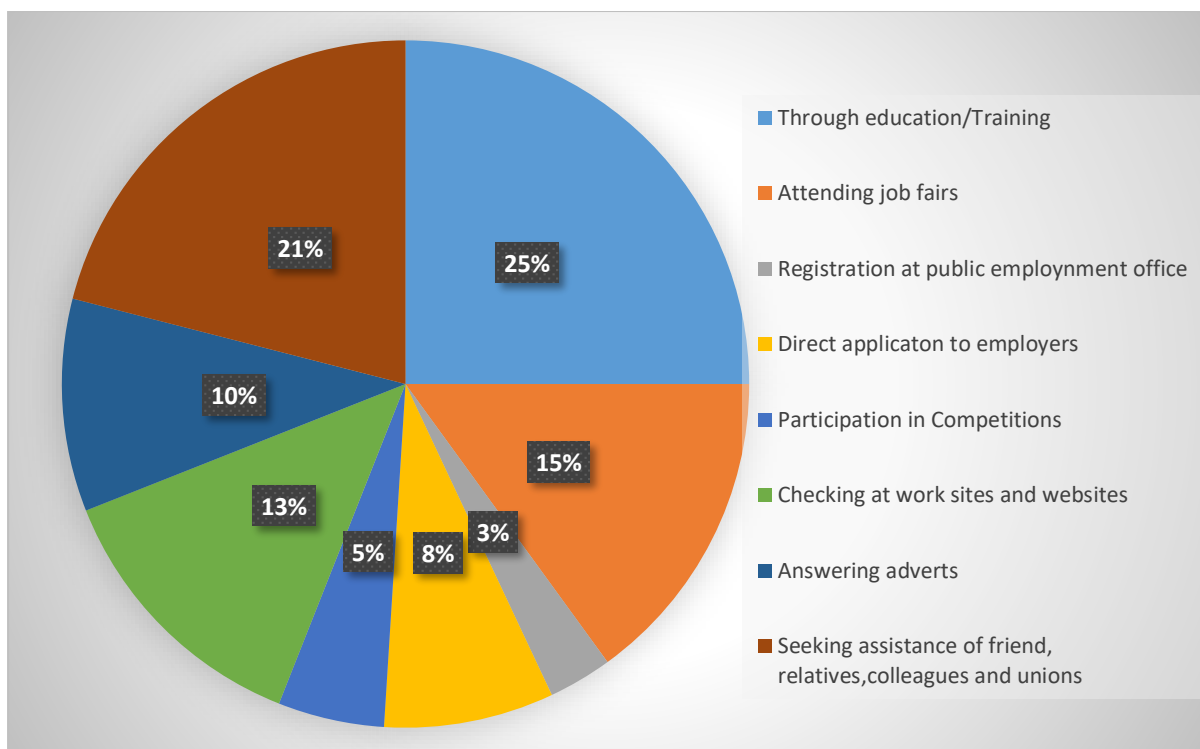


Figure 9: Steps taken in searching for employment

71 percent of the unemployed youth had spent more than one year searching for employment (Table 6). With limited information centers and opportunities in the county, the majority of the youth lacked information on available employment opportunities. The limited job opportunities within the county meant that majority of them had to spend more time unemployed and increased competition for available jobs.

Table 6: Duration searching for employment

Duration	Frequency	Percentage ( percent)
1-2 Months	2	3
3-6 Months	7	12
6 Months- 1 Year	9	15
More than 1 Year	43	71
<b>Total</b>	<b>61</b>	<b>100</b>

## 6.4 Wage Expectations of Unemployed Youth

The average wage expectation for the unemployed youth in Isiolo County was KES 21,048/=. Unemployed youths possessing a primary level of education had the least wage expectations while those with a college education had the highest wage expectation of KES 26,000/= (Table 7). The youth with a tertiary level of education hoped for better salaries as they had the necessary skills and training as opposed to those with secondary and primary school levels of education.

Table 7: Wage Expectations of Unemployed Youth

Wage Expectations	Mean (KES)
Mean Wage expectations for Unemployed Youth	21,048/=
<i>Minimum Wage Expected by Unemployed Youth by Gender</i>	
Female	20,846/=
Male	21,194/=
<i>Minimum Wage Expectations of Unemployed Youth by Highest Education Level</i>	
Primary	19,692/=
Secondary	20,585/=
College	26,000/=
University	25,000/=

## 6.5 Challenges Facing Unemployed Youth when Seeking Wage Employment

Unemployed youth cited that they faced several challenges in getting wage employment as shown in Figure 13. Most of them indicated a lack of required skills (at 27 percent) and job unavailability (at 21 percent) as the main challenges. Most of the youth had not joined any TVET and thus lacked the skills for employment. There were limited opportunities since most of the private sector employers had a preference for older workers. Other challenges that were cited include low wages, age, discrimination, lack of experience, lack of education, and poor working conditions.

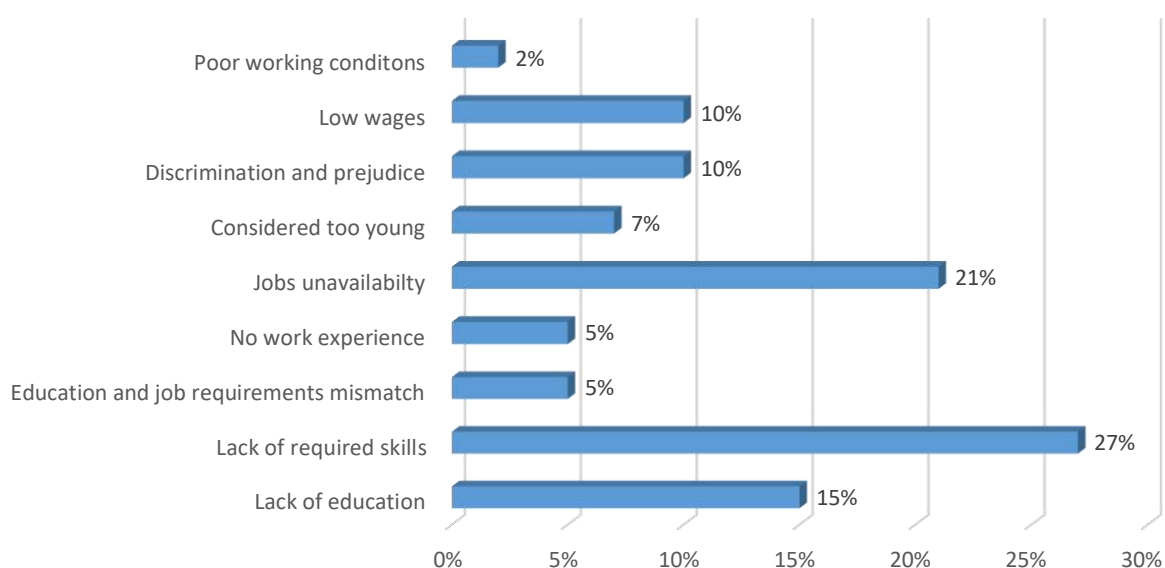


Figure 10: Challenges facing unemployed youth when seeking wage employment

## 6.6 Training Preferences and Job Assistance of Unemployed Youth

47 percent of the unemployed youth indicated that vocational training was essential in getting employment vocational training offered more technical and practical skills. Some courses in vocational training institutions also required less time to complete the training. Only 10 percent of the youth received job assistance. Those that received some assistance were mainly through workshops and networking. These workshops offered training to them that they needed and linked them to potential employers.

Table 8: The Training preferences and job assistance of unemployed youth

Level of Education Useful in Getting Employment	Frequency	Percentage
Primary	2	3
Secondary	6	10
Vocational training	29	47
University	23	37
Other	2	3
Total	62	100
<b>Job search assistance</b>		
Yes	6	10
No	56	90
Total	62	100
<b>Types of job assistance</b>		
Networking/Job Search Workshops	4	67
Family, Friends, and Relatives	1	17
CV Writing	1	17
Total	6	100

## 6.7 Dynamics of Employed Youth in Isiolo

### 6.7.1 Characteristics of Youth Jobs

The LMA established that there was a high unemployment rate in Isiolo County. Out of the 68 youths interviewed, only six were in employment. In addition, despite 61 out of the 62 unemployed youth showing interest in working, the majority were jobless. This section presents the dynamics of employed youths. As shown in Table 9, there was equal distribution in terms of employment sectors, that is, public, private, and MSMEs. 50 percent of the employed youth indicated that they were employed on permanent terms of service. 66.7 of the employed youths were at entry-level jobs. Most of the youth had taken more than one year searching for jobs before they were absorbed into the job market.

Table 9: Characteristics of employed youth

Type of Organization Employed		Frequency	Percentage
	Private (Formal)	2	33.3
	Public	2	33.3
	MSMEs	2	33.3
	<b>Total</b>	<b>6</b>	<b>100</b>
Nature of Employment	Permanent	3	50.0
	Contract	1	16.7
	Casual	1	16.7
	Internship	1	16.7
	<b>Total</b>	<b>6</b>	<b>100</b>
Level of Employment	Entry-level Management	1	17
	Middle-level Management	3	50
	Top-level Management	2	33
	<b>Total</b>	<b>6</b>	<b>100</b>

Level of Employment as at Entry into the Organization	Entry-level Management	4	66.7
	Middle-level management	1	16.7
	Supervisory-level Management	1	16.7
	<b>Total</b>	<b>6</b>	<b>100.0</b>
Duration Searching for Employment	3-6 Months	1	17
	More than 1 year	5	83
	<b>Total</b>	<b>6</b>	<b>100.0</b>

### 6.7.2 Skill Sets of Employed Youth

Employed youths in Isiolo County mostly possessed motorcycling skills. With Isiolo being a major business hub, goods are often ferried between the rural areas and the major town using motorcycles due to the poor roads. This type of business was cited as the main source of income for most youth in the County. Other skills possessed by the youth are sales, secretarial, and driving (Figure 14). Most employed youths lacked entrepreneurial and financial management skills essential in managing the little income they get from the work.

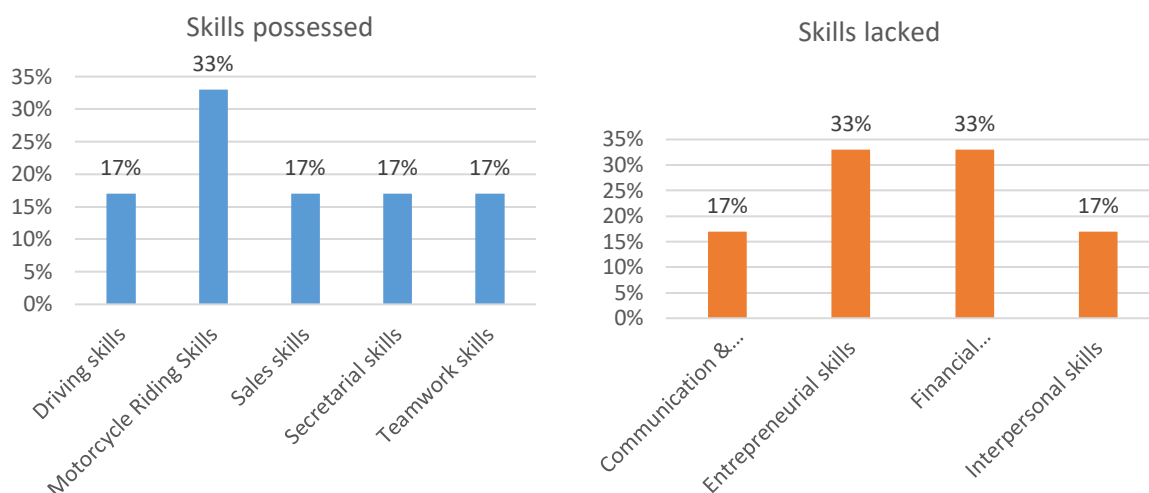


Figure 11: Skills possessed and lacked by employed youth at entry level

### 6.7.3 Turnover Rates of Youthful Employees

Many employed youths were satisfied with their jobs (Table 10). This indicates a good retention rate among the youth in Isiolo - which most employers desire. This might be attributed to better salaries, better working conditions, and proximity to their residential areas. However, some hoped to change their jobs given the chance. The youth wished to change their jobs due to the desire for career growth and establishing networks. 83 percent had no incidence of job refusal. This may be due to the limited availability of jobs within the county. Most of the youth preferred working closer to their homes to avoid discrimination in other towns.

Table 10: Job attrition, dissatisfaction, and refusal

Job retention (willingness to stay in the job)	Frequency	Percentage
Satisfied	5	83
Unsatisfied	1	17
<b>Job attrition (hope to change job)</b>		

Yes	6	100
<b>Incidence of Job refusal</b>		
Yes	1	17
No	5	83
<b>Reasons for changing job</b>		
Higher pay	3	50
Better career prospects	1	17
Combine work with family responsibilities	2	33
<b>Reasons for job dissatisfaction</b>		
Under pay	1	100
<b>Reasons for job refusal</b>		
Inconvenient location	1	100

#### 6.7.4 Wage Expectation of Employed Youth

The mean wage employment for the employed youth was KES 42,500. The female youth had an average wage expectation of KES 37,500. The employed male youth had a higher wage expectation of KES 52,500 (Table 11). The high wage expectation of the youth was due to the high cost of living in the county as well as the deficiency of skills. As a result, the few skilled youths demanded higher salaries once employed.

Table 11: Wage expectations of employed youth

Wage expectations	Mean (KES)
Mean Wage Expectations for Employed Youth	42,500/=
<b>Minimum Wage Expected by Employed Youth by Gender</b>	
Female	37,500/=
Male	52,500/=
<b>Minimum Wage Expectations of Employed Youth by the Highest Education Level</b>	
Primary	40,000/=
Secondary	35,000/=
College	48,333/=

#### 6.7.5 Challenges Facing Employed Youth in Finding Wage Employment

Employed youth in Isiolo County faced several challenges when seeking wage employment. These were cited as the unavailability of jobs, lack of required skills, lack of work experience, and age (Figure 15). Since the county is an arid rural county, there are fewer economic activities. Most of the available job opportunities were within the town.

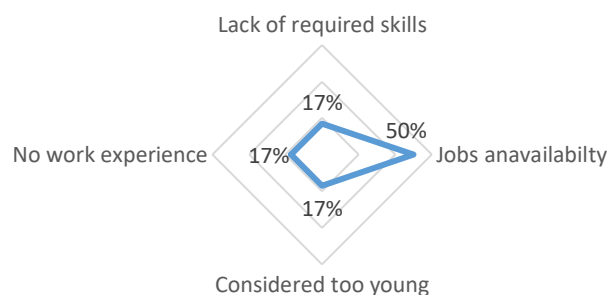


Figure 12: Challenges Facing Employed Youth in Finding Wage Employment



Half of the employed youth in Isiolo believed that education and training were important and useful in getting employment. Due to the pastoral nature of the community, there was less emphasis on formal education and training. However, both the government and NGOs have taken the initiative to start school projects and educate the youths on the importance of training and education in employment.

50 percent of the employed youths believed that vocational training was more important in skill acquisition and also employment since it was more practical (Table 12). Therefore, EY needs to work with TVETs to empower more youths in Isiolo County with the relevant skills required for employment. Many of the youths had not received any assistance in finding their current jobs indicating a gap in job assistance programs in the county. Those who had received assistance indicated that this assistance was from their family, friends, and relatives. This indicates the importance of social networks in the employment search

*Table 12: The training preferences and job assistance of employed youth*

<b>The usefulness of education/training gained</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Very useful	3	50
Somewhat usefulness	2	33
Not useful	1	17
<b>Level of education useful in finding a job</b>		
Completion of vocational training	3	50
Secondary education	2	33
Entrepreneurship training to start own business	1	17
<b>Job search assistance</b>		
Yes	2	33
No	4	67
<b>Types of job assistance</b>		
Family, friends, and relatives	2	100

### 6.7.6 Comparison of Skillsets of Employed and Unemployed Youth

Table 13 gives the comparison of skill sets of employed and unemployed youth. Generally, employed youth had better skill sets as compared to unemployed youths. This is highly attributed to the fact that the employed youth had a better platform at work where they sharpened their skills and gained more skills through training at work.

*Table 13: Skills assessment of employed and unemployed youth*

<b>Skills</b>	<b>Employed</b>	<b>Unemployed</b>
Technical	3.83	3.24
Problem-solving	4.5	3.6
Communication	4.33	4.31
Teamwork	4.5	4.35
Leadership	4.67	4.24
Adaptability/resilience	4.33	3.94
Consideration of others	5	4.21

## 7. ASSESSMENT OF YOUTH ASPIRATIONS, OPPORTUNITIES, AND BARRIERS TO EMPLOYMENT

### 7.1 Introduction

Gender inequality has serious consequences for both women and men in accessing economic opportunities. Women in Isiolo County face severe constraints to equal opportunities linked to restrictive gender norms and structural discrimination resulting in high unemployment rates. This brief section will focus on the key issues that attract and hinder female youth and those with disabilities from seeking wage employment.

### 7.2 Analysis of youth aspirations

#### 7.2.1 Factors that Attract the Youth when Seeking Wage Employment

Differences between young men and women in terms of factors that attract them in seeking employment, needs, opportunities, and barriers were ascribed to gender norms. However, in general, youth (both male and female) unanimously agreed that the following factors attract them when seeking employment. This analysis is based on focus group discussions.

**Compensation and allowance** – Both male and female youth consider the amount of salary or wages that the employer will offer them as an attractive factor when searching for employment. Although there is high unemployment, a majority of youths prioritize remuneration before accepting a job. Apart from the salary, the youth also highlighted that they would be attracted to organizations that offered incentives such as lunch and transport allowance.

**Location** – More youth are attracted to employment opportunities that are closer to their homes. Gender norms constrain both males and females in regards to this since male youth are expected to be around to offer family security while female youths are expected to take care of the family through the household chores.

*“I prefer working in Isiolo so that I can stay close to my family”* Respondent 003, female youth

**Type of work** – The majority of youth, especially those who come from urban areas, prefer jobs that do not require a lot of energy or physical effort. Such jobs are in hospitality, sales, garment-making, *boda boda*, beauty, and driving.

**Security** – Youths want jobs where they feel secure from any personal and external harm. They prefer working in areas without security threats.

**Working hours** – Both male and female youths are attracted to organizations offering flexible working hours

#### 7.2.2 Barriers to Entry and Success in Wage Employment

Interviews and focus groups also addressed the barriers to entry and success in wage employment for youth in Isiolo County. Gender norms that constrain both females and males were most often related to:

**Parental Restriction/Influence** – Parents are much involved with their children’s career decisions and tend to choose the jobs for their children. Most youths felt they needed space to make their own decisions.

**Early Marriages and Pregnancies** – both male and female youth get married at tender ages thus most are occupied with family roles and duties making it difficult for them to search for jobs. Male youths are obligated to fend for the family and provide security while female youths are responsible for taking care of the older and younger family members. This limits their search for better employment.

**Culture** – Isiolo is a pastoral community. Young men are socialized into pastoralism which restricts them from seeking any form of employment, while female youth are forced to remain at home.

**Lack of education** – The education levels are low thus most youth lack the requisite education and skills for employment

*“I do not have a job because I am not educated. There is a time I went for recruitment in the army but I was rejected due to lack of certificates despite my interest in being a soldier.”* Respondent 004, male youth

**Corruption** – Most youths cited corruption as a challenge in accessing wage employment

**Lack of networks and mentors** - Most of the youth cited a lack of mentors and networks to assist in accessing employment information and guide and advise them on what to do when it comes to getting employment opportunities.

**Lack of opportunities for university graduates** – The youths who had graduated from university indicated that there were fewer opportunities for them as most employers thought that they were overqualified for the existing job opportunities.

*“Currently we have so many graduates in the labor market who are highly educated but there are no jobs.”* Respondent 005, female youth

**Poverty** – Many youths in Isiolo County come from poor families. Since certain jobs/wage employment opportunities require registration and certificates from regulating authorities, some of the youths are unable to pay.

**Insecurity** - Some areas in Isiolo County are prone to communal war and inter-tribe conflicts making them insecure for work.

## 7.3 Analysis of Female Youth Aspirations

### 7.3.1 Factors that attract Female Youth when Seeking Employment in Isiolo County

Female youth tend to be attracted to job opportunities that favor their aspirations and desires. Some of the factors that attract them to wage employment in specific organizations include the time of work, gender ratio, dress code, and working environment.

Due to family responsibilities, female youth prefer working in organizations that have flexible working arrangements. They prefer working day shifts so that they can attend to their families. In terms of the gender ratio, most female youths prefer working in areas where there are more women as it makes them feel safer.

They also argue that fellow women understand them more in terms of their needs and social welfare making it easy for them to air their problems without fear of victimization. However, it was suggested that gender policies should be put in place to support more women in male-dominated jobs to increase the number of women in those organizations. Female youths were attracted to organizations that did not discriminate against them based on dressing given that Isiolo County is Muslim-dominated.

*“I would love to work in a place where they allow me to dress in Muslim clothing because my religion does not allow me to put on trousers.”* Respondent 005, female youth.

### **7.3.2 Challenges that Hinder the Entry and Success of Female Youth in Employment**

Gender norms that constrain females in wage employment were most often related to early marriages, gender discrimination, sexual harassment, and the type and location of work. Isiolo is among the counties in Kenya that practice early marriage among young girls. Most girls get married and give birth at a tender age limiting the chances of them getting formal employment. This is because most female youths are viewed as property. One respondent stated the following:

*“Most of us, give birth when we are so young, which limits us from getting employed since we have to take care of our young families”.* Respondent 006, female youth

Female youth felt discriminated against as most wage employment opportunities available were allocated to male youths. They argued that most employers viewed them as less productive and told them that some work activities are for boys.

One female youth stated her sentiments as follows:

*“Young women are discriminated in most of the employment opportunities in Isiolo County with most of the employers saying the available jobs are physical and most young women do not have the energy to perform those jobs.”* Respondent 007, female youth.

Female youth also cited sexual harassment as a challenge in accessing wage employment. Due to limited job opportunities in the labor market, some employers take advantage of the situation to harass female youth. This practice limits most women from getting employment and some who are qualified prefer to stay at home.

### **7.3.3 Barriers for Female Youth in Obtaining Information about Employment, Internship, and Mentorship Programs**

The challenges faced by female youth in accessing information about employment, internship, and mentorship opportunities were cited as:

**Gender discrimination-** Male youths had more access to information centers than female youth where most job opportunities were advertised.

**Location of information centers** - Most of the centers were located in town, making it harder for female youths to access them due to parental restrictions on movements. Moreover, there have been high incidences of wildlife attacks in most rural areas in Isiolo County. The female youths thus felt that it was not safe to travel at times.

## 7.4 Analysis of Aspirations of Youth with Disabilities

The issue of disability and employment is a global agenda and many stakeholders and developmental agencies have come up with initiatives to support the integration of people with disabilities into the labor market systems. Currently, persons with disabilities have lower employment rates compared to the general population, due to systemic barriers, especially in wage or salaried employment. This section highlights the aspirations, barriers, and opportunities for youth with disability in seeking employment in Isiolo County.

### 7.4.1 Factors that Attract Youth with Disabilities when Seeking Employment

In the focus group discussion and the interview, the key disability that was mentioned by the youth was physical disability. It was highlighted that the key factor that attracts youth with disabilities is an inclusive work environment with such facilities as wheelchairs, ramps, elevators, and policies that integrate PWD in the workplace. Moreover, a key factor that encourages PWD to work in firms is the implementation of policies on inclusive employment and disability.

### 7.4.2 Challenges that Hinder the Entry and Success of Youth with Disabilities in Employment in Isiolo County

Employment of youth with disabilities is one of the most powerful indications of social inclusion and reducing youth unemployment. However, several barriers hinder the entry and success of youth with disabilities in employment in Isiolo County. These factors range from employers' barriers to sociocultural factors, and institutional barriers. It was cited that most employers have not appreciated the fact that people with disability are an asset to the organization. Most employers, employees, and the public have a negative attitude that people with disabilities are less competent or are a burden.

Many organizations lack ramps to aid the movement of PWDs. In addition, most wage employment opportunities available within the market are not friendly (for example, some entail physical work) to the youths with disabilities making it way harder for them to be absorbed into these sectors. Mobility costs for PWD is another barrier that limits PWD from getting wage employment since the employers believe they have to invest in a means of transport of moving them from work to home.

Several policies have been put in place to include the PWDs in the workplace, it was highlighted that there is poor monitoring and enforcement of these policies, for example, the five percent

quota for employment of persons with disabilities, leading many organizations not effecting the policies.

The youth with disabilities indicated that family members were sometimes a barrier to them getting wage employment since most families with youth with disability often see it as a curse. They hide the children thereby making it difficult for them to acquire skills and get exposed to available opportunities. Since most youths living with disabilities are discriminated against and stigmatized, most of them develop low self-esteem and do not bother searching for jobs.

#### **7.4.3 Barriers for Youth with Disabilities in Obtaining Information about Employment, Internship, and Mentorship Opportunities in Isiolo County**

Youth with disabilities linked barriers in obtaining information about employment, internship, and mentorship opportunities to negative attitudes, stigma, abuse, and discrimination. In addition, most of the information centers are located in towns making it difficult for those from rural areas to access the centers. Moreover, it was indicated that most of the buildings do not have ramps/elevators (for those physically disabled), or do not fulfill the basic requirements that facilitate the participation of PWD.

## 8. CONCLUSIONS AND RECOMMENDATIONS

### 8.1 Conclusions

The ranking of the key sectors in Isiolo County revealed that hospitality and tourism and transport and communication were perceived to have the largest capacity to create employment for youths. These sectors were also considered to have the best enabling and youth-friendly environments for employment. The sectors with the most SME participation were agriculture and trade. Hospitality and tourism was ranked as the most gender inclusive, provided decent work, and were most aligned with the county's CIDPs.

The camel milk value chain was found to have immense inclusive growth potential. This is because camel milk products, which had a ready local and export market, were mainly traded by women. Despite this, the LMA noted some possible entry points for youth in this value chain in input supply, value addition of milk, group marketing, and offering extension services. The gum arabic subsector was found to be underutilized yet it can create employment opportunities for the youth. Another underutilized sector was agriculture. Despite the county having the potential for irrigated farming and apiculture, agriculture production was predominantly around camel and cattle rearing. The hotel sector in the county was also found to have several employment opportunities in the county. However, the local youth were not benefiting from the opportunities due to a lack of training and cultural limitations.

The county government of Isiolo was found to have well-established departments with several initiatives aimed at promoting youth employment. The initiatives were implemented by the county government or in collaboration with developmental agencies and the national government. The initiatives include internships/apprenticeships, provision of training and mentorships, job referrals, provision of inputs and tools, funding of the youth enterprises, discounts (permits and licenses), and linking youth to donors and state agencies.

TVET education lags in the county as indicated by the few TVETs in terms of the low enrolment of students, understaffing, and lack of modern facilities required for practical subjects. Despite vocational education being a devolved function, there seems to be neglect by the county government in capacitating the institutions. Linkages between the institutions and the industry were underdeveloped. Moreover, the public institutions did not have the capacity for career guidance and labor market assessment. The TVETs could not also initiate income-generating projects.

Most of the youth had secondary education their highest level of education indicating the low literacy rates in the county. The unemployed youths had a preference to work as secretaries, tailors, apparel designers, and electricians. Employed youths were mostly engaged in the transport sector, especially *boda boda*. The unemployed youths cited job unavailability and lack of required skills as the major causes of their unemployment. Many of the youths did not wish to move to other towns to search for work for fear of discrimination.

Female youths were attracted to work in organizations with more women, did not restrict dressing, and had flexibility in terms of hours of work. The female youths faced challenges in accessing job opportunities or information about available opportunities in terms of family responsibilities, early marriages, gender discrimination, sexual harassment, and type and location of work.



PWDs faced challenges to access employment opportunities due to a lack of inclusive work environments, discrimination, and lack of inclusive policies in organizations.

## 8.2 Key Implications for EY

1. To promote youth employment opportunities, EY should:
  - g) Support youth in the camel value chain to participate in bulking, transporting, value addition, and marketing of the milk
  - h) Support youth to collect, bulk and market the gum arabic
  - i) Build the capacity of youth in poultry and horticultural production
  - j) Partner with the hotels to place TVET students for attachment and jobs
  - k) Partner with KAA to get information on available internships, attachments, and available jobs once the airport is fully operational
  - l) Collaborate with the NRT to train and place youth in the available jobs
2. EY should collaborate with the county government to increase student enrolment in TVETs. The project should:
  - c) Lobby the county government to support training in these institutions by employing more staff and providing equipment, especially to the public VTCs
  - d) The project should support the county government through capacity-building in the labor market assessment
3. For TVETs, EY should:
  - e) Build the capacity of TVET tutors in career guidance and labor market assessment
  - f) Support TVETs to develop and commercialize short courses demanded by the industry such as secretarial and plumbing as well as initiate other income-generating activities
  - g) Support TVETs to build networks with the industry that will support the placement of students for attachments, internships, and jobs
  - h) Support TVETs in training youth on soft and life skills

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## ANNEXES

### Annex I. List of Meetings

<b>Youth</b>	1. Five FGDs and 68 IDIs of youth
<b>Youth-serving organizations</b>	1. NCBA CLUSA (Nakuru representatives)
<b>National and County Government Departments</b>	1. Directorate of Education (TVETs/VTCs) 2. Directorate of Gender and Social Services 3. Directorate of Youth and Sports 4. Directorate of Public Service Management 5. Directorate of Livestock and Livestock Production 6. Directorate of Trade, Cooperatives, Industrialization and Enterprise Development 7. Directorate of Governor's Delivery Unit
<b>TVETs</b>	1. Oldonyiro VTC 2. Merti VTC 3. Merti TTI 4. Uhuru VTC 5. Bishop Locati TTI 6. Sericho VTC
<b>Employers/Private Sector</b>	1. Abah farm 2. Brown Eagle Hotel 3. Sundus Bakery 4. Isiolo International Airport 5. Anole Camel Milk Group 6. Tawakal Camel Milk Cooperative 7. Gum Rasin 8. Royal Acacia Hotel 9. Landmark Hotel 10. Prosec Surveillance limited

## Annex 2: Interview Schedule for County KII

### Script for oral consent

Thank you for agreeing to take part in this voluntary study. The purpose of this study is to gather information on the technical, environmental, social, and cultural context of the socio-economic opportunities available for youth across the 6 High-touch Counties (i.e., Nakuru, Kisumu, Mombasa, Kiambu, and Isiolo). You may choose to not answer any question and are free to leave the discussion at any time without penalty.

Your name will not be associated with your responses and when this research is discussed or published no one will know that you participated in the study. Confidentiality of the information that you provide will be maintained. Photos may be used for reporting purposes to the funding agency and will not be shared or published in any other way. The discussion may be audio recorded for accurate capturing of your responses. The recording will not be used for any other purpose.

Do you have any questions?

Do you agree to participate in the discussion? Do you agree to be photographed? Do you agree to be recorded?

**1. YES,                      2. NO**

### Section A. Interview questions

1. Name of county.....
2. What are the sectors in the county that are currently employing the most youths and have the greatest potential for youth employment in the future?
3. Which are the sectors that have great potential for youth wage employment?
4. What skills are relevant for graduates from TVETS and universities to work in these subsectors?
5. What key interventions does the county have to promote wage employment among youths?
6. What enabling environment is the county providing for youth wage or self-employment?
7. What plans does the county have to increase the number of youth in wage and self-employment?
8. Who are the key players that promote wage and self-employment pathways among youths?
9. What challenges do youth face when seeking wage employment /self-employment?
10. What is the relationship between the programs offered by Higher Education Institutions (HEIs) and the skills demanded in the industry?

11. Who are the key stakeholders/institutions that promote market-driven technical skills training among youths?
12. What incentives are available in the county to promote private-sector investment? (sectorial)

### Section B. County Government Capacity to Monitor the Labor Market for Youth

1. a) Does the county government have a mechanism to monitor the labor market for youth? (e.g., tracking of youth employment by sector, tracking of private sector investment, tracking of private sector employment plans, inventory of private sector-education sector collaboration)

1. Yes

0. No

b) If Yes, please explain how this is done.

.....  
 .....  
 .....  
 .....

c) What staff (number and level of training) does the county government have in place to monitor trends in the labor market for youth?

i. The number of staff.....

ii. Level of training.....

3. a) If No, to 1 above, is the county government interested in strengthening its labor market assessment and monitoring capabilities?

1. Yes

0. No

b) If Yes, please choose the main areas of the labor market that the county government would likely want to track. (**choose at least three**)?

others

- i. Labour force participation rate
- ii. Employment-to-population ratio
- iii. Status in employment
- iv. Employment by sector
- v. Employment by occupation



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- vi. Part-time workers
  - vii. Hours of work
  - viii. Employment in the informal economy
  - ix. Unemployment
  - x. Youth unemployment
  - xi. Long-term unemployment
  - xii. Time-related underemployment
  - xiii. Persons outside the labor force
  - xiv. Educational attainment and illiteracy
  - xv. Wages and compensation costs
  - xvi. Labor productivity
  - xvii. Poverty, income distribution, employment by economic class, and working poverty
- c) What training do county staff need to be able to monitor labor markets for female and male youth?

### Annex 3: TVET/HEIs Capacity Mapping Tool

Training Institution Name: ..... County: .....

Position of the Training Officer: .....

#### **Section A. Demographic characteristics**

**A1.** Age.....

**A2.** Gender:

1. Male                      2. Female

#### **Section B: Institution profile**

**B1.** Location.....

**B2.** Type of institution

1. Technical Training Institutes (TTIs)
2. National Polytechnics
3. Vocational Training Centers (VTCs)
4. University

**B3.** What year was the institution established?.....

**B4.** What is the ownership structure of this institution?

1. Public
2. Private

**B5.** Is this training institution accredited?

1. Yes,
2. No

#### **Section C. Education and Training Programmes**

**C1.** List the training programs..... *(Request for a copy of programs and intakes)*

**C2.** Quality of training per course *(Discussion and taking notes)*

1. Number of students per course per year
2. Number of lecturers per course
3. Level of qualification of lecturers/trainers
4. Student-teacher ratio
5. Total number of study hours
6. Theoretical time
7. Practical time
8. ICT integration in curricula
9. Pedagogy/Teaching methods used

**C3.** What factors determine the type of courses your institution offers and the number of students you admit?

1. The number of applicants
2. Instruction from the Ministry of Education/CHE
3. Demand by labor market (wage employment)
4. Changes in technology
5. Interest by applicants
6. Infrastructure (buildings, laboratories. Workshops, instructors)
7. Others (Specify).....

#### **Section D. Internship and industrial attachments**

**D1.** Do your students have any form of internship/apprenticeship?

1. Yes,
2. No

**D2.** How long is the internship training? .....

**D3.** Where do they go?



1. Public institution
2. Private sector
3. Civil society
4. International Organization
5. Others (Specify).....

**D4.** How many students did you place for internship/apprenticeship for the past year?.....

1. Female.....
2. Male.....

**D5.** What are the main challenges with acquiring internship slots with Private sector firms for your students?  
.....  
.....

**D6.** Do you have a career guidance office?

1. Yes,
2. No

**D7.** Do your students get career guidance from the office?

1. Yes
2. No

**D8.** Weekly, how many students come for career guidance?

**D9.** Who is involved in career guidance services?

1. Single Lecturer or trainer for the institution
2. Every department has a trainer
3. Every Faculty has a trainer
4. Hire a visiting trainer
5. Student
6. Other (SPECIFY).....

**D10.** Rate the level of importance of the following career development services in your institution.

	<b>Very Limited</b>	<b>Limited</b>	<b>Moderate</b>	<b>Above moderate</b>	<b>Extensively</b>
Competences and skills training					
Communication					
Interview Preparation					
CV writing					
Team Work					
Computer skills					
Job placement services					
Attachment					
Internships					
Career expos					
Job advertisements					
Remote working centers					
Work-study					

**D11.** Does your institution have any policy in place that addresses gender considerations in employment (Specifically recruitment of female employees)?

If Yes: What policy do you have in place?

**D12.** Does your institution have any policy in place that specifically targets people with disabilities and marginalized categories in employment?

If Yes: Specify the policy

**D13.** Does the institution have a childcare facility?.....

**D14.** Is this institution engaged with private sector companies in any way?

1. Yes,
2. No

**D15.** If yes, what are the means through which you're engaged with the private sector? Code Private Sector engagement

1. Career guidance lessons
2. Curriculum reviews and recommendations
3. Internship/attachments for students
4. Job placements
5. Both 1 and 2
6. Both 2 and 3
7. Both 1 and 3
8. Both 3 and 4
9. All three

**D16.** Please suggest any other areas, you would wish to partner with:

1. Private sector.....
2. Other education institutions.....

**D17.** Does the institution have a mechanism for getting feedback from the industry?

**D18.** Does the institution conduct training needs assessments?

**D19.** Do you do any tracer studies?

1. Yes,
2. No

**D20.** If Yes, what is the frequency?

1. Monthly
2. Quarterly
3. Semi-annually
4. Annually
5. Others (Specify).....

**D21.** Does the institution have the capacity to undertake training needs assessment and tracer surveys?

**D22.** Does the institution have an Alumni Association?

**D23.** If Yes, what role do the alumni play in the development of the institution?

1. Provide mentorship services to the students
2. Provide internship and employment
3. Others (specify).....

### **Section E. Funding mechanisms in the institutions**

**E1.** What are the funding mechanisms of this training institution? (Tick Any)

1. Only Students Fees
2. Government capitation
3. Both Government and Students fees
4. Only Donor Fees
5. Donor and Private sector
6. Donor and Government
7. Government, Students, and Donors
8. Income generating activities

**E2.** What's the percentage of each funding mechanism to the overall budget of this institution? (Tick Any)

1. Only Students Fees
2. Only Government Fees
3. Both Government and Students
4. Only Donor Fees
5. Donor and Private
6. Donor and Government
7. Government, Students, and Donors
8. Production unit to generate income

**Section F. Tailor made short courses and training**

**F1.** What do you consider before introducing a new course? (You can choose more than one)

1. Approval by TVETA
2. Availability of students
3. Availability of funds
4. Availability of physical resources
5. Availability of trainers
6. Market demand
7. Partnerships
8. Others.....

**F2.** Is the institution willing to offer tailor-made short courses and training?

1. Yes,
2. No

**F3.** If Yes, which type of tailor-made short courses could you offer? .....

**F4.** Are you willing to commercialize your short courses?

1. Yes,
2. No

**F5.** If Yes which among your courses are you willing to commercialize?.....

**Section F. Skills level assessment**

**F1.** How important to you are the following skills in your teaching curriculum (1=Not at all important, 2=Slightly important, 4=Fairly important, 5=Very important)

F1. Rank the level of your proficiency in the following Technical skills in your field of study

Technical Skill	1	2	3	4	5
Technical knowhow of the job					
Problem-solving					

Soft Skill	1	2	3	4	5
Communication					
Teamwork					
Leadership					
Work ethics					
Adaptability/resilience					
Emotional intelligence					
ICT Skills					

**Section G: TVETS Capacity to Monitor the Labor Market Assessment for Youth**

**G1.** Does the TVET have a mechanism to monitor the labor market for youth by gender disability and marginalization? (e.g., tracking of youth employment by sector, tracking of private sector investment, tracking of private sector employment plans, inventory of private sector-education sector collaboration)

2. Yes

1. No

If No Go to G4

**G2.** If Yes to G1, please explain how you do the process and the systems used.

.....  
.....  
.....

**G3.** What staff (number and level of training) does the TVET have in place to monitor trends in the labor market for youth?

i. The number of staff.....

ii. Level of training.....

**G4.** If No, to G1 above, is the TVET interested in strengthening its labor market assessment and monitoring capabilities?

1. Yes

0. No

**G5.** If Yes (G4), please choose the indicators the TVET would likely track more effectively. (**tick the ones you would prefer**).

- i. Labor force participation rate
- ii. Employment-to-population ratio
- iii. Status in employment
- iv. Employment by sector
- v. Employment by occupation
- vi. Part-time workers
- vii. Hours of work
- viii. Employment in the informal economy
- ix. Unemployment
- x. Youth unemployment
- xi. Long-term unemployment
- xii. Time-related underemployment
- xiii. Persons outside the labor force
- xiv. Educational attainment and illiteracy
- xv. Wages and compensation costs
- xvi. Labor productivity
- xvii. Poverty, income distribution, employment by economic class, and working poverty

**G6.** What training do TVET staff need to be able to monitor labor markets for youth by gender disability and marginalization?

.....

## Annex 4: Employer Guiding Questions

### **Script for oral consent**

Thank you for agreeing to take part in this voluntary study. The purpose of this study is to gather information on the technical, environmental, social, and cultural context of the socio-economic opportunities available for youth across the 6 High-touch Counties (i.e. Nakuru, Kisumu, Mombasa, Kiambu, and Isiolo). You may choose to not answer any question and are free to leave the discussion at any time without penalty.

Your name will not be associated with your responses and when this research is discussed or published no one will know that you were involved in the study. Confidentiality of the information that you provide will be maintained. Photos may be used for reporting purposes to the funding agency and will not be shared or published in any other way. The discussion may be audio recorded for accurate capturing of your responses. The recording will not be used for any other purpose.

Do you have any questions?

Do you agree to participate in the discussion? Do you agree to be photographed? Do you agree to be recorded?

**1. YES, 2. NO**

**County**.....

### **Characteristics of the organization**

**A1.** Name of the enterprise .....

**A2.** Address of the enterprise.....

**A3.** Location of the enterprise.....

### **Guiding questions.**

1. How many employees do you have in your company?
2. How many are youth (18-24) years?
3. What is the ratio of males to females? Or How many are males and how many are females?
4. In what positions are the females concentrated (if few then list them)
5. Where do you see the organization in the next five years?
6. How many employees will you need in the future (specify the department)?
7. What plans do you have for your company for you to be able to absorb more employees?

8. Does your organization have any policy in place that addresses gender considerations in employment (Specifically recruitment of female employees)?
9. If Yes, to 8, what policy do you have in place?
10. Does your organization have any policy in place that specifically targets people with disabilities and marginalized categories in employment?
11. If Yes, to 10, specify the policy.
12. What are the most important skills (technical skills) required by the organization?
13. In addition to the technical skills required for this job, what other skills does the organization require?
14. What is the challenge in finding the right skill for the jobs in the organization?
15. What is the minimum education level required for entry-level jobs in the organization?
16. Do you offer internships/apprenticeships? If yes, how many are in each job category?
17. How do you ensure that your staff is continuously updated on the changes in the job market?
18. What are some of the linkages that you intend to have with various stakeholders on employee training?
19. Are you willing to partner with HEIs in training such skills?

## Annex 5: Youth Focus Group Discussion Schedule

### Script for oral consent

Thank you for agreeing to take part in this voluntary study. The purpose of this study is to gather information on the technical, environmental, social, and cultural context of the socio-economic opportunities available for youth across the 6 High-touch Counties (i.e. Nakuru, Kisumu, Mombasa, Kiambu, and Isiolo). You may choose to not answer any question and are free to leave the discussion at any time without penalty.

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Do you have any questions?

Do you agree to participate in the discussion? Do you agree to be photographed? Do you agree to be recorded?

**2. YES, 2. NO**

**County.....**

**Sub-County.....**

### Questions

1. Which are the sectors that have the great potential for youth wage employment
2. What factors attract youth in general when seeking wage employment?
3. What factors attract specifically female youth when seeking wage employment?
4. Which skills do youth lack that limits their access to wage employment in the high-potential sectors?
5. Apart from the skills gap, identify other barriers to entry and success in wage employment
6. Apart from the skills gap, identify other barriers to entry and success that specifically affect female youth in wage employment
7. Apart from the skills gap, identify other barriers to entry and success that specifically affect youth with disabilities in wage employment
8. If offered any job will you be willing to take it? Why?
9. If an employer should hire you, what are your job expectations?



10. What facilities (e.g., centers) are available in the county for female and male youth to obtain information about employment, internship, and mentorship opportunities? Are these facilities effective?
  11. What are the barriers for female youth specifically in obtaining information about employment, internship, and mentorship opportunities?
  12. What are the barriers for youth with disabilities in obtaining information about employment, internship, and mentorship opportunities?
  13. What are the barriers for youth from marginalized communities in obtaining information about employment, internship, and mentorship opportunities?
- 14a) What youth employment opportunities are available in the county for **female youth?**
- A.** What youth employment opportunities are available in the county for **male youth?**
  - B.** What youth employment opportunities are available in the county for **youth with disabilities?**
- b) How beneficial are they?
- c) How can the youth effectively participate?

## Annex 6: Youth In-Depth Interview Tool

### Script for oral consent

Thank you for agreeing to take part in this voluntary study. The purpose of this study is to gather information on the technical, environmental, social, and cultural context of the socio-economic opportunities available for youth across the 6 High-touch Counties (i.e. Nakuru, Kisumu, Mombasa, Kiambu, and Isiolo). You may choose to not answer any question and are free to leave the discussion at any time without penalty.

Your name will not be associated with your responses and when this research is discussed or published no one will know that you were involved in the study. Confidentiality of the information that you provide will be maintained. Photos may be used for reporting purposes to the funding agency and will not be shared or published in any other way. The discussion may be audio recorded for accurate capturing of your responses. The recording will not be used for any other purpose.

Do you have any questions?

Do you agree to participate in the discussion? Do you agree to be photographed? Do you agree to be recorded?

1. YES,                      2. NO

County .....

### **Section A: Personal information**

**A1.** Age.....

**A2** Location (county).....

**A3** What is your highest level of education?

1. No formal education   2. Primary   3. Secondary   4. College (TVETs)   5. University

**A4.** Sex (Observation)

1. Female   2. Male

**A5.** Do you have any disability   1. Yes, 2. No (Observation).

**A6.** If Yes, (A3), what kind of disability?

.....

**A7.** Where do you reside?

1. Rural area   2. Rural trade center   3. Town

**A8. Are you employed?**

1. Yes, 2. No

***If Yes answer sections C and D***

***If No answer sections B and D***

**Section B: Unemployed Youth****B1. Are you searching for employment?**

1. Yes, 2. No

**B2. If yes in B1, what sector are you searching for employment?.....****B3. If yes to B1, what steps have you taken to seek employment?**

1. Through education/training institution
2. Attending job fairs
3. Registration at a public employment office
4. Registration at a private employment office
5. Direct application to employers,
6. Participation in a competition
7. Checking at worksites, farms, factory gates
8. Answering advertisements (newspaper, internet, etc.)
9. Seeking the assistance of friends, relatives, colleagues, unions, etc.
10. Other (Specify).....

**B4. How long have you been available for work and actively looking for a job?**

1. Less than a week
2. 1-4 weeks
3. 1-2 months
4. 3-6 months
5. 6 months-1 year

6. More than 1 year

**B5.** What kind of job are you looking for (occupation)?.....

**B6.** What kind of skills do you have for the job?

**B7.** Have you ever declined any job offer?

1. Yes
2. No

**B8.** If yes to B7, why did you decline? (select the main reason)

1. The wages offered were too low
2. Work was not interesting
3. The location was not convenient
4. Work would not match my level of qualifications
5. Work would require too few hours
6. Work would require too many hours
7. Waiting for a better job offer
8. There was no contract length offered or contract
9. length of the contract was too short
10. Saw no possibilities for advancement
11. Other (Specify).....

**B9.** What is the minimum wage/salary can you accept?.....

**B10.** Did you receive any assistance in searching for a job?      1. Yes      2.No

**B11.** if yes in B10, what kind of assistance.....

**B12.** Since you started searching for employment, how many jobs have you applied for?.....

**B13.** Since you started searching for employment, how many interviews have you attended?.....

**B14.** Would you consider moving to search for work? (can mark more than one)

1. No
2. Moving to city

3. Moving to a town
4. Moving to a rural area
5. Moving to another country
6. No preference

**B15.** What has been the main obstacle in finding a job?

1. Lack of education
2. Lack of required skills
3. A mismatch between education requirements and what I received
4. No work experience
5. Unavailability of jobs
6. Considered too young
7. Being male/female
8. Discriminatory prejudices (for example, disability, religion, appearance, etc.)
9. Low wages in available jobs
10. Poor working conditions in available jobs
11. Other (specify).....

**B16.** What level of education would be most helpful in finding a job?

1. Completion of Primary
2. Completion of secondary
3. Completion of vocational training
4. Completion of university
5. Other(specify).....

**Section C: Wage Employed Youth**

**C1.** Which organization do you work for?.....

**C2.** What type of organization do you work for?

- |                     |           |        |        |
|---------------------|-----------|--------|--------|
| 1. Private (formal) | 2. Public | 3. NGO | 4.SMEs |
|---------------------|-----------|--------|--------|

**C3. What is the nature of your employment?**

1. Permanent
2. Contract
3. Casual
4. Internship
5. Apprenticeship
6. Others (specify).....

**C4. At what level of employment are you?**

1. Entry level employee
2. Mid-level employee
3. Supervisory-level
4. Top-level Management

**C5. At what level of employment did you enter the organization?**

1. Entry level employee
2. Mid-level employee
3. Supervisory-level
4. Top-level Management

**C6. Did you receive any assistance in searching for a job?**      1. Yes      2. No

**C7. If yes in B1 I, what kind of assistance.....**

**C8. what skills did you have at entry level? .....**

**C9. what skills did you lack at entry level?.....**

**C10. How many hours per week do you usually work?.....**

**C11. On average, what is your salary per month?**

1. Below 10,000
2. 10,000-20,000
3. 20,000-30,000

4. 30,000-40,000
5. 40,000-50,000
6. 50,000-60,000
7. Above 60,000

**C12.** Is your salary at par with colleagues working in a similar organization at the same level?

1. Yes,
2. No

**C13.** If No, too (C10) is it higher or lower?

1. Higher
2. Lower

**C14.** State your level of satisfaction with your current job.

1. Satisfied
2. Dissatisfied

**C15.** If dissatisfied (C13), with your current job, tick the two most important reasons.

1. Being underpaid.
2. Having an unsupportive boss.
3. Limited career growth at an organization.
4. Lack of work-life balance.
5. Poor management.
6. Others (specify).....

**C16.** Do you hope to change your main job in the future?

1. Yes,
2. No
3. Not sure

**C17.** If yes in C15, what is the most important reason for wanting to change your job?

1. To get higher pay
2. To have better working conditions
3. To have better career prospects
4. To be able to better combine work with family responsibilities
5. Other (Specify).....

**C18.** Would you consider moving to find other work?

1. No
2. Would move to a city
3. Would move to a town
4. Would move to a rural area
5. Would move to another country

**C19.** How many jobs did you apply for before being employed?.....

**C20.** How many interviews did you go to before getting a job??.....

**C21.** Have you ever refused a job that was offered to you?.....

1. Yes
2. No

**C22.** If yes to **C21**, why did you refuse? (select the main reason)

1. The wages offered were too low
2. Work did not match my status
3. Work was not interesting
4. The location was not convenient
5. Work would not match my level of qualifications
6. Work would require too few hours
7. Work would require too many hours
8. Waiting for a better job offer
9. There was no contract length offered
10. The contract length was too short
11. Saw no possibilities for advancement
12. Other

**C23.** How much money would you want to be paid for wage employment?.....

**C24.** How long were you available and actively looking for work before finding your current job?

1. Less than a week
2. 1-4 weeks



3. 1-2 months
4. 3-6 months
5. 6 months-1 year
6. More than 1 year

**C25.** What would you say was the main obstacle in finding a job?

1. Lack of education
2. Inadequate skills
3. Unsuitable vocational education
4. No suitable training opportunities
5. Requirements for a job higher than education/training received
6. No work experiences
7. Not enough jobs available
8. Considered too young
9. Being male/female
10. Discriminatory prejudices if yes specify
11. Low wages in available jobs
12. Poor working conditions in available jobs
13. Other (Specify).....

**C26.** Do you feel the education/training you received in the past was useful in getting your present job?

1. Very useful
2. Somewhat useful
3. Not useful
4. Do not know

**C27.** In your own opinion, what kind of training do you think would be most helpful in finding a job?

1. Completion of vocational training

2. Completion of secondary education
3. Completion of university
4. Apprenticeship with an employer
5. Entrepreneurship training to start own business
6. Computer and IT training
7. Foreign language
8. Professional training
9. Other (Specify).....

**C28.** What kind of employment contract are you currently working under?

1. I do not have one
2. I have an oral contract of unlimited duration (permanent)
3. I have an oral contract of limited duration between 12 and 36 months (temporary)
4. I have an oral contract of limited duration under 12 months (temporary)
5. I have a written contract of unlimited duration (permanent)
6. I have a written contract of unlimited duration between 12 and 36 months (temporary)
7. I have a written contract of limited duration under 12 months (temporary)
8. Do not know

**C29.** Please select which of the following best describes your perception of the contract arrangement (select one only):

**C29a** I am satisfied with my contract situation because:

1. It gives me the job security I need
2. It gives me the flexibility that I need
3. The wage is high enough that I do not care about the terms of the contract
4. Other reason (Specify).....

**C29b** I am not satisfied with my contract situation because:

1. It does not give me the job security that I need
2. It does not give me the flexibility that I need

3. I do not get the same benefits as other employees

4. Other reason (Specify).....

### **Section D: Skills assessment**

**DI.** Rank the level of your proficiency in the following Technical skills and Soft skills in your field of study.

Technical Skill	Very poor	Poor	Average	Good	Excellent
1. Technical knowhow of the job					
2. Problem-solving					

Soft Skill	Very poor	Poor	Average	Good	Excellent
1. Communication					
2. Teamwork					
3. Leadership					
4. Work ethics					
5. Adaptability/resilience					
6. Consideration of others					