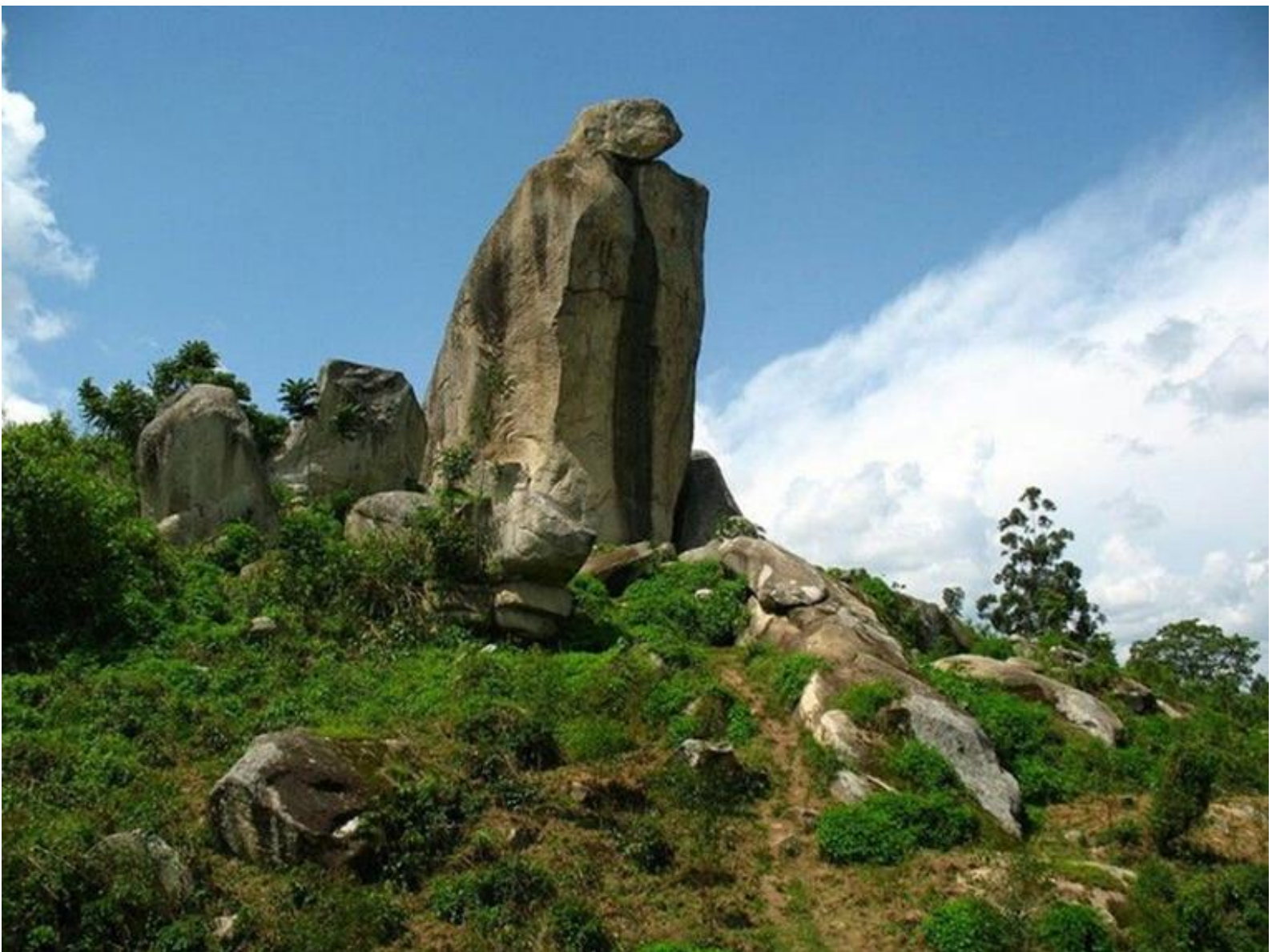


# **USAID Empowered Youth**

## **KAKAMEGA COUNTY**

### **LABOR MARKET ASSESSMENT REPORT**



**Submitted: August 2022**

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## LIST OF ABBREVIATIONS

<b>ALVs</b>	African leafy vegetables
<b>CIDP</b>	County Integrated Development Plan
<b>EGU</b>	Egerton University
<b>FAO</b>	Food and Agriculture Organization
<b>FGD</b>	Focus Group Discussion
<b>GDP</b>	Gross domestic product
<b>GIZ</b>	The German Agency for International Cooperation
<b>HEIs</b>	Higher Education Institutions
<b>HTCs</b>	High-touch Counties
<b>ICTA</b>	ICT Authority
<b>ICT</b>	Information and Communications Technology
<b>IDI</b>	In-Depth Interview
<b>IOT</b>	Internet of Things
<b>KES</b>	Kenya Shillings
<b>KII</b>	Key Informant Interview
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>LMA</b>	Labor Market Analysis
<b>MOUs</b>	Memorandum of understanding
<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>NITA</b>	National Industrial Training Authority
<b>NYBA</b>	National Youth Bunge Association
<b>PPPs</b>	Public Private Partnerships
<b>PWD</b>	Persons with Disabilities
<b>SACCO</b>	Savings and Credit Cooperative



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<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>EY</b>	USAID Empowered Youth
<b>VTCs</b>	Vocational Training Centers
<b>YEI</b>	CAP Youth Empowerment Institute

## EXECUTIVE SUMMARY

This report highlights the key findings of the Labor Market Assessment (LMA) commissioned by the USAID Empowered Youth (**EY**) in Kakamega 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 conducted in a participatory manner with representatives of all stakeholders, especially youth, TVET staff, 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.

Five FGDs, eight KIs with county departments nine with TVET principals, and 11 with private sector/employers respectively, and 74 IDIs with youth were used to collect the data. This study defined 'youth' as persons aged between 19-24 years.

From the LMA, the agricultural sector was ranked highest in terms of employment creation, growth potential, enabling environment, gender inclusivity, provision of decent work, and alignment with the county development plans. The informal sector was ranked the highest, in terms of youth friendliness and participation of SMEs. Overall, the agricultural sector was ranked highest, followed by the informal sector concerning youth employment.

An analysis of the private sector indicated that most enterprises in the county were agricultural MSMEs. The employers reported that though technical skills were present among youthful employees, most of them lacked soft and life skills such as punctuality. Job entry in the interviewed organizations mostly required form four level of education. The organizations offered on-the-job training to their employees to bridge the skill mismatch gap. Information on job vacancies was mostly provided through notices in public offices while organizations that were owned by young people advertised vacancies using social media. Large organizations such as the sugar mills used newspapers to advertise available vacancies. The organizations provided attachment and internship placement to TVET students but had limited engagement with the TVET institutions.

TVET institutions in the county offered courses that were TVETA approved with the courses being more practical based. Enrolment was low especially in the vocational and technical colleges. The institutions predominantly relied on government capitation as their major sources of funding. In as much as TVET institutions are required to have career guidance offices, most of the offices were understaffed with only one staff present. TVETs could not conduct LMA thus limiting their ability to know the sectors with great potential for employment of their graduates. Linkages between TVETs and employers, predominantly in the area of student attachments, were limited. Most of the TVETs had instituted policies on gender and people living with disabilities.

The County Government had numerous initiatives to promote youth employment. These initiatives include youth entrepreneurship funds (i.e., grants and loans), Kakamega County Youth Fund Service Empowerment Program, youth group registrations, paid internships, short agricultural courses, enhanced access to government procurement opportunities, fee payment for TVET education, and the establishment of CT innovation centers.



From the report, the following implications are drawn for EY programming: EY can sign MoUs with Kibos Sugar Mills, the County Government, and other organizations for the placement of students on internships, attachments, or apprenticeships as well as get information about available job opportunities to place the youth in these jobs. EY should work with the private sector to develop policies on sexual harassment and PWD.

EY can help strengthen linkages between the private sector, County Government, and TVET institutions to strengthen TVET training to be in line with labor market demands. EY should train County Government staff on LMAs. The program should also work with the County Government to place students in TVET institutions.

Empowered Youth Program can work with TVETs to strengthen their training through training tutors on how to embed soft skills in curricula delivery. The program also needs to strengthen career guidance offices and assist in the development and commercialization of short courses demanded by the private sector.

EY can provide employment services including job counseling, job placement programs, and job-search assistance services. Strengthening the job placement centers will provide young people with information about vacancies and employers with information about eligible unemployed young people. Job-search assistance services can be provided to youth with challenges in accessing existing opportunities in the labor market.

EY can train youth in requisite skills to participate in the various nodes of the sugarcane, AIVs, aquaculture, and dairy value chains. The program should train youth in their preferred agricultural activities along the value chains and equip them with capital to establish enterprises. EY can also facilitate youths to undertake apprenticeships in the *Jua Kali* sector through payment of apprenticeship fees.

## I. INTRODUCTION

### I.1 Background Information

Kakamega County is located in the western part of Kenya. The county covers an area of 3,051.3 Km<sup>2</sup> and is the fourth most populous County with the largest rural population. According to the 2019 Population and Housing Census, the County population was 1,867,579 consisting of 897,133 males and 970,406 females. Out of these, 388,255 (21 percent) were aged between 15 – 24 years of which 197,550 were female and 190,705 males. Kakamega County has 12 Sub counties: Malava, Lurambi, Lugari, Navakholo, Likuyani, Matungu, Butere, Mumias West, Khwisero, Shinyalu, Mumias East, and Ikolomani.

The Lower Medium (**LM**) and the Upper Medium (**UM**) are the county's two primary ecological zones. The UM includes the northern and central regions of the county including Malava, Navakholo, Lurambi, Ikolomani, and Shinyalu, where large-scale farming is done as well as extensive cultivation of tea, maize, beans, and horticulture for subsistence. The LM, which includes Mumias East, Matungu, Mumias West, and Butere, mostly encompasses the southern region of the county. The main source of income in this region is the production of sugarcane, with a small number of farmers also engaged in the cultivation of tea, groundnuts, maize, cassava, and sweet potatoes.

The county had 849,497 people without jobs, per the 2019 Population and Housing Census. The assumption is that the majority of individuals who are employed are not actively engaged. The *boda boda*, cottage, and *jua kali* are industries where a sizable portion of people work. Crop production had a participation number of 321,945 people followed by, livestock production (252,264), and aquaculture (2,540) (Kenya National Bureau of Statistics, 2019).

Due to a high youth unemployment rate, most youths migrate to urban centers in such of employment. However, the rate of job creation in these centers is significantly slower than the population growth leading to increased youth unemployment. The County Government has initiated several programs to address this.

The USAID Empowered Youth (EY) project, funded by USAID and implemented by Michigan State University (MSU), Egerton University (EGU), United States International University-Africa (USIU-A), the National Youth Bunge Association (NYBA), and NCBACLUSA, 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. Beginning with six high-touch counties (HTCs (i.e., Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega) at the beginning year and



expanding to 20 low-touch counties in subsequent years, USAID Empowered Youth will result in strengthened youth networks and enhanced economic prospects.

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

## 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 Kakamega 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 In-Depth Interview (IDI) questionnaires
- 4) TVET KII Tool
- 5) County Government KII Tool

### **I. Employer KII Tool**

This tool was used to capture the private sector's perception of youth employment, determine opportunities for mentorship, apprenticeships, and job placements, and identify high potential growth sectors in addition to presenting future skills demand in the labor market. Interviewees were asked to 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 (i.e., the informal sector, environment/waste management, manufacturing/processing, and agriculture. A total of 11 companies were visited and 11 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 towards 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 EY staff and the consultant in coordination with youth-serving organizations in the county. Five FGDs and 74 IDIs were conducted for participants between 15-24 years of age.



### **3) County 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 map institutional capacities, 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. Eight County Government departments and nine 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 leading to a misalignment between the chosen sectors and the private sector organizations interviewed. Some of the county staff were also not accessible since it was the campaign period.

## 3. PRIVATE SECTOR ANALYSIS

### 3.1 Sector Ranking

The ranking of the key sectors in Kakamega County was based on employment creation or job growth, growth potential or sustainability, the existence of enabling environment, youth friendliness, gender inclusivity, participation of small and medium enterprises, the ability to provide decent work, and alignment with the CIDPs. The agricultural sector was ranked highest in terms of employment creation, growth potential, enabling environment, gender inclusivity, provision of decent work, and CIDP alignment. In terms of youth friendliness and participation of SMEs, the informal sector ranked the highest. Overall, the agricultural sector ranked highest, followed by the informal sector, manufacturing, and the environment.

Table 1: Sector Ranking

Sector	Informal sector	Environment/Waste Management	Manufacturing/Processing	Agriculture
Employment creation	2.82	1.79	2.29	3.14
Growth potential	2.43	2.07	2.25	3.21
Enabling environment	2.64	2.39	2.21	2.86
Youth friendliness	2.71	2.18	2.50	2.46
Gender inclusivity	2.39	2.50	2.25	3.11
Participation of SMEs	2.96	2.04	2.32	2.75
Provision of decent work	2.57	1.86	2.54	2.96
Sector alignment with CIDPs	2.18	2.21	2.21	3.43
Overall	2.59	2.13	2.32	2.99

### 3.2 Private Sector Analysis

#### 3.2.1 Kenya National Chambers of Commerce - Kakamega Chapter

The Kenya National Chamber of Commerce Kakamega Chapter has a total of 4,506 members who are in SMEs, partnerships, sole proprietorships, and corporates. The informal sector/*jua kali* serves a lot of youth with most of them being trainees from TVETs. In the service sector, the demand is high but supply is low. For example, the county does not have any organization that deals with door-to-door delivery services. In the agribusiness sector, there is currently minimal value addition of agricultural produce which is a gap that the youth can fill.

The chamber noted that the majority of the youth are not applying for jobs within the county as they feel there are no jobs. Therefore, they seek jobs in larger towns in the country, leading to the migration of youth.

*‘Once we advertised for an intern secretary and received applications from 45 applicants out of which only 5 applicants were from the County.’*

Additionally, most youths believe that getting a job depends on who you know more than it does on merit. The chamber further indicated that youth prefer working for Asian-owned businesses as compared to those that are African-owned businesses as they know they will be given off days.

One of the challenges faced by businesses in set-up due to licensing requirements. Businesses are required to have many costly licenses thus increasing the cost of doing business. Consequently, some businesses have had to close down or move to other counties. The chamber highlighted the following plans that would lead to youth employment:

- 1) Gold mining- Once the plant was constructed it would have an employment capacity of about 200 workers
- 2) Fish processing – A plant is operational but no sufficient supply of fish for continuous processing
- 3) Dairy processing - Plans are underway to construct the factory
- 4) Waste Management - Plans are underway to construct a plant in Mung’ang’a. There will also be the provision for a school and a hospital

### **3.2.2 Sugarcane Value Chain**

Sugarcane covers the largest area under crop production in Kakamega County. The sugar sector in Kenya contributes 15 percent to the Agricultural Gross Domestic Product (AgGDP) and supports about 15 percent of Kenya’s population. However, insufficient/limited youth engagement has been one of the issues facing the sector in recent years. As young individuals transition into other industries, this has had an impact on the sector’s lifespan and continues to do so. The 12-billion-shilling sector should come up with creative strategies for attracting young people and opening up new channels for involvement and participation at other stages of the value chain. Job opportunities exist for engineers, managers, and technical assistants, among others (Utafiti Sera, 2017). Apart from sugar processing, other nodes of the sugarcane value chain include the production of energy, the manufacturing of ethanol, briquettes (in which case trees will be preserved), other food items, and animal feeds. The youth can participate in the value chain through the production and selling of sugarcane juice, and sugarcane bio-waste.

#### **Exhibit 1: Butali Sugar Mills Ltd**

The company started in 2011 with about 500 employees and currently has about 1,200 employees. About 30 percent are female (field extension officers) and less than 10 percent fall in the age category of 18-24 years. The miller outsources services in cleaning, bagging, loading, and landscaping. The miller is currently planning for expansion and is currently constructing for expansion with about 100 employees on site. It is estimated that the expansion will create about 700 employees. The current and future demand for skills in the miller for basic level employment is TVET artisan qualification and for middle-level employment is chemical engineering, food technology, boiler operators, and electricity and electricals with TVET and University education. The miller reported that there is an observed skill gap in behavior and soft skills among youthful employees. The miller conducts on-the-job training to equip employees with all required technical and soft skills. The miller indicated that they are open to public-private partnership but need an elaborate MoU on the responsibilities of each party. The miller currently offers about 150 internship opportunities every year. The miller also engages in corporate social responsibility activities such as the construction of classes, distribution of sanitary towels to school-going girls, distribution of desks to schools, and provision of iron sheets for churches.

### **3.2.3 Aquaculture value chain**

In recent years, the national and county governments have advocated for the adoption of aquaculture. This is because, in addition to the value chain providing an available source of protein that aids the country to achieve its food security developmental goal, it also creates an alternative source of sustainable income for rural farming communities. Aquaculture requires relatively smaller land sizes. Moreover, the aquaculture value chain has numerous horizontal and vertical entry points that can provide sustainable sources of income for the youth.

Kakamega County has established its position as a success story concerning aquaculture with small-scale fish farmers having one or two ponds as well as large-scale fish farmers who have several fish ponds. This has created employment opportunities for youth in fish farming, fish marketing, fish pond construction, fish feed formulation, extension services, and as employees in the fish farms and processing plant.

Aquaculture farms in the county supply fingerlings to neighboring counties. Additionally, the County Government built a processing plant with a processing capacity of 30 tons per month but only processes and exports five tons intermittently due to an insufficient supply of fish.

This unrealized potential of the sector is attributed to 1) Youth do not own land where they can dig fish ponds. If empowered, youth groups can rent land to construct fish ponds; 2) Feeds are too expensive and not readily available. Only two organizations i.e., KEMFRI and Unga Feeds supply the seeds; 3) Practicing and aspiring fish farmers receive no support from financial institutions for capital; 4) Getting the right quality fingerlings has proved to be a challenge as only two farmers produce fingerlings in Kakamega County, and; 5) There is late payment by the county for fingerlings supplied.

### **Exhibit 2: Labeled Cash Marine Enterprises Ltd**

The company started in 2012 on small scale and currently has 200 fish ponds and two hatcheries on three farms. The farms rear tilapia, catfish, and ornamental fish. It also majors in the production of fingerlings. The farm has four permanent and six casual employees. The permanent employees are over 24 years while the casuals are below 24 years. The employees are mostly female as most of the males are involved in the *boda boda* transport business and don't see the potential for employment in the sector. The company provides fingerlings to the County Government, other farmers, and in neighboring counties, and NGOs that would wish to empower communities through fish farming. The farm has expansion plans of constructing 600 additional ponds that will create a demand for 30 new employees. Additional avenues being explored by the company that has the potential to increase youth employment include feed processing, using soybeans to make feeds that can be sourced from local farmers, and fabricating fish baking machines and fish selling box.

Aquaculture employees and practitioners are mostly required to have practical skills. However, most youths have theoretical skills and are mostly trained in general animal production with no specialist in aquaculture. Specific skills required are in pond construction, feeding, harvesting, and transporting. There is no minimum entry-level requirement. Candidates who have completed secondary education are absorbed and trained on the job. The company offers internships to students from Universities and TVETS with 15-20 students being attached per year. The students are provided with accommodation and food in addition to protective clothing such as gumboots. The company is a member of the Aquaculture Sector Network (ASNET) which links students for attachment in the sector. The company is also willing to provide three-month training to the youth. The customers for the fingerlings produced by the company are individual farmers, the County Government, research projects such as MESPT, and the Kenya Climate Smart Programme.

The company reported that the gross margin from one pond is about KES 150,000 per cycle while the cost of pond construction and Stocking is about KES 70,000 with one fingerling costing KES 5. The feeding cost is approximately KES 30,000. The salary for permanent employees is KES 20,000 per month while casuals are paid KES 300 per day.

### **3.2.4 Dairy value chain**

Kakamega County lies in the medium to high altitude agroecological zone, characterized by an adequate and generally reliable bimodal rainfall (1200–2400 mm per annum). The cool environment is capable of sustaining the growth of pastures and other crops that may be used as feed supplements. 80 percent of the population derive their livelihood from agriculture. Although the area has the potential for dairy production, it is still predominantly at the subsistence level. Consequently, despite the growing large population of the county providing a ready market for milk and the potential to increase milk production through intensification, there still exists a huge deficit in milk production. Most of the milk consumed in the county comes from other counties.

To realize its dairy production potential for food security and employment creation, the County Government and NGOs have invested in the dairy sector. The Kakamega County Government implements the dairy value chain development program which includes improvement of livestock breeds through a subsidized artificial insemination program, promotion of proper animal feeding, promotion of milk processing, and production of milk and milk products. This is because the County Government appreciates the dairy value chain's capacity to offer unlimited opportunities for investment both in primary production, transportation, processing, packaging, and marketing.

The County Government has formulated and implemented the Kakamega County Dairy and Development Corporation Act, 2018 (No. 1 of 2018). The purpose of this Act was to establish the Kakamega County Dairy Development Corporation and to provide a legal framework for dairy value chain development in the county. The Corporation is established as a legal personality and granted extensive legal capabilities. Among others, the Corporation is charged with engaging in commercial rearing and breeding of dairy livestock; creating a ready market for dairy farmers; developing and maintaining a milk processing plant in the county; undertaking and promoting research in the field of dairy farming, and; setting up of dairy training facilities. The Act further provides for a Board to run the day-to-day management of the Corporation and the composition of the Board. The Corporation may enter into partnerships and carry out its functions subject to approval by the executive committee.

The dairy sector has immense opportunities for youth employment creation in Kakamega County ranging from dairy production, and feed formulation to dairy value addition and marketing. Moreover, the agroecological suitability of the County makes it possible to rear dairy goats which require significantly lower startup capital and maintenance costs. EY can, therefore, provide dairy goats and cattle to youth in addition to storage and processing equipment and this will provide them with sustainable employment. Additionally, the youth can be trained on feed formulation, and with the required equipment, they can not only provide feed for the county but also for other counties. The possibility of this is best expressed through the success of the Matungu Smart Farm.

**Exhibit 3: Matungu Smart Farm**

The farm was started by the Kakamega Dairy Development Corporation - an initiative of the County Government of Kakamega to promote dairy farming. The Smart Farm is a revenue-generating unit of the County and is a learning center for farmers and students from TVET institutions. The Matungu Smart Farm started in 2018 and, currently, there exist four other similar farms in the County. The County envisions having 25 Smart farms. The Matungu Smart Farm has 35 dairy cows each producing ten liters of milk per day. The farm's employees consist of a manager, an assistant manager, four farmhands, one casual laborer as well as three security guards. Milk is sold to traders and at the farm gate. The farm has a cooling plant with a capacity of 3,200 liters in addition to a milking machine and a generator. The cooling plant was to serve farmer cooperatives who would supply their milk to the cooling plant (collection center) to be transported to a milk processing plant that is yet to be constructed. However, the cooperatives are dormant. Challenges facing the farm include a limited feed supply as there is only one feed processor (Njenga Feeds) which cannot meet the demand for feeds in the area. The farm also faces a high cost of fodder. This, thus, points to an entry point for youth as feed formulators and fodder growers. The farm requires around 1,200 bales of hay every three months each going for KES 300-350. The farm is willing to train about 120 youths for three months in dairy management. The wages for farmhands who are employed on three-month contracts is KES 12,000 per month while casuals are paid KES 300 per day.



### 3.2.5 Indigenous vegetable value chain

AIVs are plants that are indigenous to the continent and whose leaves, roots, fruits, and seeds are used in traditional cuisine. With more than 200 indigenous plant variations recognized, a variety's popularity varies by area. The most common types in western Kenya are the African black nightshade, jute mallow, cowpea leaves, amaranth, and spider plant (Agnew, 2021). Kakamega County is one of the main producers of AIVs in Kenya because of its agroecological zones which allow for horticulture production to occur for the majority of the year (Laibuni *et al.*, 2020). Consequently, horticultural output and irrigated agriculture have been identified as key strategies for alleviating poverty in the area by the County Government of Kakamega.

AIVs are more popular with smallholder farmers because they require fewer inputs and are better adapted to local agroecological conditions. They are predominantly produced by smallholders in rural and peri-urban areas but many consumers in urban areas access them through traditional and supermarket channels. Kenya, like other developing countries in Sub-Saharan Africa, is experiencing growing supermarket penetration, fast urbanization, and rising per capita income resulting in changing consumer preferences. This trend has created emerging market opportunities for AIV farmers (Benard, 2019).

Therefore, improved production, distribution, marketing, and consumption of indigenous vegetables could help mitigate food insecurity and alleviate malnutrition in developing countries like Kenya. The above benefits have led to concerted promotional campaigns by development agencies, research institutions, and government agencies as a strategic crop for addressing households' income, food, and nutrition in Kenya. Presently, the demand for AIVs in the domestic market is growing and remains unmet.

This unmet demand thus creates many entry points for youth to participate in the value chain. Youth have been known to want quick cash. This trait has been one of the reasons why youth do not participate in agricultural production. However, AIVs have a relatively short cycle than other crops and a ready market hence, providing a suitable agricultural value chain for youth. In addition to production, there also exists other entry points for youth in the AIVs value chain such as marketing, value addition, and extension services. The potential of the AIV value chain's numerous employment opportunities is illustrated by E-Mboga company.

**Exhibit 4: E-Mboga**

E-Mboga is an agri-tech company that began in 2017 but was formalized in 2020. The company deals with the marketing and distribution of fruits and indigenous vegetables. The foundation of the company was inspired by

the need to address the issue of market inefficiencies in the Kakamega horticultural industry. The company has five permanent employees and three students on attachment. It works with three farmers but gets supplies from within and outside Kakamega. The company also works with resellers popularly dubbed “*mama mboga*” in addition to offering home deliveries of fruits and vegetables through online orders which constitute 40 percent of orders. The company reported that there are numerous opportunities for youth in agricultural value chains if the characteristics of youth are harnessed including innovativeness, creativity, and ICT-savviness. However, the youth are impatient and have high mobility.

Therefore, there is a need to develop value chain nodes with quick gains for example distribution and extension. The opportunity for extension is vast as the County Government cannot fully deliver services. Further, the company reports that for youth to apply skills to enterprise, they require entrepreneurship training. The company also indicated that it is unlikely to get into AIV production as they lack capital and land however, through ICT, youth can address issues of post-harvest losses as well as supply inputs through agro vets. Value addition is another node that youth can exploit especially during glut and improve handling and transportation of products. The company indicated that they are willing to partner with HEIs with the capacity to produce on a contractual basis. It currently has a contractual agreement with a distributor of fish in Busia to distribute fish under the e-mboga franchise. The company plans to have distribution points all over the country through franchising.

### 3.2.6 Service Industry

In addition to the agricultural sector, Kakamega County also has an upcoming service sector. This sector is diversified and has many sub-sectors ranging from security to beauty, to construction. The sector’s growth and continued capacity to provide employment have been fueled by the growing urban population in the County. Moreover, investment in tertiary education continues to provide skilled labor for the sector.

#### **Exhibit 5: Hewson Security Limited**

Hewson Security Limited is a company with branches in Bungoma, Kisumu, Eldoret, and Busia. The company began in 2015 with 2 employees and currently has 400 employees out of whom 70 percent are aged between 18-24 years (Male 90 percent and Female percent). The female employees are mostly posted in less risky areas such as hospitals, girls’ schools, and hotels. The employees are of varying education levels as there is no limit on the education required for employment. However, 50 percent of the employees have attained secondary school education while the rest have college and university education. In addition to security guards, they also offer jobs as tallying clerks, controllers, and supervisors. The primary recruitment channel is through advertisement in local chiefs’ offices and during parades. They have no specific skills requirements because recruited candidates undergo training for 3-4 weeks on drills, conducting searches, evacuation, firefighting, patrols, managing scenes of crime, communication, and customer care after which they take an exam. Once recruited, the trained employees have mandatory probation for three months before becoming permanent and pensionable in addition to also having paid leave and medical insurance. The company takes about 20 students per year on internships. The internships are normally for students studying disaster management, security studies, and criminology. Students from marginalized communities are given priority during internship selection. The company has plans to expand but currently has 20 vacancies.

#### **Exhibit 6: Keline Interior Design**

The company sells interior design items and tailors uniforms for schools and corporates as well as individuals. It started in 2021 with two employees and has grown to have 18 permanent employees and 10 Casuals out of whom eight are females and 90 percent are youth. The company has no employees with disability due to the nature of the jobs but can house expectant mothers so long as they can work. They also offer maternity leave. Salaries range from KES 12,000-35,000. Advertisement for jobs is done through social media and posters on notice boards.

The company also has trainees who are trained for three months and paid KES 8,000-10,000 while those on attachment pay KES 4,000. They usually have about seven students on attachment from colleges and TVETs continuously. The company reported that youth employees lack several soft skills. Youth employees were reported to come to work late and stay on

social media during work hours. The company plans to open another rented space and is also planning to build its business premise and have an employment capacity of 100 employees. They are willing to partner with EY to train youth.

**Exhibit 7: Shanaya’s Salon and Barber Shop**

Began in 2017 and currently has 15 employees with all employees being above 20 years of age. The employees are paid a commission of 40-50 percent. The required skills for employment are shaving, hairdressing, and beauty therapy. The business is currently hosting three students from NITA, Kakamega Polytechnic, and a private college. The business usually has opportunities for extra work over the weekends.

### 3.2.7 Construction Sector

With the advent of devolution, Kakamega County is growing and the construction sector is thriving due to the construction of schools, hospitals, residential areas, County Government construction projects, and other facilities. The youth can participate in the construction sector as outlined in Exhibit 6 below:

**Exhibit 8: Devken Professional Builders Construction Company**

The company started in 1990 with two employees and currently has 50 employees with 80 percent being male and only 20 percent female. Employees are required to be aged 18 years and above and have to be physically able to do carpentry, masonry, painting, and wiring with a specific minimum requirement of an artisan certificate. However, the company prefers to employ TVET graduates as they possess the required skills. For clerks, the company prefers polytechnic graduates. In addition to technical skills, soft skills of positive job attitude, communication skills, leadership, and problem-solving skills are also desired in employees. The daily wages for casuals are KES 350-400 per day and for permanent skilled workers is up to KES 60,000. Recruitment of new employees is primarily through referrals for permanent employees and casual employees are employed at the site. The company reported that the construction industry has a huge potential for youth employment should the government support indigenous contractors for construction work.

### 3.2.7 The *jua kali* Sector

The majority of the youth are employed in the informal sector. This sector offers numerous employment opportunities in mechanics, metals, machinery & repair. These employment opportunities can either be wage or self. In addition to providing jobs, the *jua kali* sector also offers a space for TVET students to get internships and attachments. Their sector has a traditional apprenticeship system under which youth typically pay a monthly fee in exchange for the opportunity to apprentice and learn a skilled trade.

Due to the relevance of the sector, the County Government of Kakamega has identified the development of cottage and *jua kali* sectors as a strategic priority for the promotion of fair trade, trade development, industrial growth, and investment. The County has invested in the construction of modern markets and *jua kali* sheds. Additionally, the County Government has invested in TVET education to equip youth with skills for participation in the sector. The County Government has upgraded 13 polytechnics to centers of excellence. The County polytechnics are currently fully funded by the County Government.

The County Government embraced TVET in the year 2013 by initiating several flagship programs including the construction of 17 modern two twin workshops and five single workshops, providing tuition

subsidy capitation, Agriculture Technical Vocational & Education Training (ATVET) skills by utilizing training capacity in county polytechnics, recruiting instructors, rebranding, equipping of the polytechnics, improving sanitation, and purchasing of land for polytechnics. The County Polytechnics Act 2014 was developed to align policies and guidelines for the proper management of TVETs. The significance of the *jua kali* sector can be illustrated by associations of *jua kali* practitioners.

**Exhibit 9: Kajua Welfare Organisation- Self-Employed Artisans**

The Kajua Welfare Organisation is a welfare organization of mechanics, panel beaters, welders, and painters. The members are drawn from 22 locations in Kakamega County with motor vehicle mechanics constituting a majority of the members. The association trains youth for about two years at a payment of KES 20,000-25,000 each. The education level requirement is class eight but has apprentices who dropped out of primary school. The challenge in training is that youth cannot afford to pay for the apprenticeship.

### 3.2.8 Waste Management

Waste management is one of the growing sectors in Kakamega County. Waste management has an untapped potential for youth employment and there is a need to get sustainable solutions and innovations in waste management. Two organizations Quinto Green Bin Youth organization and Hill Holdings have ventured into waste management in Kakamega County.

**Exhibit 10: Quinto Greenbin Youth Group**

The organization began in 2015 and deals with garbage collection, leaning, mowing, and fumigation. Currently, it has 14 members, six of whom are female. Four of the members are aged between 18-24 years. The organization collects waste from homes and hotels, sorts it, and dumps it in the designated dump sites. The organization has 200 clients. Home clients pay KES 300 per month while hotels pay KES 1,000-3,000 per month. The organization would wish to register as a community-based organization. The members' education level ranges from standard eight to college level education and requires members to have marketing and communication skills. In the future, the organization would wish to have a private dumpsite, a recycling plant, and produce fertilizer. The organization faces such challenges as non-payment for services rendered and a lack of garbage collection equipment.

**Exhibit 11: Hill Holdings**

This is a private company contracted by the County Government to offer cleaning services. The company, allocated Kakamega municipality Zone C, began in 2016 and was awarded the contract in 2017. It has 80 workers, 60 of whom are women. Of the 80 employees, only five percent are between the ages of 18-24. Most men are not employed due to substance abuse, alcoholism, and pride (as they think cleaning jobs are for women). The youth want quick money, are irresponsible, are indisciplined, and are mostly on the phone even during work hours.

The company does not consider education level so long as one can perform the job. The employees are usually employed on a renewable three-month contract. The minimum wage is KES 10,000 per month and the employees work for about five hours a day.

Table 2: Private Sector Summary and Sectoral Employment Forecasting

<b>Sector</b>	<b>Industry</b>	<b>Current Employment Number</b>	<b>Future Employment Number (5 years)</b>	<b>Current and Future Demand for Jobs/Skills</b>	<b>TVETs</b>
<b>Public Sector</b>	Construction and cleaning (Kakamega County Youth Fund Service Empowerment Programme)	3000	6000	Masonry, cleaning	Shamberere TTI, Kakamega VTC
<b>Agriculture</b>	Aquaculture	10	30	Pond construction, fish feed formulation, aquaculture	Bukura Agricultural College
	African Indigenous Vegetables			Crop production, ICT, Extension	Bukura Agricultural College
	Dairy			Animal production	Bukura Agricultural College
<b>Manufacturing and Processing</b>	Sugar Millers	1200	1900	Extension, Boiler operators,	Shamberere TTI
<b>SMEs</b>	Interior Design And Tailoring	28	100	Marketing, Garment making	Shianda VTC, Soy VTC
	Salon and Beauty	15	16	Hairdressing, Beauty therapy	
<b>Service</b>	Security	400	420	Tallying clerks, Controllers, Supervisors, security guards	Shianda VTC, Soy VTC
<b>Construction</b>	Building and Construction	50	100	Masonry, carpentry, electricians, plumbers	Kakamega VTC, Shamberere TTI

## 4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT

### 4.1 Context and Overview

The objective of the KIs was to gather information on the opportunities available for youth within the County. The County Government officials and other stakeholder companies provided this useful information. The County acts as an enabling environment whose mandate, according to the LMA, is the provision of incentives to encourage private sector investment in Kakamega County, provision of an enabling environment, and incentives to encourage self and wage employment. Additionally, the assessment looked into the plans that the County Government of Kakamega had in place to increase employment opportunities for the youth. The next section discusses the various departments within the County that were visited during the LMA.

#### 4.1.1 Deputy County Secretary's Office

The Deputy County Secretary highlighted several initiatives, programs, and plans to support youth employment. These comprise:

- a) Kakamega County Youth Fund Service Empowerment Program – Employed 3,000 youth (18-28) and women (up to 38 years) who undergo paramilitary training. The program is now in phase two and has been able to employ 6,000 youth and women in the workforce. The youth worked for two years in markets, and road repairs. The program is such that the youth work in the mornings and in the afternoons, and they are required to attend training in designated VTCs. The youth are paid a stipend and are encouraged to save some in a SACCO. They also contribute to a pension scheme. At the end of the program, the youth are required to have the capital to start a business. However, the challenge is that most youth, especially male youth, do not embrace the idea of joining the VTCs to gain market-driven technical skills, especially the male youth.
- b) Shelter Improvement Programme – Construction of semi-permanent houses for the vulnerable and also provide bedding and connect electricity.
- c) Affordable Housing – County is planning to build 3,000 affordable houses for civil servants. The County has formed a company together with an investor from Turkey.
- d) SMART Farms – 4 Farms are already operational with an average of 26 dairy cows each. The county has plans to have 20 SMART Farms. The farms are to serve as training centers for farmers to improve dairy productivity. They have coolers and thus serve as milk collection centers.
- e) One cow initiative – This initiative began in 2015 to increase dairy production in the county. The county provides a heifer to chosen farmers. After calving, the calf is passed on to another farmer.
- f) Fish processing plant – Has already been constructed with a processing capacity of 30 tons but is operating under capacity (processing 5 tons after some time due to inadequate supply of fish).
- g) Other industries under construction:
  - Milk processing factory in Malava



- Tea processing factory in Shinyalu
- Gold refinery in Ikolomani
- EPZ- County Government has already acquired 58 acres of land and the county is still planning to purchase more land for the export processing zone

## 4.2 County Departmental Analysis

### 4.2.1 Directorate of County Youth Service and Women Empowerment Program

According to this department, the majority of the youth get absorbed into employment including the public sector through the Kakamega County Youth Fund Service Empowerment Program. In this program, the youth are employed in youth enforcement, road maintenance, county revenue agency, and transport. While the public sector seemed to be majorly employing the youth, the directorate further noted that the *jua kali* sector had the greatest potential of employing the youth compared to other sectors. The majority of the youth are more inclined towards sectors that are flexible and do not require so much work pressure and formalities.

The skills necessary for youth to get into employment in the above sectors include; discipline, customer service, and teamwork. It was further noted that most of the jobs required an all-round employee who can be able to blend in well with others within the work environment. Hence, employers strive to get employees (youth) who are team players and disciplined. Customer service skills always make customers feel at ease when conducting business with the company. It was observed that youth who possess this skill always have a high capability of providing excellent customer service in all circumstances whether under pressure or not. As such it was emphasized that customer service-related skills such as communication, patience, professionalism, and empathy are key for youth to get jobs.

Key interventions being spearheaded by the Directorate to promote wage and self-employment include:

- i. Establishment of enterprise branches
- ii. Training on skills demanded by the market
- iii. Establishment of training centers
- iv. Special training on zero qualification youth

The Directorate also has plans to increase the number of youth in both self and wage employment through:

- 1) An extended apprenticeship program to upscale the practical skills acquisition. This program shall ensure that as the service men under the Kakamega County Youth Fund Service and

Empowerment Program exit the program, they have fine and practical skills which meet the labor market demands and will be assisted to venture into entrepreneurship.

- 2) Reviewing the legal operational framework - From County Youth Service and Women Empowerment Programme (CYSWEP) to Kakamega youth development program. The objective of the program offers training and short-term employment to youth and women within the County.
- 3) Developing and implementing a youth enterprise component in agribusiness, hospitality, fashion and garment making, building, and construction.

The Directorate could not conduct and monitor the labor market for their youth. However, the Directorate was willing to receive training on strengthening its capacity to monitor the labor market, especially on the indicators of the labor force participation rate, employment by sector, and youth employment.

#### **4.2.2 Directorate of Social Services**

This Directorate noted that the youth were employed in gender-based violence centers, cultural centers, enforcement (cleaning), and road maintenance within the County. The skills required for employment included counseling, artisan, paramilitary training, and soft skills in teamwork. Counseling and paramilitary skills are of key interest to most employers when recruiting youth into social service jobs. Being able to listen attentively and translating difficult information into basic simple clear and positive feedback is essential in getting these jobs. Also, since enforcement teams have the greatest employment opportunities for youth in the county, youth must undergo paramilitary training for them to gain hands-on skills as far as the enforcement is concerned. Artisan skills are also key, especially to youth thinking of self-employment. Such artisan skills could be in form of being able to design, decorate and create objects by hand.

Key interventions to promote wage employment that is being spearheaded by the Directorate include:

- i. Collaboration with the Kakamega County Polytechnic in the shelter program
- ii. Encouraging group registration among the Youth
- iii. Having a platform for sports and talent showcasing
- iv. Providing Internship opportunities
- v. Providing Security and enforcement opportunities

In supporting the youth who transit to self-employment, the Directorate of social services has provided an enabling environment for them to successfully operate and manage their businesses. These initiatives include:

- i. Mapping youth groups and creating linkages with other ministries and organizations
- ii. Appointing field officers to register and update subscriptions of enterprises
- iii. Holding county competitions to identify talent

In their bid to ensure that more youth get into both wage and self-employment, the Directorate has the following plans:

1. Encouraging Access to Government Procurement Opportunities (AGPO) registration to enable the youth to access tender opportunities
2. Youth employment opportunities in the County Youth Fund Service and Empowerment Program and Shelter program
3. Building the capacity of the youth in business opportunities identification
4. Mapping youth groups to enable planning and linkages to opportunities

The key players working with the Directorate of Social Service to promote both wage and self-employment are the national and county governments, and shelter programs.

The Directorate did not have any mechanisms in place to monitor the labor market for their youth. However, it was willing to receive training on ways in which it can monitor the labor market as well as conduct tracer surveys to monitor labor force participation rate, employment by sector, and youth unemployment.

#### **4.2.3 Directorate of Gender**

The directorate indicated that youth are majorly employed in the county revenue agency, Gender-based violence (GBV) teams, enforcement, and as interns. On the skillset required for youth to join the aforementioned jobs, soft skills (interpersonal, teamwork, integrity, and communication) were indicated as key. These skills enable one to relate well with others in the workplace, understand different environments and circumstances as well as solve problems positively. The Directorate indicated that employers are particularly keen to recruit youth who have different sets of soft skills as this means they will be able to grow within the company.

The key interventions to promote wage employment spearheaded by the Directorate include:

- Offering training to youth transitioning to self-employment
- Sensitization on self-reliance
- Offering grants and seed funding to the youth
- Enhancing back-to-school programs to enable the youth to gain more market-driven technical skills.

The following are plans being fronted by the Directorate to create more opportunities for youth transitioning into both wage and self-employment:

- 1) Encouraging affirmative action funds
- 2) Enhancing capacity-building for vulnerable women and youth
- 3) Increasing the number of stakeholders through investing in data banks of non-state organization
- 4) Collaborating with the informal sector
- 5) Advocating for youth policies

The Directorate of Gender has spearheaded the increase in the number of youths getting into employment through partnering with the Ministry of Health, Afia Plus (an NGO dealing with children who come from poor backgrounds, orphans, and those infected or affected with HIV/AIDS), and Ampath (an NGO that is strengthening health systems through HIV funding directly to the county). Besides supporting the youth to get employed, the Directorate of Gender has also created political goodwill that helps in promoting private sector investment in the County.

The Directorate noted that they did not have any capacity to monitor the labor market for their youths but were willing to be trained on how to strengthen their capacity to monitor the labor market. Their LMA interest areas are youth employment, employment status, and employment by sector indicators. Additionally, it was indicated that staff analysis and training would be important for their staff to be able to effectively monitor the labor market for both male and female youth.

#### **4.2.4 Directorate of Administration**

The Directorate of Administration indicated that 700 youth were employed as security guards while the county enforcement team and road maintenance had employed 3,000 youth and interns. These jobs were less formal and were highly flexible which is of key interest among the youth.

According to the Directorate, some of the skills required for the youth to have when joining wage and self-employment include computer proficiency, problem-solving, management, and teamwork. While computer literacy skills are important due to the digital transformation of the business environment, problem-solving skills are also important as they indicate a potential employee will be able to identify a problem and solve it before it escalates. Management skills were also cited as key skills that youth need to have since such skills inform employers on whether or not youths can be able to perform executive organizational duties promptly with limited supervision.

Some of the interventions in place to support wage employment among the youth include:

- i. Paid internships

- ii. Training youth on short courses especially in animal husbandry

The Directorate is also working on supporting youth who are getting into self-employment through:

- i. Mapping of tourism opportunities - MaweTatu, Crying Stone, Mugai Hills
- ii. Enhancing the one-cow initiative
- iii. Creating a special economic zone-industrial park (Mumias West & Matungu)
- iv. Constructing a dairy factory in Malava that aims to support dairy producers within the sub-county

The Directorate had no mechanisms in place to conduct LMAs. No tracer surveys had so far been conducted concerning youth labor markets. The Directorate indicated that LMAs were important and, hence, was willing to receive any training. LMA areas of interest include employment in the informal sector, youth unemployment, and employment status. Additionally, the Directorate noted that training their staff on the skills gap analysis will enable them to effectively monitor the labor market for both male and female youth within Kakamega County.

#### **4.2.5 Directorate of ICT and Communication**

From the KIIs, the Directorate of ICT and Communication indicated that the County had employed youth in the revenue agency, county security, enforcement, communication (employing seven youth), and the county health volunteer service (employing 2,700 youth). The skill requirement for these jobs includes ICT, database management, networking, teamwork, integrity, and problem-solving skills. Most businesses currently rely on ICT to grow and improve their operational performance. Therefore, youth must possess such skills when getting into the job market. Businesses no longer use traditional marketing strategies but rather internet-based and mobile-based technologies hence the need for ICT skills.

According to the Directorate, employers are seeking youth who can work as a team, are problem solvers, and can network. It was noted that most youths in Kakamega County are poor at networking skills as they cannot be able to connect with people, build relationships or sustain themselves. Thus, the Directorate indicated that youth need to be trained more in networking, problem-solving, and teamwork skills. Also, database management is important, especially to youth envisioning working in sectors that deal so much with records such as the county health and procurement sectors.

Some of the interventions in place to support wage employment among the youth include;

- i. Enrolling youth as members of the Computer Society of Kenya
- ii. Giving opportunities for internships
- iii. Organizing and facilitating ICT conferences

The directorate is also working on supporting youth who are getting into self-employment through designing the following enabling environment for them;

- i. Advocating for an ICT innovation center including Wi-Fi stations-60 stations
- ii. Partnership with other organizations i.e. Ajira which offers capacity building in ICT skills
- iii. Enhancing Faiba optic project in which it provides internet access for youth in ICT

The following are plans being fronted by the Directorate of ICT to create more opportunities for youth transitioning into both wage and self-employment;

- 1) Advocating for ICT innovation centers
- 2) Leveraging on ICT job opportunities
- 3) Reduce job statutory requirements

In addition to supporting both wage and self-employment among youth in the county, the Directorate has incentives in place such as the provision of political goodwill and space (free land with MOUs signed such as the Mudiri Incubation Center) to encourage and promote private investment.

The Directorate of ICT cannot assess the market for the youth. They were willing to be trained on how to track employment by sector, youth unemployment, and status in employment effectively. Additionally, the directorate is willing to collaborate with EY in training their staff on monitoring and evaluation and developing a tracking e-system for the labor market for them to be able to monitor the labor market for male and female youth in Kakamega County.

#### **4.2.6 Directorate of Human Resource**

According to this Directorate, some of the sectors that mostly employ youth include education (especially polytechnics as instructors), building and construction (majorly employs male youth), revenue collection, *Kazi Mashinani*, and hospitality (hotels which employ a high number of the female youth). Some of the future job opportunities that were highlighted by the Directorate include online jobs, and agribusiness (sugar, maize, and milk value chains). Some skills requirements for these jobs include communication, problem-solving, teamwork, and networking. Some of the interventions in place to support wage employment among the youth include:

- i. Empowering youth through public participation in employment matters
- ii. Decentralization of youth-focused programs
- iii. Training community health volunteers – 6000 youth trained so far

Other than supporting youth in wage employment, the Directorate is also working on supporting youth who are getting into self-employment through:

- i. Empowering ward administrators to identify youth for opportunities in the county
- ii. Putting in place a policy where 30 percent of business opportunities are given to youth in the County.

The Directorate further provides political goodwill by providing land, signing MOUs, and reviewing legal laws as part of the incentives towards encouraging private investment within Kakamega County. It is worth noting that, in as much as the Directorate had the mandate of recruitment within the county, it did not have any capacity in place to monitor the labor market or conduct tracer surveys. However, they are willing to strengthen their capacity to track the status of employment and the labor participation rate. Besides, additional training on monitoring and evaluation will go a long way in enhancing the capacity of their staff to effectively monitor the labor market for both male and female youth within Kakamega County.

#### **4.2.7 Directorate of Education (TVET)**

According to the Directorate, youth employment opportunities are mostly found in the building industry (which mostly employs the male youth), motor vehicle, clothing and textile, welding, and hotels. The current skills for graduates to work in these subsectors includes masonry, roofing, carpentry, garment-making, hairdressing, catering, record-keeping, communication, entrepreneurship, and teamwork. Communication skills are key since all sectors/jobs require youth to be good communicators. For youth transitioning to self-employment, entrepreneurial skills are key for them to be able to financially manage their businesses.

Some of the interventions that the Directorate has put in place to increase the opportunities for youth in both wage and self-employment include:

- 1) Enhancing private sector partnerships with different stakeholders to increase employment avenues for youth
- 2) Capacity-building on entrepreneurship and working with the TVETs that train youth in the area

The Directorate of Education (TVET) could not monitor the labor market for their youth. The Directorate was interested in tracking employment in the informal sector, wage, and compensation, employment by sector, and labor participation. The Directorate suggested that they need training on monitoring and evaluation and research methodologies to enhance their capacity to conduct LMAs.

#### **4.2.8 Department of Water, Environment, Natural Resources, and Climate Change**



The department indicated that several sectors within the county are currently employing youth. Some of the jobs that most youths are employed in, are *Kazi Mashinani*, miners, revenue collection, and enforcement teams. Youth are attracted to these jobs due to quick payment (which is mostly daily or weekly).

The Department noted that youth would require such skills as environmental conservation, discipline and integrity, and computer literacy. The Department also indicated that most of the youth who are self-employed are not resilient enough. They easily give up when their businesses are not making returns as per their expectations. It was recommended that resilience should be imparted in the youth before letting them into the job market. With the digital transformation, most jobs also require computer literacy.

Some of the interventions in place to support wage employment among the youth are the provision of internship placement and capacity building on nature-based enterprises. Additionally, the Department has created a conducive and enabling environment for youth transitioning into self-employment through:

- i. Existence of policies that touch on nature-based enterprises and climate change programs
- ii. Capacity-building on circular and bio-economy entrepreneurship
- iii. Provision of platforms for information sharing
- iv. Providing training and internships (30 targeted)

In addition, the Department has plans to support the increase in employment opportunities for youth through:

- 1) Registering gold miners to associations
- 2) Setting a training center for miners
- 3) Establishing waste collection centers
- 4) Establishing the Mung'ang'a Waste-to-Energy Factory - The factory is projected to have an employment capacity of 1,000 workers.

The Department further works with the National Government (Environment and Mining sectors), Kenya Wildlife Service (KWS), Kenya Forest Service (KFS), Kenya Forestry Research Institute (KEFRI), National Museums of Kenya (NMK), National Environment Management Authority (NEMA), religious groups (Anglican development service), and NGOs (such as GIZ) to help them in promoting wage and self-employment among the youth in Kakamega County.

Some of the incentives that the Department has in place to encourage private sector investment include the provision of space (i.e., free land with MoUs signed [for gold mining and refining and waste management]) and purchasing of seedlings from tree nursery owners.

The Department has no LMA mechanism for the youth. The Department expressed interest in training to enable them to assess the labor force participation rate, employment to population ratio, the status of employment, and employment by sector.

#### **4.2.9 Directorate of Trade**

The Directorate of Trade indicated that the MSE, *jua kali* sector, and the food industry are sectors currently employing a majority of the youth in the county with skill requirements in customer care, communication, food science, entrepreneurship, and different artisan qualifications. Youth who are self-employed need to understand that business environments are dynamic and hence need to be able to adapt easily. They need to have strong entrepreneurial skills (such as risk-taking) have a clear business focus, be creative, can delegate, and be ready to build.

The Directorate has also made sure that they have interventions in place to help support the youth in transitioning to wage employment including:

- i. Establishing county industrial development centers
- ii. Increasing access to affordable credit
- iii. Providing market infrastructure
- iv. Establishing capacity-building programs in trade and entrepreneurship

The key stakeholders that work with the Directorate in promoting wage and self-employment among the youth are the microfinance cooperatives, sugar factories, the national government, wholesalers, supermarkets, and NGOs. Private investment is key in making a prosperous county. The availability of private investors indicates the goodwill of the county and its policies. As such, the Directorate of Trade has several incentives aimed at encouraging private investment within the county. These include the development of the county industrial development center which offers space for MSMEs to carry out their businesses, enhanced microfinance access, provision of a tax holiday for new business owners, provision of market and road infrastructure, political goodwill, and advocating for an investment agency to help in marketing their businesses.

The Directorate pointed out that they do not have any mechanisms in place to help in monitoring the LMA for their youth. The Directorate had not conducted any tracer surveys in the past to know the status of their youth in employment or not in employment and wished to be trained to be able to assess employment to population ratio, status in employment, and employment by occupation.

#### **4.2.10 Directorate of Tourism**

The Directorate indicated that the youth are employed in the hotel industry (bars and restaurants), cottage industry, and food industry while the sectors that have potential for youth employment include; tours and travel owing to its diverse opportunities (tour guides, security guards and tour companies), cottages industry and the hotel industry (chefs and waiters). Among the skills that youth must possess when joining employment are industrial process, hospitality, enterprise development, and food science skills.

The Directorate has also made sure that they have in place interventions to help support the youth in transitioning to wage employment including:

- i. Providing affordable microfinance credit
- ii. Providing market infrastructure
- iii. Developing tourism products and attraction
- iv. Cand establishing capacity-building programs in tourism

The key stakeholders that promote wage and self-employment among the youth include tour companies, the national government, the Kenya Wildlife Service, and travel agencies. The Directorate additionally works hand in hand with the private sector to support private investment through the provision of business space, provision of tax holidays for new businesses, provision of road and market infrastructure, and political goodwill.

As with other Directorates, the Directorate of Tourism could not conduct LMAs. As such, it was willing to receive training with priority training on status in employment, employment by occupation, and labor productivity.

#### **4.2.11 Directorate of Agriculture, Irrigation, Cooperative, Livestock, Veterinary Services, and Fisheries**

The Directorate highlighted that the key value chains that have the potential to employ youth include dairy, poultry, aquaculture, horticulture, and fodder production. For youth to be employed in these value chains, they require skills in agribusiness, entrepreneurship, pond construction (for aquaculture), artificial insemination, crop husbandry, and interpersonal skills.

The Directorate has been at the forefront in promoting wage and self-employment among the youth through:

- i. Enhancing youth access to government procurement opportunities
- ii. Organizing youth in groups and market linkages.
- iii. Supporting poultry value chains – provision of subsidized chicks
- iv. Providing equal opportunities for youth, women, and PWDs in their programs

v. Providing internships and attachments

Some of the plans that the county has put in place to help increase the number of youths getting into employment include:

- 1) Establishing aqua-parks
- 2) Advocating for e-marketing within the various key value chains
- 3) Enhancing flagship project (tea processing factory) for the tea value chain in Shinyalu
- 4) Improving fodder technology (to be youth friendly – capacity building in fodder production)
- 5) Supporting commercialization of bananas in the county
- 6) Establishing a dairy plant (Malava) which has so far created direct jobs for 50 youth and indirect jobs for close to 2,000 youth.
- 7) Constructing a poultry processing plant

Among the key stakeholders that promote both wage and self-employment to youth within the agricultural sector are:

- GIZ - training and supporting fodder production
- World bank – Supporting youth in self-employment through the provision of seed funding, loans, and grants as well as business incubation
- FAO – Offering training to farmers and recruiting youth to help in facilitating the training
- Farm Africa – Supporting the provision of training services to the youth to help local farmers to commercialize their agri-enterprises
- Kenya Marine Research Institute – Offering training in fish farming such as aquaculture and freshwater systems

The Directorate did not have any mechanisms in place to monitor the youth labor market. Other than tracer surveys done by private NGOs, the Directorate has not managed to conduct LMAs on its own. Nonetheless, the Directorate was willing to be trained on LMA and the indicators of interest were unemployment, labor productivity, and employment in the informal sector.

#### **4.2.13 Kakamega County Urban Water and Sanitation Company**

According to the Kakamega County Urban Water and Sanitation Company, most youths are employed in the technical team (dealing with water installation), interns, meter readers, enforcement, and *Kazi Mashinani*. While skills are the most sought after by both the private and public sectors when employing youth, the Directorate indicated that the majority of their youth do not have the necessary skills to help them fit into the right jobs after they complete their training. Some of the skills that were mentioned as

important for youth when joining the job market were hands-on skills, technical knowledge, communication, and interpersonal skills (integrity and ability to work in teams).

The Department promotes wage employment among the youth through:

- i. The provision of licenses
- ii. Mapping of opportunities for youth in the county
- iii. Youth empowerment programs

Additionally, the Department has established smart metering technology and has partnered with different stakeholders who are pro-youth to establish pipeline branches (Liranda-Kakamega). The Kakamega County Urban Water and Sanitation Company works closely with Water Work Agencies and Lake Victoria Basin and Water Regulation Authority to promote wage employment among the youth. Among the key incentives that the company has in place to encourage/promote private sector investment include political goodwill, providing infrastructure, and running a good Enterprise Resource Planning (ERP) system in place for new businesses to operate with.

The company further noted that they did not have any mechanisms in place to conduct LMAs. The areas they would be interested to assess include employment status, labor productivity, and youth employment besides training on monitoring and evaluation.

### **4.3 Challenges youth face when searching for employment opportunities**

From all the directorates, several challenges hindering the youth in getting both self and wage employment were highlighted. These include:

1. Low levels of education and training – The majority of youth have low levels of education and lack the required skills and work experience which limits them from getting employment. In as much as the youth are trained, there is a high level of skills mismatch in the job market which makes them miss out on employment. Lack of experience also makes them miss employment opportunities as most employers prefer experienced employees.
2. Lack of capital to start their business – Limited access to capital in form of credit and financial services is a key obstacle for young people interested in self-employment.
3. Lack of opportunities in the job market. The job market is, at times, flooded with job applicants hence increasing competition for the limited jobs.
4. Ignorance and high expectations – A majority of the youth complete their education with high expectations from the job market such as getting high-paying or white-collar jobs. When they fail to get these, they get disappointed and indulge in criminal activities.

5. Poor attitude regarding available jobs - Most of the jobs available are often either clerical, blue-collar, or entry-level jobs. Most youths have a negative attitude towards such jobs - leading to underperformance or even declining in such job offers.
6. Lack of basic statutory requirements or tedious clearance processes from various bodies - Some youths do not have the money to pay for such statutory requirements hence making them fail for such jobs. The processes are also tiresome.
7. Lack of soft skills such as communication, teamwork, patience, and resilience - This makes a majority of the youth miss out on various opportunities which they would otherwise have if they possessed such skills.

#### **4.4 Relationship between the programs offered by HEIs/TVETs and skills demand in industries**

All the Directorates reported that there existed weak partnerships between TVETs and the industry which hindered the TVETs from imparting the youth the much-needed industrial and technical skills. Most of the institutions focused on theory and less on practical training. In addition, most of the TVET programs did not capture emerging soft skills needs in the labor market.

### **5. TVET ANALYSIS (CAPACITY MAPPING)**

#### **5.1 Introduction**

This section highlights the capacity of TVETs in terms of the curricula, training programs, opportunities for internships and attachments, career guidance, private sector engagement, the capacity to conduct LMAs, tracer studies, and training needs assessment. In total, nine TVETs were interviewed (i.e., Kakamega County Polytechnic, Soy County Polytechnic, Sango County Polytechnic, Malava County Polytechnic, Matungu County Polytechnic, St. Paul County Polytechnic, Bukura Agricultural College, Shamberere Technical Training Institute, and Sigalagala National Polytechnic.

#### **5.2 Education and Training Programs in TVETs**

The TVETs visited varied in size with those that were VTCs, TTIs, and National Polytechnics. They also had different areas of specialization. On average, there were 28 training programs offered in the institutions (Figure 1). The larger institutions such as the national polytechnics had the highest number of courses as compared to the smaller ones such as the vocational training centers. The results also show that the average number of students was 44. Similar to the number of training programs, larger institutions had more students as compared to small ones. The number of lecturers per course was low

and also depended on the size of the institution. Since the sampled institutions were technical, more practical teaching hours were accorded to the students as compared to theoretical time.

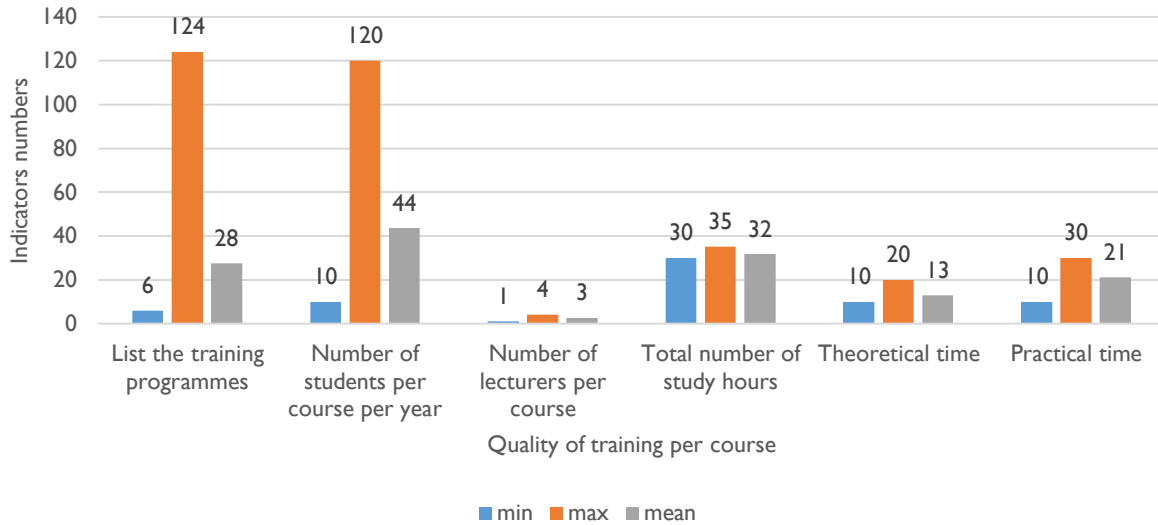


Figure 1: Quality of training programs in TVETs

The pedagogical methods used in TVETs ranged from demonstrations to discussions as indicated in Table 2 below. The emphasis on practicals and demonstrations equips the students with the technical skills required in the job market.

Table 3: Pedagogy methods used in TVETs

Teaching methods	Frequency	Percentage
Blended	1	11
Demonstrations	3	33
Discussions	2	22
Practical	3	33

### 5.3 Funding Mechanisms in TVETs

Most TVETs depend on government capitation as their major source of funding (Table 3). This is supplemented by student fees. In Kakamega County, the County Government paid tuition fees for students who were residents of the County. The students only paid for their lunch which was approximately 50 KES per day. However, some of the students from poor backgrounds could not afford the meals. Due to inconsistency in the release of government capitation, the institutions supplemented



their income with other income-generating activities in areas of agribusiness, baking, and short courses, among other areas as indicated in Table 3.

Table 4: Funding mechanisms in TVETs

Funding mechanisms	Frequency	Percentage
Student fees	1	7
Government capitation	4	27
Both government and student fees	5	33
Donor fees	1	7
Income generating activities	4	27

### 5.4 Factors Determining the Type of Programs Offered by TVETs

36 percent of the institutions relied on the demand from the labor market to start a new course. Though they did not have a structured method of ascertaining the demand, they depended on the inquiries made by employers and parents. Additionally, the availability of instructors and infrastructure such as workshops, classrooms, and laboratories were key considerations in starting a new program (Figure 2).

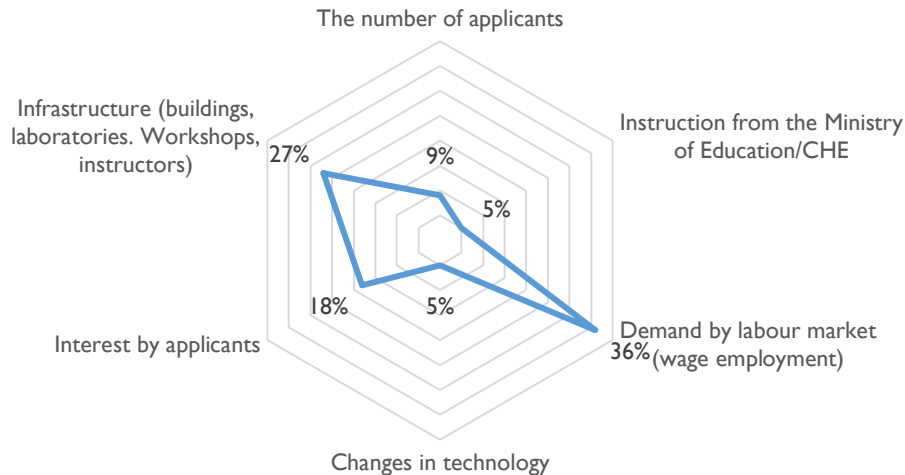


Figure 2: Factors determining programs offered by TVETs

### 5.5 Internship and Industrial Attachments

All the TVETs reported that their students taking certificate and diploma programs had at least three months of attachment as a course requirement. The institutions assisted their students to get placement for attachment. However, the majority of the institutions did not assist their students to get internship placement as they considered this as the students' responsibility. Private sector institutions were mostly

preferred for attachment and internship placement due to flexibility and fewer regulations as compared to the public sector. Additionally, the private sector offered better hands-on experience as compared to the public sector.

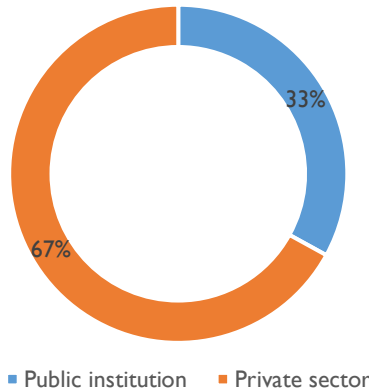


Figure 3: Place of internship/attachment

More male students were placed on attachment, internships, or apprenticeships than females (Table 4). Attachment and internship placement required students to leave far from their homes thus incurring extra costs for accommodation and subsistence.

Table 5: Internship/attachment placement of students by sex

Placement of students by sex	Minimum	Maximum	Mean
Female	8	30	14
Male	12	81	30

## 5.6 Opportunities for Career Guidance and Development Services

Career guidance is the process of helping students in making prudent and suitable educational and occupational choices and in taking career decisions based on the demand and requirements of the labor market and future work. All interviewed TVET institutions had a career guidance office. 67 percent of the institutions had a single trainer responsible for guidance and counseling (Figure 4).

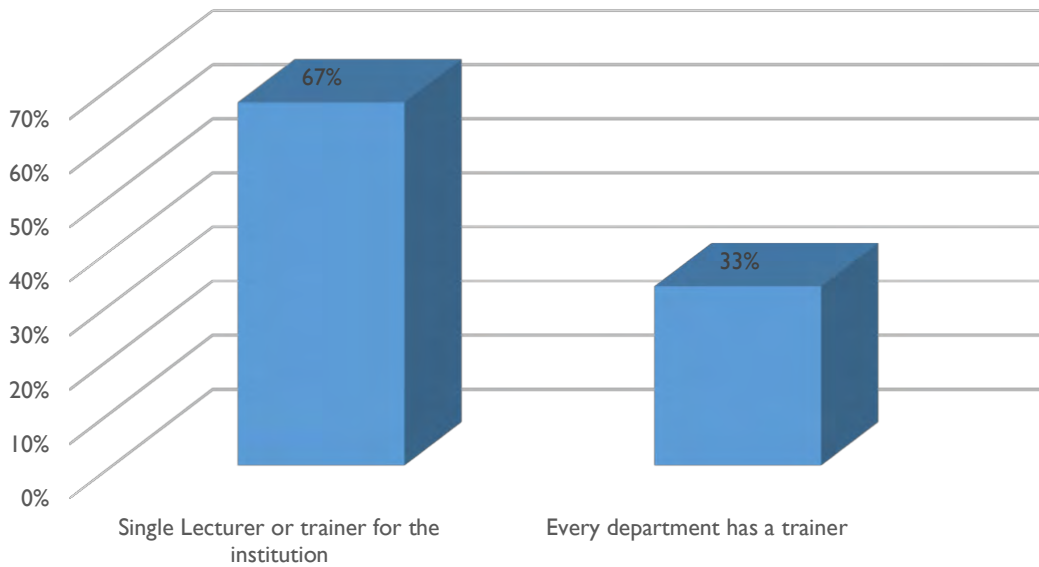


Figure 4: Trainers for career guidance

The level of importance of different career development services in the TVETs is provided in Table 5. The institutions focused on training in communication, interview preparation, teamwork, and computer skills. The most prioritized job placement services were job attachments with limited focus on internships, career expos, responding to job advertisements, remote working centers, and work-study. This indicates that there are some opportunities to support the TVETs in enhancing their career development services. The institutions indicated their readiness to transform and partner with other institutions to enhance the marketability of their graduates.

Table 6: Level of importance of career development services in TVETs

Career Services (percentage)	Very Limited	Limited	Moderate	Above moderate	Extensive
<b>a) Competences and Skills Training</b>					
Communication	11	0	0	11	78
Interview Preparation	11	0	0	11	78
CV writing	11	0	0	11	78
Team Work	11	0	0	22	67
Computer skills	22	0	0	0	78
<b>b) Job Placement Services</b>					
Attachment	0	0	11	22	67
Internships	33	11	22	22	11

Career expos	22	11	44	11	11
Job advertisements	33	22	11	33	0
Remote working centers	56	11	11	22	0
Work-study	33	0	33	22	11

### 5.7 TVETs Engagement with Private Sector

The private sector has an important role to play in promoting quality education in TVETs both as an employer and as a training stakeholder. Aligning existing TVET programs to industry demand is key to enhancing the competencies and skills of students. All the TVETs indicated that they engaged with the private sector, especially on attachments and internships (Figure 5).

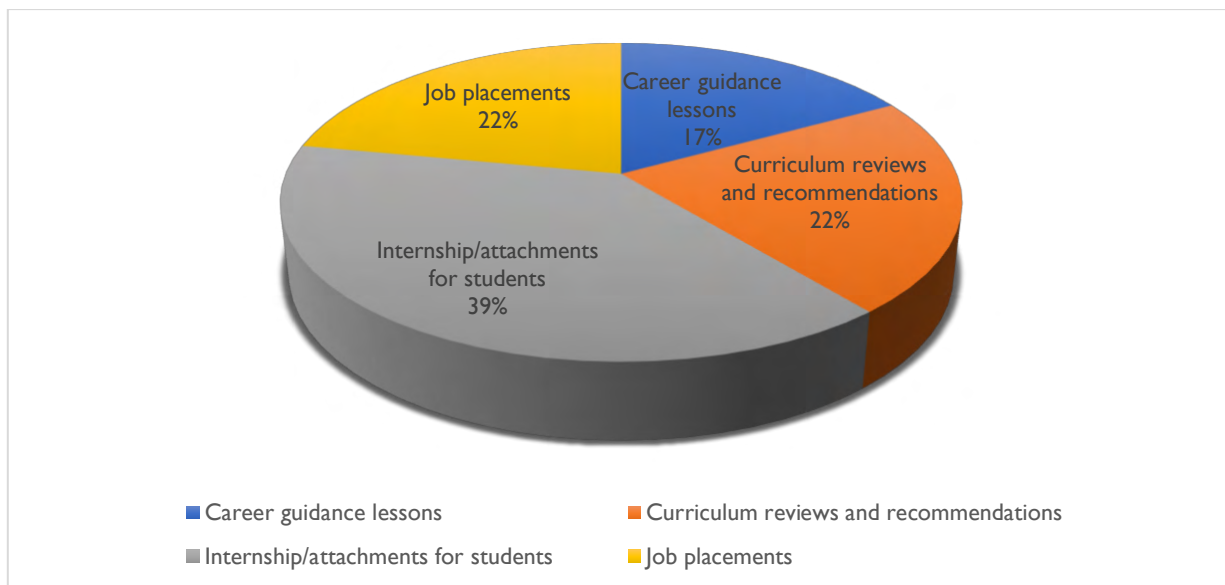


Figure 5: Areas of engagement between TVETs and the private sector

### 5.8 Opportunities for the Development and Delivery of Tailor-made Short Courses

Strengthening technical and vocational education and training is an important strategy to contribute to equitable and reduced youth unemployment. The TVETs are also well-positioned to partner with the private sector in developing and delivery of tailored-made short courses. All the institutions were willing to offer commercialized tailor-made short courses including agribusiness, value addition, value chain analysis, hairdressing, driving, bakery, mushroom production, animal production, aquaculture, machine fabrication, motorbike repair, and computer studies. It is important to note that most TVETs in Kakamega County prefer agriculture-related courses which could be a great opportunity for EY to capitalize on in enhancing youth engagement in agriculture.

The major determinant for the development of short courses was the availability of funds as indicated in Figure 6. The funds would finance the establishment of facilities for teaching and employ qualified personnel to deliver quality training. Other determinants were approval by TVETA and the availability of students and trainers. Curriculum development for TVETs in the county is supply-driven. This implies that the courses offered at the TVETs are solely determined by the TVETs and associated authorities.

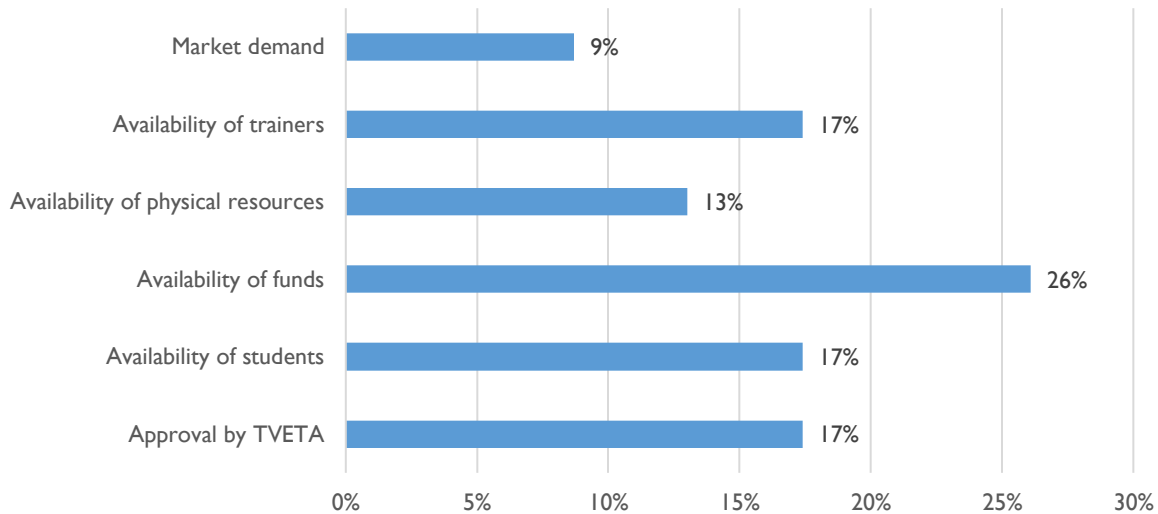


Figure 6: Factors that TVETs consider before introducing a new course

## 5.9 TVETs Capacity to Monitor the Labor Market Assessment for Youth

A majority of the institutions (89%) did not have a mechanism to monitor the labor market for youth. In addition, they did not have any members of staff allocated to conduct the activity. The institutions were willing to be trained in conducting LMA. Key labor market indicators that the institutions were interested in were the status of employment, employment by sector, and youth unemployment. These indicators were critical in informing training in the institutions.

Table 7: TVETs labor market indicators

Labor Market Indicators	Frequency	Percentage
Labor force participation rate	1	5
Status in employment	5	26
Employment by sector	3	16
Employment by occupation	2	11
Part-time workers	1	5
Unemployment	3	16
Youth unemployment	3	16

### 5.10 Integration of Gender and People with Disability in TVETs

TVETs need to become more inclusive and gender considerate in their programs. 67 percent of the institutions had a policy on gender. However, most of the policies were not structured to cover the key aspects of gender equality such as employment and enrolment (figure 7). In addition, 56 percent of the TVETs did not have a policy that takes care of PWDs. Most institutions had installed walking ramps to help PWDs. It was also noted that the institutions were guided by government policies on issues regarding PDWs.

For TVETs to be gender sensitive and inclusion of PLWD, the entry criteria, teaching methods, materials, and evaluation methods should be reviewed and adapted. An enabling policy or strategy should be put in place to support females and PLWD. 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.

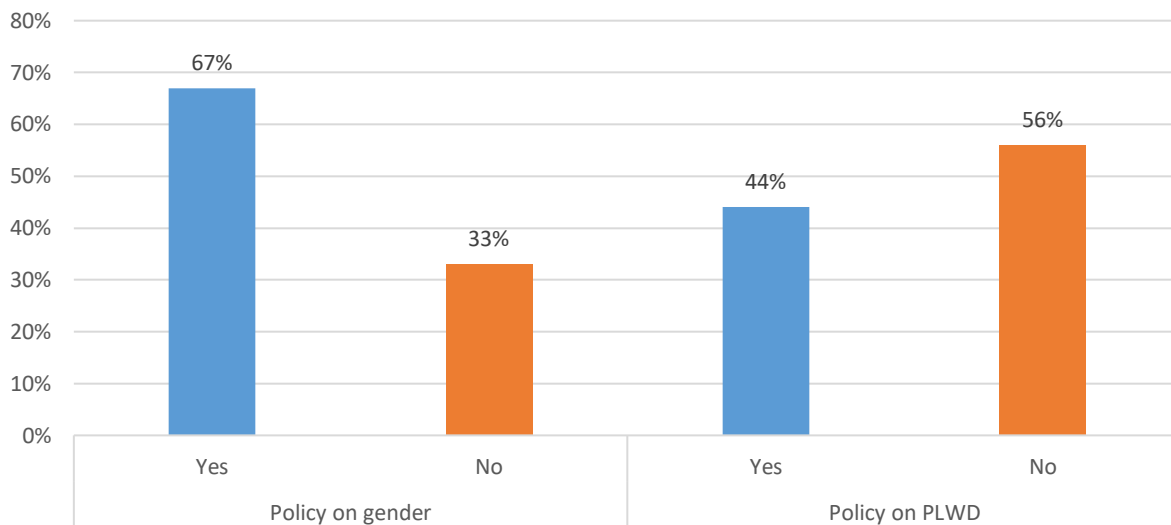


Figure 7: TVETs’ policy on gender and PWD

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

In conducting the LMA, it was important to engage the youth. As prospective job entrants, youth are struggling to transit into the labor market, identify new employment opportunities, or establish

themselves in quality employment. As such, their interests and needs are not necessarily reflected in the views expressed by older generations, who are often represented by such organizations. Engaging youth perspectives is an important factor in ensuring that youth employment programs are aligned with the needs and expectations of young people.

## 6.1 Demographic Characteristics of Youths

The age bracket of the youth interviewed in this study ranged from 15-24 years. Figure 8 shows the distribution of gender within the two age groups (15-19 years and 20-24 years). In both genders, the 20-24 years had the highest number of youths. This was attributed to the fact that most youths within 15-19 years were still schooling and not readily available within the labor market.

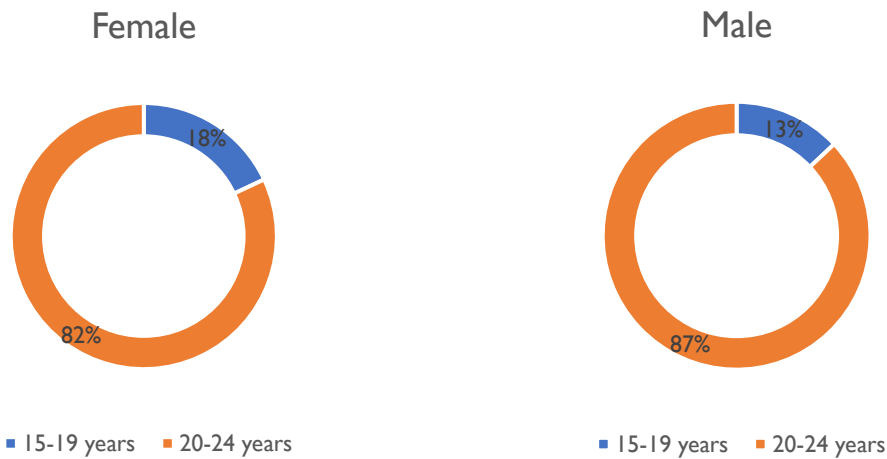


Figure 8: Youth demographics

Figure 9 highlights the level of education among male and female youth in Kakamega County. In both genders, 60 percent and 53 percent of the total number of males and females respectively had secondary education level as their highest level of education. However, tertiary levels of education had low percentages. This indicates that most youths enter the job market after secondary school. This may be due to the pressure of family responsibilities. Most youths get employed in casual jobs to help their families with bills. In addition, a majority of youths start families after secondary school which hinders them from continuing with school, and most get into employment to take care of their young families. Therefore, there is a need to emphasize the importance of tertiary education among the youth.



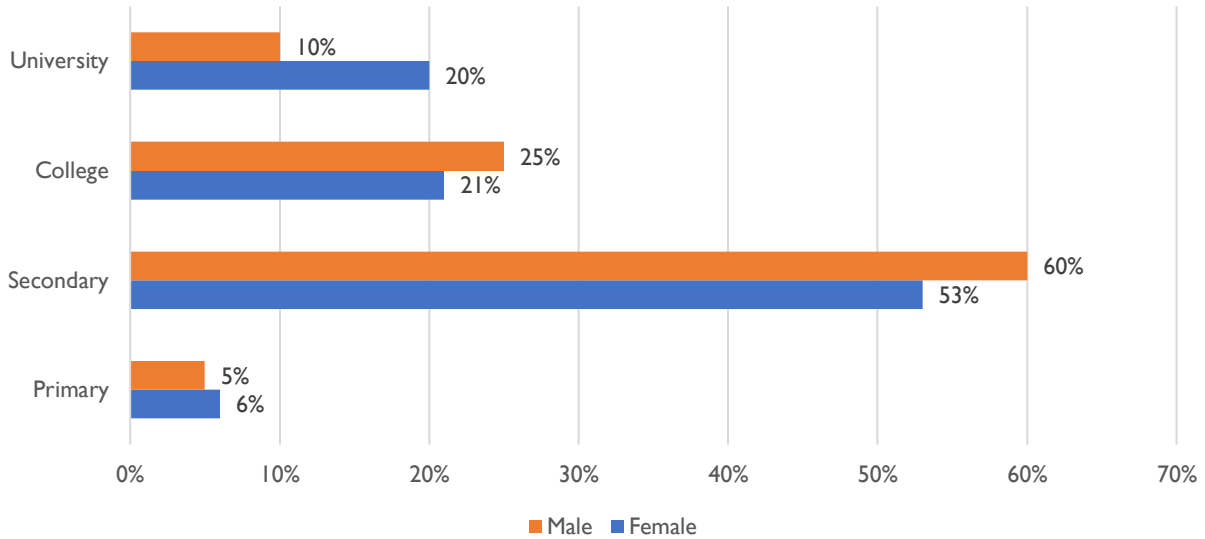


Figure 9: Levels of education among the youth

Both employment and unemployment were high among youths who had attained secondary education as their highest level of education (Figure 10). This is because a majority of the youth that has attained secondary education lack relevant and necessary skills required within the labor market hence having the highest percentage of unemployment. Within the labor market, the majority of the available jobs are entry-level jobs that require fewer or no skills. However, a majority of youths targeted by such job opportunities are unskilled.

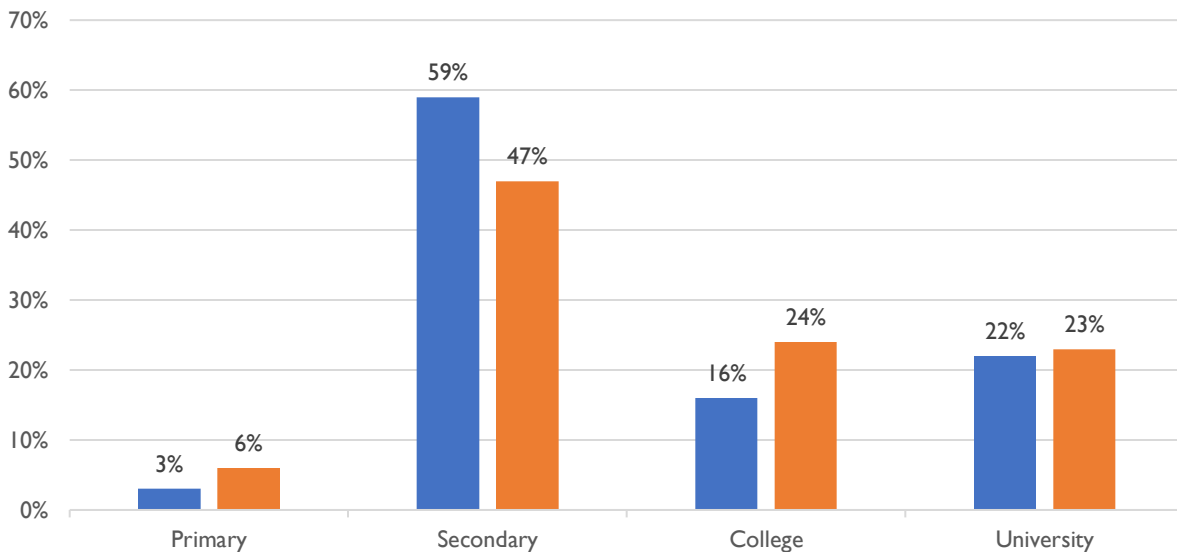


Figure 10: Employment status among youth with different education levels

Figure 11 presents the employment status of youth in the selected age groups. The majority of the employed and unemployed youth (within the 20-24 years) have completed basic education in Kenya and

are available for employment. However, due to a lack of college education, these youth are unskilled and mostly involve themselves with casual low-paying jobs. The 15-19 years age group had the least percentages in both employment and unemployment in Kakamega County as most are still in school. In addition, the majority are not aware or made up their minds on what type of career to pursue as well as the relevant employment opportunities available.

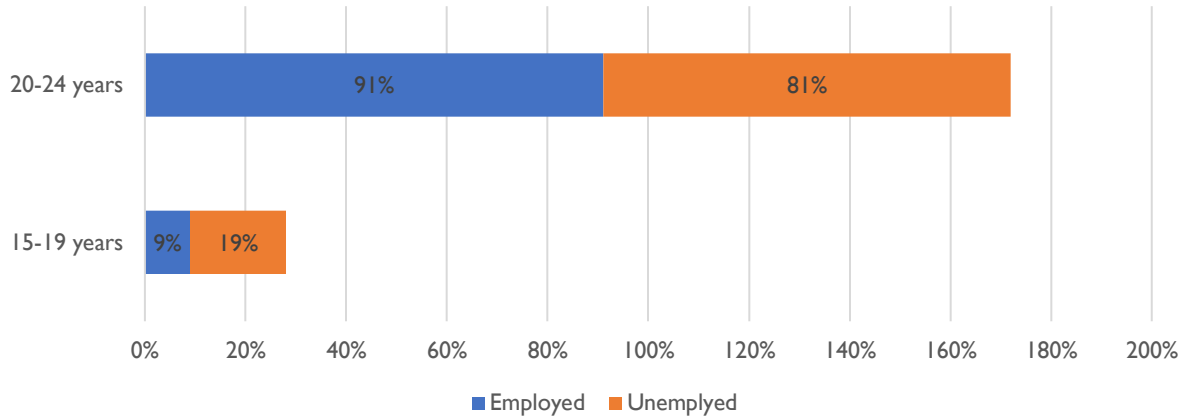


Figure 11: Youth employment among different age groups

## 6.2 Employment preferences for unemployed youths

The unemployed youth in the county were searching for jobs in different sectors (Figure 12). 33 percent of them were actively searching for jobs in the agriculture and agribusiness sector, 26 percent in the public sector (county government), and 17 percent in MSMEs. Kakamega County is an agricultural county, thus many job opportunities are agri-related. Other sectors were transport, ICT, manufacturing and processing, and hospitality and tourism.

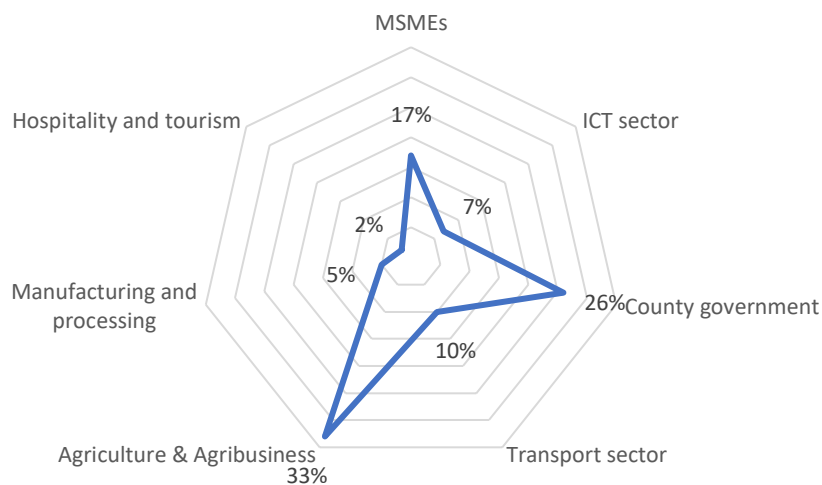


Figure 12: Employment preferences among unemployed youth

The job preferences for the youth are as shown in Figure 13. 24 percent preferred working as hairdressers/beauticians, 14 percent as secretaries, and 14 percent in self-employment. The job preferences were also heavily influenced by the skill sets that the youth from Kakamega County possessed.

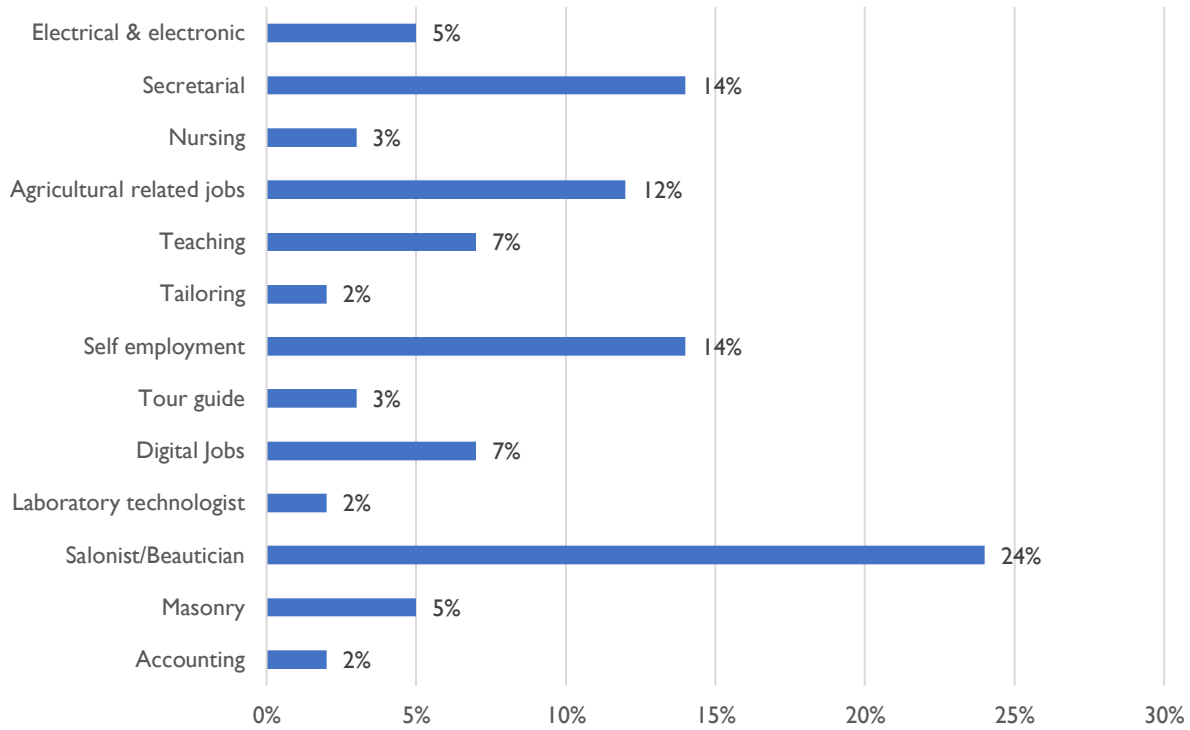


Figure 13: Job preferences of the youth

The majority of the youth possessed digital skills (19 percent), hairdressing skills (17 percent), and critical thinking (17 percent). These are essential skills that align with their job preferences e.g., hairdressers require hairdressing skills which a majority of the youth had. Secretarial jobs require digital skills while self-employment requires one to be a critical thinker. However, with Kakamega County being an agricultural-based county, the majority of the youth lack essential skills in agriculture such as farming and entrepreneurship, thus training in such skills may help reduce the number of unemployed youths in the County.

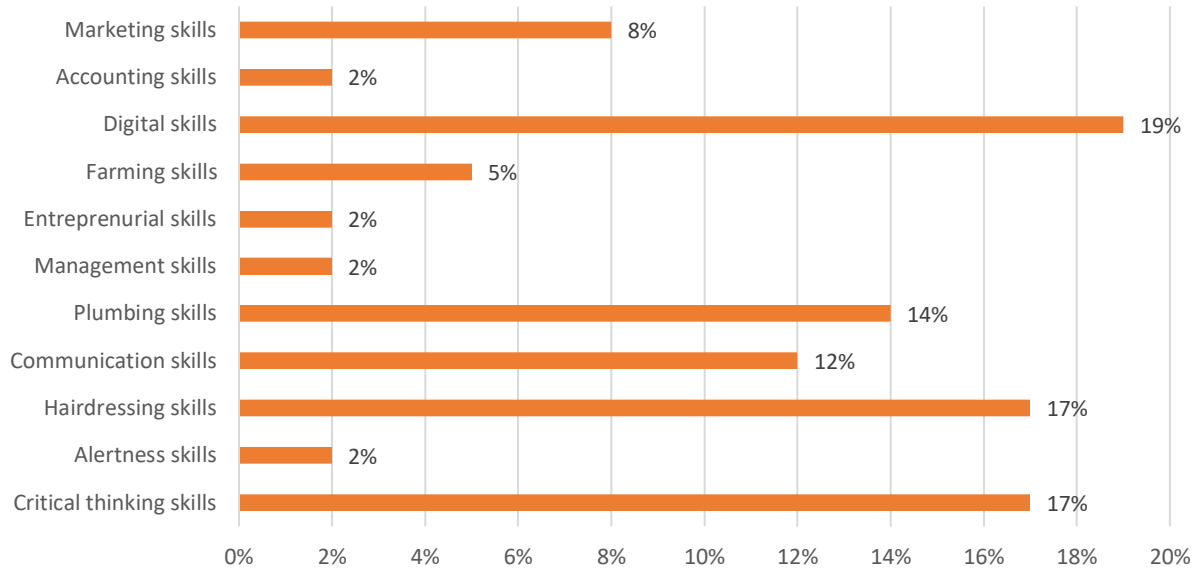


Figure 14: Skills possessed by unemployed youth

### 6.3 Steps taken by the Youth to search for Employment

Most of the unemployed youth have been actively searching for employment through training and education (38 percent) and seeking assistance from friends and relatives (28 percent) (Figure 15). Most youths use their colleagues and families as a reference to acquire jobs. However, only a small percentage of youth get jobs by responding to job advertisements or registering in employment bureaus. This indicates a gap in job application skills as well as a lack of information about employment bureaus as a source of job opportunities.

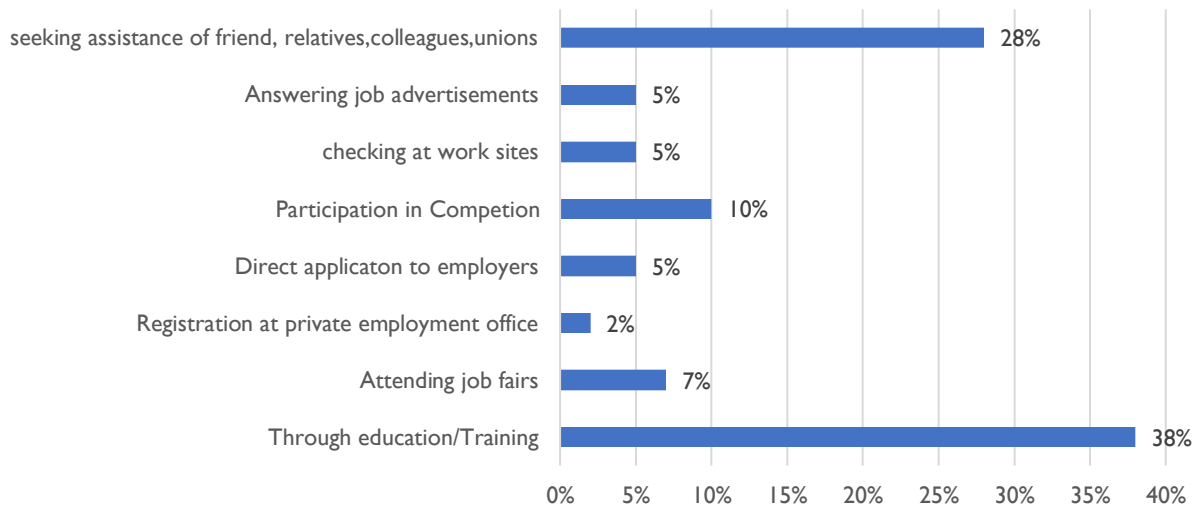


Figure 15: Steps taken to look for employment

## 6.4 Time taken to Search for Employment

Table 7 provides results on the time the youth take to search for employment. 26 percent had been searching for employment for more than 1 year while 24 percent for 3-6 months. Youth take long periods to get employed due to limited job opportunities, lack of skills, or skills mismatch. The increasing number of youths leaving school and those graduating from different colleges and institutions has led to competition within the labor market. Moreover, the majority of employers require experienced workers and are unwilling to invest in re-skilling or retraining the youth for available jobs. The youth also lack relevant knowledge about available jobs and are not willing to employment bureaus and offices to get information about available job opportunities.

Table 8: Duration of looking for employment

Duration	Frequency	Percentage
less than a week	3	7
1-4 weeks	3	7
1-2 months	8	19
3-6 Months	10	24
6 months- 1 year	7	17
more than 1 year	11	26
<b>Total</b>	<b>42</b>	<b>100</b>

## 6.5 Wage expectations of unemployed youth

The average expected wage was KES 16,321. Female youth however had a higher wage expectation of KES 17,796 as compared to the males whose average wage expectation was KES 14,700. This might be contributed to the increased responsibilities of female youth as some of them were single mothers. Youth with a secondary school level of education had the highest wage expectation due to unawareness of the current labor market conditions in the country as opposed to their counterparts from tertiary institutions.

Table 9: Wage expectation of unemployed youth

	Mean (KES)
Mean wage expectations for unemployed Youth	16321
Minimum wage expected by unemployed youth by gender	
Female	17796
Male	14700
Minimum wage expectations of unemployed youth by highest education level	
Primary	6667
Secondary	21000
College/TVETs	11458

## 6.6 Challenges facing Unemployed Youth in Finding Wage Employment

As shown in Figure 16, the major challenges and barriers that unemployed youth in Kakamega County faced included a lack of required skills (29 percent) and limited job opportunities available (24 percent). Other challenges were a lack of relevant experience, poor working conditions, and age. Most employers have a preference for more experienced aged employees as they consider them to be more responsible and can be retained in the organization as opposed to young employees who do not have experience, are not responsible, and are highly mobile.

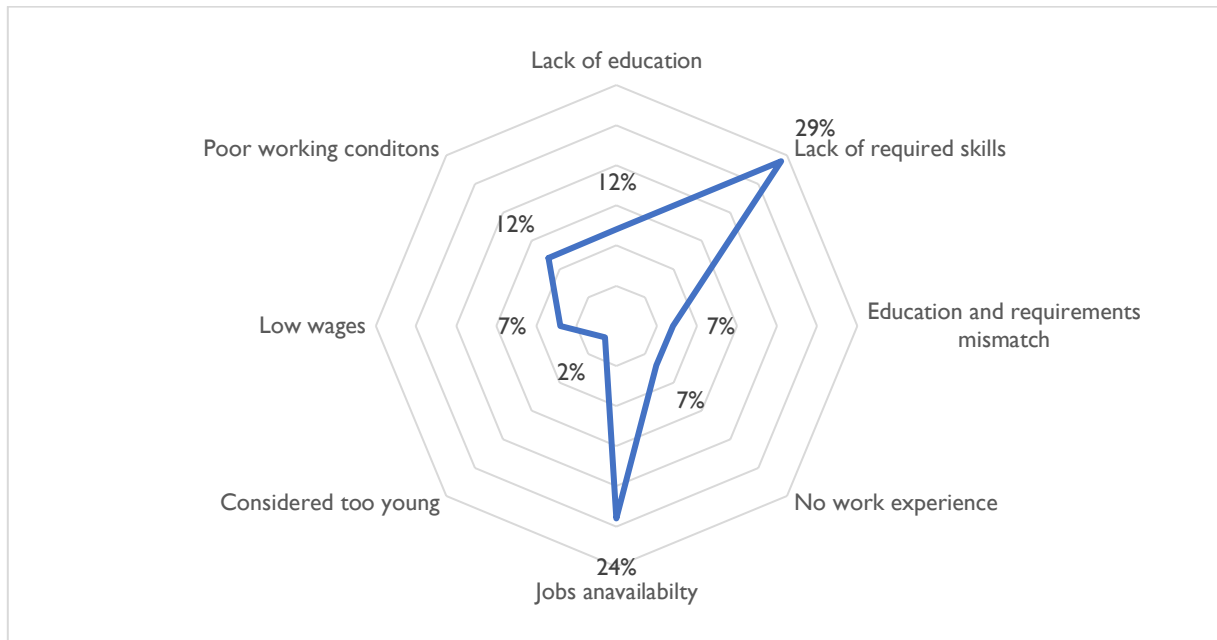


Figure 16: Barriers to employment

### Type of Training and Job Assistance preferences of Unemployed Youth

50 percent of the unemployed youth indicated that vocational training would enable them to get into wage employment while 29 percent believed that secondary school education was sufficient to enable them secure wage employment (Figure 17). This is because vocational training imparts technical skills relevant to employment. Thus, EY should partner more with the vocational training institutes as it provides a better channel for training a large number of unskilled and unemployed youth within the County.

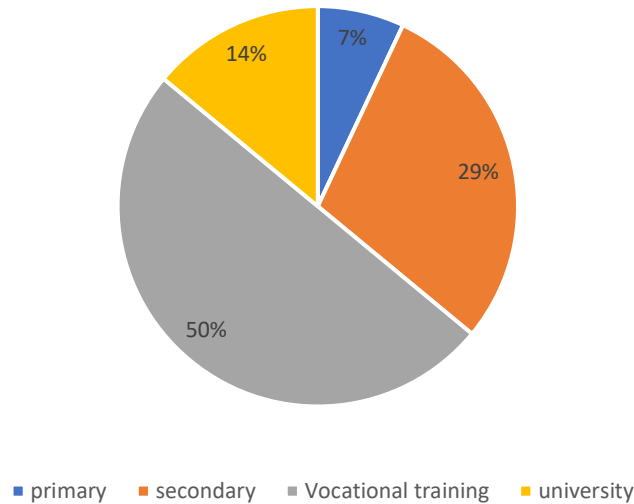


Figure 17: Preferred Training to get employment

In table 9, most youth sort job assistance from family, friends, and relatives accounting for 30 percent of them. This was essential to them as family and friends offered financial support to them in searching for work and also training within tertiary institutions. They also refer them to available work opportunities and act as their referees. Twenty-five percent of the unemployed youth sort job through internship and apprenticeship programs. This is highly valuable to them as it gave them a base in which they would network and also meet their potential employers as well gather more skills and training.

Table 10: Ways of job assistance for unemployed youth

Ways of job assistance	Frequency	Percent
Internship and Apprenticeship	5	25
Networking/job search workshops	6	30
Skills training	1	5
Career coaching/consultation	2	10
Family, friends, and relatives	6	30
<b>Total</b>	<b>20</b>	<b>100</b>

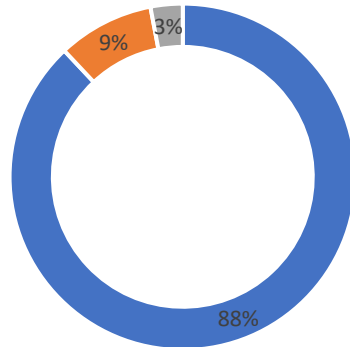
## 6.7 ANALYSIS OF EMPLOYED YOUTH IN KAKAMEGA

### 6.7.1 Characteristics of Employed Youth Jobs

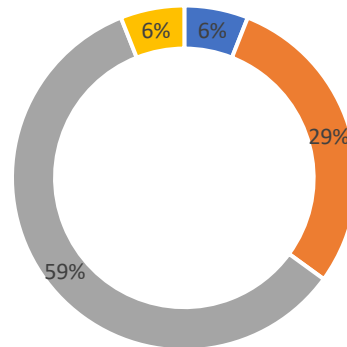
88 percent of the interviewed youth who were employed in the county were in the private sector. 9 percent were employed in the public sector and 3 percent were employed within the SME sector. 59 percent of the youth were employed on a casual basis while 29 percent were employed on a contract



basis. 6 percent were employed permanently and a further 6 percent on an internship (Figures 18 and 19).



■ Private (formal) ■ Public ■ SMEs



■ permanent ■ contract ■ casual ■ internship

Figure 18: Type of organization employed

Figure 19: Nature of employment

### 6.7.2 Level of Employment

Figure 20 gives the level of employment and job positions for the employed youth. Most of them (81 percent) were entry-level jobs. With most of them having a secondary school level of education, they lack the necessary skills and experience for employment at higher levels. Entry-level level jobs were indicated to have low pay.

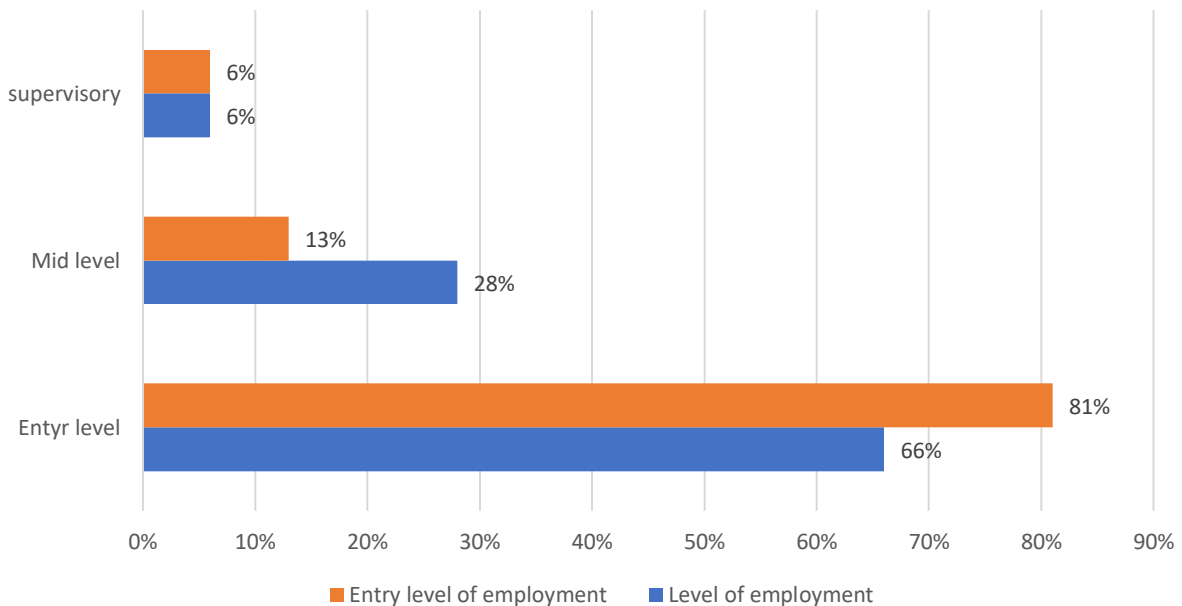


Figure 20: Current and entry-level of employment of youth

### 6.7.3 Duration before getting Current Employment

28 percent of the employed youth had actively searched for work before employment for more than one year while 25 percent of the employed youth searched for employment for 3-6 months (Table 10). The youth take longer to get employment even for entry-level jobs since employers require experience hence stiff competition even for these jobs.

Table 11: Duration before getting employment

Duration	Frequency	Percentage
Less than a week	2	6
1-4 weeks	3	9
1-2 months	5	16
3-6 Months	8	25
6 months- 1 year	5	16
more than 1 year	9	28
<b>Total</b>	<b>32</b>	<b>100</b>

### 6.7.4 Skill Deficiency of Employed Youth

Employed youth in Kakamega County lacked critical thinking, communication, and financial management skills (Figure 21). This calls for up-skilling of the youth employees through training programs. However, due to limited budgets, employers may not invest in up-skilling programs hence presenting an opportunity for EY.

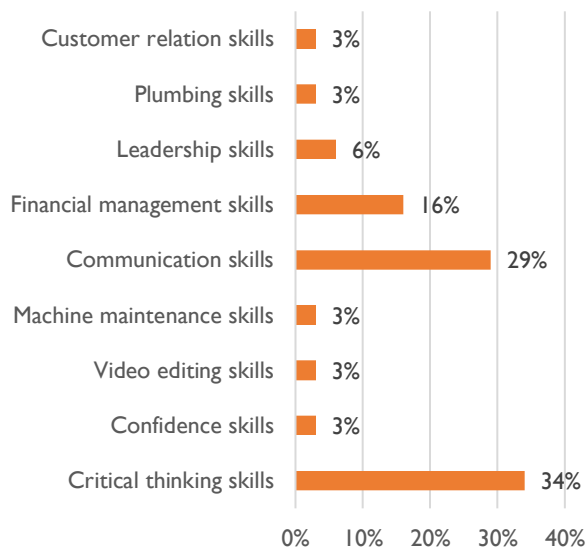


Figure 21: Skill deficiency of employed youth

### 6.7.5 Youth turnover rates

Seventy-eight percent of the employed youth in Kakamega County hope to change their current jobs in the future (Figures 22 and 23). This indicates the lack of staying power of youthful employees. Moreover, it indicates a lack of job satisfaction and organizational commitment among the youth. This characteristic of the youth leads makes employers not trust youthful employees.

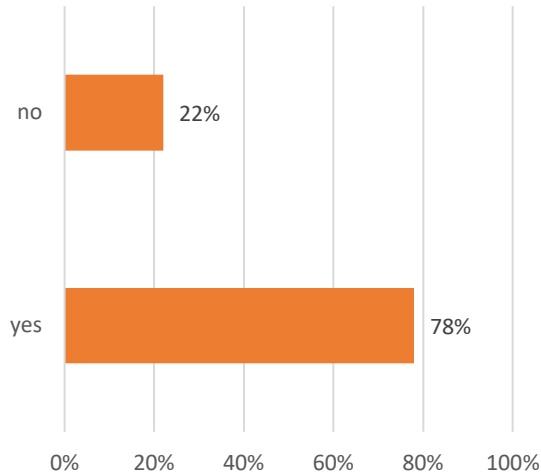


Figure 22: Job attrition (hope to change jobs)

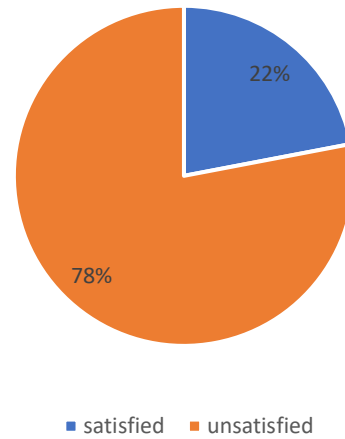


Figure 23: Job retention (willingness to stay in the job)

72 percent of the interviewed youth had refused to take up a job offered to them. This was due to the location of the job offered, and personal preferences and passion (Figure 25). The employed youth were also willing to move from the county to other places in search of better job opportunities as given in Figure 24. This leads to brain drain and human capital from the county.

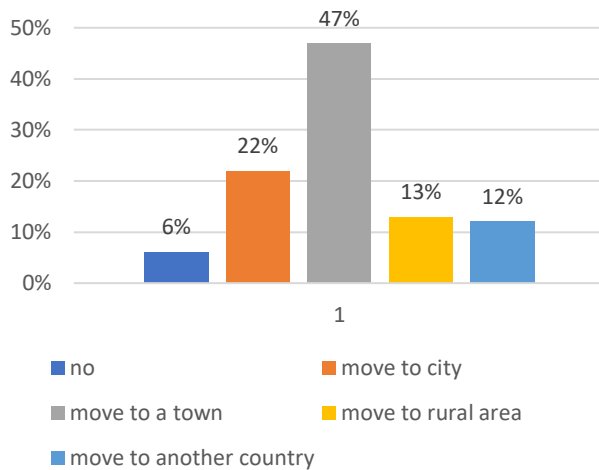


Figure 24: Willingness to move for work

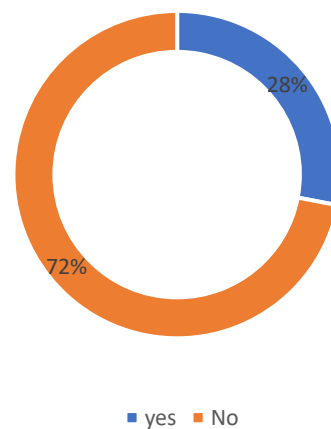


Figure 25: Incidence of job refusal

### 6.7.6 Factors contributing to job attrition, dissatisfaction, and refusal

As shown in Table 11, 78 percent of the youth were willing to change their current job to seek higher pay (52 percent), better working conditions (20 percent), and better career prospects (20 percent). Furthermore, of the 78 percent of employed youth who were dissatisfied with their jobs, a majority were dissatisfied due to underpayment at their current jobs and limited career growth at their current workplaces.

Table 12: factors contributing to job dissatisfaction

Reasons for changing job	Frequency	Percentage
Higher pay	13	52
Better work conditions	5	20
Better career prospects	5	20
Combine work with family responsibilities	2	8
<b>Reasons for job dissatisfaction</b>		
Underpay	12	48
Unsupportive boss	3	12
Limited career growth	4	16
Lack of life-work balance	3	12
Poor management	2	8
Other	1	4
<b>Reasons for job refusal</b>		
Low wages	2	22
Inconvenient location	2	22
Unmatching qualification Level	2	22
Few hours required for work	2	22
Waiting for a better job	1	12

### 6.7.7 Wage Expectations of Employed Youth

The average wage expectations among the employed youth in Kakamega was KES 21,813. This was slightly higher compared to the unemployed youth. This might be because most employed youths had gained some skills and experience and were aware of payment levels commensurate with work done. However, there was a difference in wage expectation across the two genders with female youth having a higher wage expectation than male youth (Table 12). The wage expectation among the employed youth also varied across education levels.

Table 13: Wage expectations for employed youth

Wage Expectation	Mean (KES)
Mean wage expectations for employed Youth	21,813
<b>Minimum wage expected by employed youth by gender</b>	
Female	25,667
Male	19,500
<b>Minimum wage expectations of employed youth by the highest education level</b>	
Primary	20,000
Secondary	20,947
College/TVETs	24,000
University	22,857

### 6.7.8 Challenges facing Employed Youth in finding Wage Employment

Employed youth identified the unavailability of jobs and lack of required skills as the main barriers and challenges that they face when searching for employment (Figure 26). With the increasing number of both employed and unemployed youth in the labor markets, it becomes challenging even for employed youth to search for other employment opportunities as there is stiff competition for the available jobs. Also, a majority of the employment opportunities for the youth are in casual labor yet they lack the relevant skills essential for placement. As a result, most end up settling for casual work available at the entry level which can hardly cater to their personal needs and that of their families.

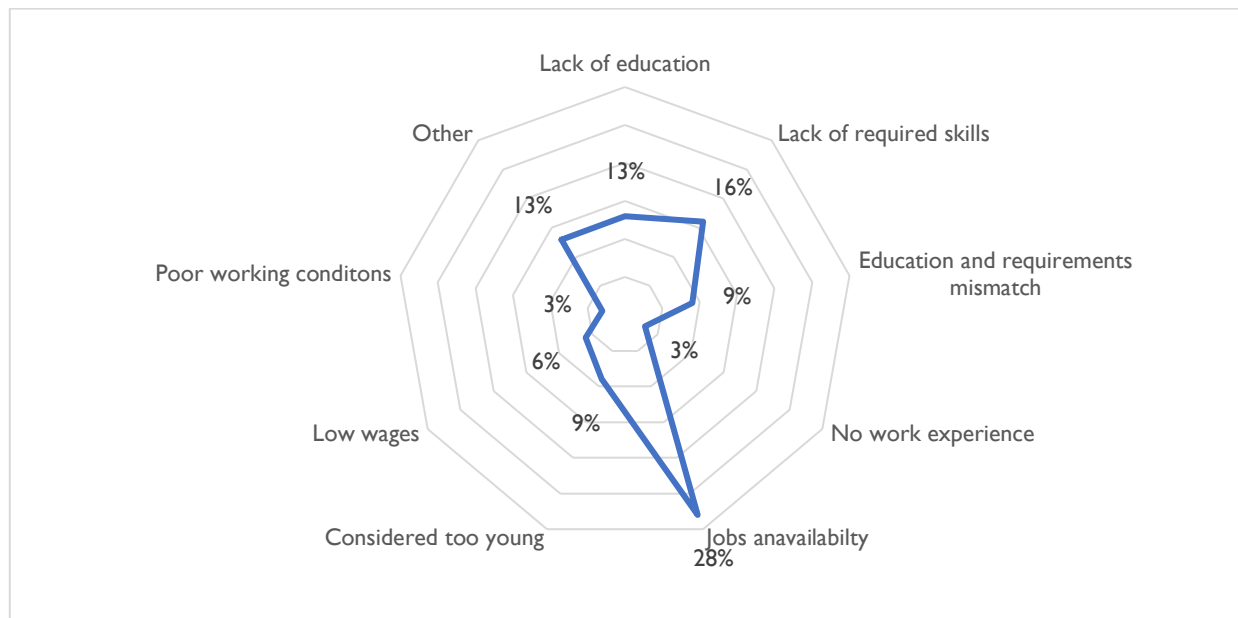


Figure 26: Challenges facing employed youth

### 6.7.9 Skills Assessment of Employed and Unemployed Youth

Both employed and unemployed youth were assessed on the technical and soft skills that they possessed. As given in Table 13, employed youth had better technical and soft skills than the unemployed. These skills might have been developed from work, continuous training, and exposure within the work environment. The unemployed youth lacked a majority of these skills as they had not gotten the chance to expose themselves and sharpen their skills. Therefore, work offers an important platform through which youth sharpen and acquire more skills essential for career growth and life issues.

Table 14. Frequency (mean values) of selected skills of employed youth vs. unemployed youth

Skills	Employed	Unemployed
Technical	3.84	3.79
Problem-solving	3.94	3.93
Communication	4.18	4.19
Teamwork	4.13	4.12
Leadership	3.75	3.88
Adaptability/resilience	3.88	3.5
Consideration for others	4.03	4.02

## 7.0 YOUTH ASPIRATIONS, OPPORTUNITIES, AND BARRIERS TO EMPLOYMENT: GENDER ASSESSMENT

### 7.1 Context and Overview

Gender assessment formed a vital component of the EY LMA and is intended to highlight gender-specific aspirations, opportunities, and barriers to youth employment in Kakamega County. The section examines the key factors that attract female youth and youth with disabilities in seeking employment, challenges/barriers that hinder the entry and success of female youth and youth with disabilities in employment, and opportunities available in the County for female youth and youth with disabilities. It also offers several specific recommendations for achieving greater numbers of women in employment.

### 8.1 Factors that attract female youth when seeking employment in Kakamega County

#### 1. Gender equality

Female youth are attracted to jobs where they are treated fairly. They are generally attracted to working places where they are given leadership roles as well as equal division of work. Working areas that have a gender policy that allows fair recruitment and inclusivity of women during hiring processes attract more female youth.

### **2. Respect**

Female youth are attracted to jobs where they are respected and accorded their personal space. They argue that they would work efficiently in such an environment where their personal space is guaranteed and where they are not victimized by their employers. Companies that have a good reputation for how they treat female youth would attract more female youth.

### **3. The flexibility of the job**

Female youth are attracted to jobs with fewer working hours to enable them to spend time with their families. Some of the female youths are young mothers and wives and thus companies with flexible working hours that allow them to attend to their families are essential. Therefore, companies that have a good work-life balance will attract more female youth as opposed to those that do not have flexible working hours.

### **4. The male-female ratio in workplaces**

Female youth are attracted to jobs with more female employees as compared to the number of male workers. They feel that organizations with more females have better gender inclusion policies and their views are easily taken into consideration. They argue that their views will be heard in such organizations and they would not be victimized based on their views and opinions.

## **8.1 Factors that attract Youth with Disabilities when seeking Employment in Kakamega County**

### **1. Location of the job**

Youth with disabilities are captivated by workplaces that are proximate to their homes. This is because their day-to-day movement to work will be easier and more efficient due to their proximity to areas of residence. For example, a physically handicapped might require some physical help to move from one place to another.

### **2. Amenities**

Youth with disabilities desire to work in organizations that have resources, equipment, and amenities that ease their work and movement. Companies that consider youth with disabilities and provide them with necessary tools such as wheelchairs for the handicapped youth tend to attract more youth with disabilities as it gives them a sense of appreciation.

### **3. Status and intentions of the company**

Companies that have good reputations for how they treat people with disabilities will attract them more. Therefore, such companies would have their intentions toward people with disabilities publicized. This, in turn, attracts more youth with disabilities as they feel safer in such environments. Organizations that have policies that protect youth with disabilities offer personal security from physical and emotional harassment of youth living with disabilities.

## **8.1 Challenges that hinder the entry and success of Female Youth in employment in Kakamega County**

### ***1. Influence by parents and spouses***

Most parents have a specific career line that they expect their female children to pursue hence they may not avail key employment information and dictate their children's career paths. For married female youths, their spouses are strict and control them with most of them preferring their wives to be housewives, hindering their chances of getting employed.

### ***2. Sexual favors in exchange for employment***

Most female youths are expected to give sexual favors in exchange for obtaining employment. This leaves plenty of female youth without options and jobless.

### ***3. Perception of women in the society***

Women are often perceived and seen as fragile and may not be considered for traditionally male-dominated jobs.

## **8.1 Barriers for female youth in obtaining information about employment, internship, and mentorship programs in Kakamega county**

### ***1. Limited information centers***

There are limited centers that provide information on job opportunities. Those given the responsibility of manning these centers sometimes withhold the information in exchange for bribes or other favors.

### ***2. Ignorance***

Female youth from Kakamega County indicated that they mostly did not attach great importance to information passed to them about available job opportunities. They often miss out on job opportunities as they feel that the male youth will eventually be prioritized. Therefore, there is a need to change the mindset of the female youth within Kakamega County.

## **8.1 Challenges that hinder the entry and success of Youth with Disabilities in employment in Kakamega County**

### ***1. Discrimination***



Substantial delusions and cynicism against youths from employers and other employees were given as one of the barriers to employment for youth with disabilities. Most employers and fellow workers often think that these youth may not perform as well as those without disabilities.

## **2. Limited opportunities**

There are limited work opportunities set aside for disabled youth since most companies lack policies on PLWD as well as affirmative action plans. Most organizations lack a recruitment system that allocates some vacancies to youth with disabilities.

## **8.1 Barriers for Youth with Disabilities in obtaining Information about Employment, Internship, and Mentorship Opportunities**

### **1. Discrimination**

Youth with disabilities in Kakamega County were often discriminated against when information was passed around. For example, information on available job opportunities available is often withheld from them.

### **2. Location of the center/facilities**

With a majority of the youth with disability found in the rural areas in Kakamega County, it is difficult for them to access information centers which are mostly found in town and urban centers due to challenges in mobility.

## **8.1 OPPORTUNITIES AVAILABLE IN THE COUNTY FOR FEMALE YOUTH AND YOUTH WITH DISABILITIES**

### **Female youth**

The opportunities that are available to female youth in Kakamega county include; Procurement, Online jobs, grocery stores, cleaning and waste management, sales jobs in grocery shops, food vending, tailoring, and hairdressing.

### **Youth with disabilities**

Youth living with disabilities indicated that they had opportunities in office work as secretaries, chefs, tailoring, and MSMEs.

## **8. CONCLUSIONS AND KEY RECOMMENDATIONS**

### **8.1 Conclusions**

The agricultural sector was ranked highest in terms of employment creation, growth potential, enabling environment, gender inclusivity, provision of decent work, and alignment. In terms of youth friendliness and participation of SMEs, the informal sector was ranked the highest. Overall, the agricultural sector

was ranked highest, followed by the informal sector. The sugar milling industry was found to have the highest predicted future employment of 700 employees depending on the completion of expansion plans.

However, the dairy, AIV, and aquaculture value chains also displayed a capacity to create youth employment opportunities. Employment in the sugarcane mills was dependent on the possession of TVET certification. While the aquaculture value chain lacked trained specialists, employment in the value chain as well as in the dairy and AIV value chain only required task-specific training. It was also established that the County Government had made numerous efforts to promote the dairy and aquaculture value chains such as the provision of inputs, training, and market for produce. The dairy value chain had opportunities in fodder production, feed processing, and dairy production. Aquaculture had opportunities in pond construction, production of fish and fingerlings, as well as fish feed formulation. Waste management was also a growing sector due to the expansion of the town as well as residential areas. Due to the favorable climate, AIV production and marketing also provided opportunities for youth employment. The County Government was also a major employer in the areas of enforcement and road construction.

The majority of youths in Kakamega county do not access HEI training. Most of the youth have only achieved the secondary level of education. A majority of the unemployed youth were actively searching for work with many of them reporting to have been looking for employment for more than one year. Most job opportunities were in agriculture and agribusiness since the County is rural. For female youth, their job preference was in beauty. A large percentage of unemployed youth have taken the initiative of acquiring relevant education and skills that align with their career choices and preferences and also seek job references from friends and relatives.

The major challenges and barriers to employment faced by youth in Kakamega County were identified as a lack of required skills and limited job opportunities available. Unemployed youth had more preference for vocational training as an avenue for acquiring wage employment. A majority of the employed youth were employed in the private sector as casual employees. The employed youth lacked communication and critical thinking skills. Most of the employed youth indicated that they are dissatisfied and wish to change their jobs. They attributed this to unsatisfactory remuneration.

TVETs varied in size as well as the number of training programs. They also specialized in specific disciplines ranging from agriculture to engineering. Larger institutions such as national polytechnics had the highest number of courses as compared to the smaller ones such as vocational training centers. In curriculum delivery, practical training constituted the majority of the training hours for the courses offered. The major source of funding was government capitation. The county government pays students' tuition but some students could still not afford money for upkeep. 36 percent of the institutions relied on the

demand from the labor market to start a new course. Though they did not have a structured method of ascertaining the demand, they depended on the inquiries made by employers. Additionally, the availability of instructors and infrastructure such as workshops, classrooms, and laboratories were also key factors the institutions considered before starting a new course.

All the TVETs reported that they recommended at least three months of attachment as a course requirement for certificate and diploma students. However, a majority of the institutions did not assist their students to get internships. All the TVETs interviewed had a career guidance office through the guidance and counseling office with a majority having only one staff responsible for career guidance. The most prioritized job placement services were industrial attachment. All the institutions were willing to offer commercialized tailor-made short courses. The course choice should be directed by market demand. However, this was not a key determinant for the majority of TVETs in Kakamega County. The availability of funds was a key determinant for the development of new short courses in the sampled institutions. The majority of the institutions did not have a mechanism to monitor the labor market for youth. Most of the TVETs had instituted policies on gender and PWDs.

The County Government had numerous initiatives to promote youth employment including the Youth Entrepreneurship Fund (grants and loans), Kakamega County Youth Fund Service Empowerment Programme, youth group registration, paid internships, short agricultural courses, enhanced access to government procurement opportunities, fee payment for TVET students, the establishment of ICT and innovation centers, and the one cow initiative.

## **8.2 Recommendations**

EY can support the youth through training and provision of grants for the youth to participate in the various nodes of sugarcane, aquaculture, AIV, and dairy value chains. In the sugarcane value chain, diversification nodes for youth participation are the manufacturing of ethanol, making of briquettes, animal feeds, pest and disease control, and selling of sugarcane juice. In the aquaculture value chain, in addition to fish farming, opportunities are present in feed formulation, fish processing, fish pond construction, and fish marketing. The AIV value chain has entry points in vegetable production, processing, and marketing. In the dairy sector, entry points are present in animal breeding, animal rearing, feed formulation, dairy value addition, and marketing.

EY should partner with the sugar milling companies such as Kibos Sugar Milling Company to place the youth in available jobs. Similarly, the program should partner with the County Government to train the youth who will be placed in the county jobs such as enforcement, construction, and meter-reading.

For the *jua kali* sector, the program can sponsor youths to undertake apprenticeships in this sector and later provide tools for the youth to start their businesses.

EY can establish a platform to strengthen the linkages between TVET institutions, the County Government, and the private sector to better align TVET training with market demands. To place students in TVET institutions, the program ought to collaborate with the county administration. EY can assist TVETs to enhance their training by training instructors on how to incorporate soft skills into the delivery of curricula.

The program should also enhance the capacity of career service and job placement service centers to assist the youth to get information about job opportunities.

EY should build the capacity of TVETs and county governments to conduct LMAs.

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## ANNEXES

### Annex I: List of Meetings

<b>Youth</b>	<b>(5 FGDs and 74 IDIs)</b>
	<ol style="list-style-type: none"> <li>1. Sinoko Ward</li> <li>2. Nzoia Ward</li> <li>3. Lwandeti Ward</li> <li>4. Esumeya Shinoyi Shikomari Ward</li> <li>5. Shianda Center</li> <li>6. Lurambi Constituency</li> </ol>
<b>Youth-serving organizations</b>	<b>NCBA CLUSA (Kakamega representatives)</b>
<b>National and County Government Directorates</b>	<ol style="list-style-type: none"> <li>1. Social Services, Sport, Youth, Women Empowerment and Culture <ol style="list-style-type: none"> <li>a. County Youth Service and Women Empowerment Program</li> <li>b. Social Services</li> <li>c. Gender</li> </ol> </li> <li>2. Public Service and Administration <ol style="list-style-type: none"> <li>a. Administration</li> <li>b. ICT and Communication</li> <li>c. Human Resource</li> </ol> </li> <li>3. Education Science and Technology <ol style="list-style-type: none"> <li>a. TVET</li> </ol> </li> <li>4. Water, Environment, Natural Resources &amp; Climate Change</li> <li>5. Trade Industrialization and Tourism <ol style="list-style-type: none"> <li>a. Trade</li> <li>b. Tourism</li> </ol> </li> <li>6. Agriculture, Irrigation, Cooperative, Livestock, Veterinary Services and Fisheries</li> <li>7. Kakamega County Urban Water And Sanitation Company</li> </ol>
<b>TVETs</b>	<ol style="list-style-type: none"> <li>1. Kakamega County Polytechnic</li> <li>2. Soy County Polytechnic</li> <li>3. Sango County Polytechnic</li> <li>4. Malava County Polytechnic</li> <li>5. Matungu County Polytechnic</li> <li>6. St. Paul County Polytechnic</li> <li>7. Bukura Agricultural College</li> <li>8. Shamberere Technical Training Institute</li> <li>9. Sigalagala National Polytechnic</li> </ol>
<b>Employers/Private Sector</b>	<ol style="list-style-type: none"> <li>1. Kenya National Chambers of Commerce</li> <li>2. Labeled Cash Marine Enterprises Ltd</li> <li>3. Butali Sugar Mills Ltd</li> <li>4. Kajua Welfare Organisation</li> <li>5. Hewson Security Limited</li> <li>6. Keline Interior Design</li> <li>7. Shanaya's Salon and Barber Shop</li> <li>8. Devken Professional Builders</li> <li>9. Matungu Smart Farm</li> <li>10. E-MBOGA</li> <li>11. Creative Arts- Pottery and Decorations</li> <li>12. Quinto Greenbin Youth Group</li> <li>13. Hill Holdings</li> </ol>

## **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 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 their 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
  - 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 Organisation
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 study?

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					

<b>Work ethics</b>					
<b>Adaptability/resilience</b>					
<b>Emotional intelligence</b>					
<b>ICT Skills</b>					

**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 their 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.

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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?

**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.

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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?

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 B11, 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
<b>I. Technical knowhow of the job</b>					



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