



College of Education
MICHIGAN STATE UNIVERSITY

USAID Empowered Youth

KIAMBU COUNTY

LABOR MARKET ASSESSMENT REPORT



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LIST OF ABBREVIATIONS

ATC	Agricultural Training College
CBC	Competence Based Curriculum
CBO	Community-based Organization
CIDP	County Integrated Development Plan
CTA	Cotton, Textile and Apparel
ECDE	Early Childhood Development Education
EGU	Egerton University
EY	USAID Empowered Youth
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
HEIs	Higher Education Institutions
HTCs	High-touch Counties
ICIPE	International Centre for Insect Physiology and Ecology
ICPAK	Institute of Certified Public Accountants of Kenya
ICT	Information and Communications Technology
ICTA	Information Communication Technology Authority
IDI	In-Depth Interview
ILRI	International Livestock Research Institute
JICA	Japan International Cooperation Agency
KALRO	Kenya Agricultural and Livestock Research Organization
KEFRI	Kenya Forestry Research Institute
KES	Kenya Shillings
KII	Key Informant Interview
KMC	Kenya Meat Commission
KNBS	Kenya National Bureau of Statistics
KSG	The Kenya School of Government
LMA	Labor Market Analysis
MICE	Meetings, Incentives, Conference, Exhibitions
MSMEs	Micro, Small, and Medium Enterprises
MSU	Michigan State University
NARIGP	National Agricultural and Rural Inclusive Growth Project
NCA	National Construction Authority
NCBA CLUSA	National Cooperative Business Association CLUSA International
NGO	Non-Governmental Organization
NYBA	National Youth Bunge Association
PPPs	Public Private Partnerships
PWDs	Persons with Disabilities
SACCO	Savings and Credit Cooperative
SACDEP	Sustainable Agriculture Community Development Programme
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
ToR	Terms of Reference
TVETA	Technical and Vocational Education and Training Authority
TVETs	Technical and Vocational Education and Training Institutions
UN	United Nations



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VTCs
YEI

Vocational Training Centers
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**) program in Kiambu County. The LMA was conducted in June 2022 to gather empirical evidence on the socio-economic opportunities available, for youth across the county. The assessment was designed and conducted in a participatory manner with representatives of all stakeholders (i.e., the youth, the private sector /employers, TVET staff, and county government officials) to produce actionable recommendations to reform and expand youth access to opportunities in tertiary education, on-the-job mentorship, and wage employment.

The LMA data collection tools were co-created. Eight youth FGDs, 12 KIIs with county departments, nine with TVET Principals, 19 with the private sector, and 133 with the youth were used to collect information. This study defined 'youth' as persons aged 19-24 years.

The trade sector ranked the highest economic sector for youth employment in Kiambu County. The sector with the greatest potential for job growth was agriculture. The sectors with the greatest growth potential are manufacturing and hospitality. The best environment for youth employment was the creative sector. The trade and hospitality sectors scored best in terms of gender equality. The number of SMEs participating was greatest in the trade sector. The trade industry was likewise thought to have decent work. The respondents believed that the agriculture and trade sectors were most aligned with the county's CIDPs.

Private sector employers reported training-industry skills mismatch among HEI trainees. It was also reported that youth were not interested in some sectors with employment opportunities. Youths viewed farming jobs as dirty and tiring. Youths were not interested in plumbing and dressmaking which had employment opportunities. The employers reported that it was challenging to get youth employees with integrity, good communication skills, and resilience. There was also a reported high labor turnover among youth employees.

Concerning future employment, the construction industry indicated the need for about 2,000 employees in the next five years. Though some private sector employers employed PWDs, most of the organizations did not have policies on gender, PWDs, and marginalized groups. However, there was no discrimination in hiring. All the organizations offered internships and are willing to partner with EY to offer mentorship and industrial placement for HEIs students.

Capacity mapping of TVET institutions indicates that the main factor determining the type of courses offered by TVETs is the demand by the labor market. Many of the institutions lack the capacity for career guidance. To supplement government and student fees as the main sources of funding for the TVETs, the institutions were willing to offer commercialized tailor-made short courses. There is a weak linkage between the private sector and TVETs and the major collaboration is in attachment and internship. All the TVETs do not have the capacity and mechanisms to conduct LMAs. However, all the institutions were interested in learning how to conduct one.

The County Government had several interventions to promote youth wage and self-employment through partnerships with banks, capacity-building and training, job referrals, group formation, provision of start-up kits (e.g., seeds/seedlings) and entrepreneurship tools, advertisement of youth projects and services, agricultural information dissemination, provision of county tenders to youth, organization of business competitions, reduction of monthly business permit fees for the youth, and provision of working tools. However, these need to be strengthened and institutionalized. The county departments could not also conduct LMA.

Most of the unemployed youth had attained secondary education but lacked job skills. The greatest challenge unemployed youth face when seeking wage employment was job unavailability. Most employed youths are employed in the private sector as casual laborers indicating the transitional nature of these jobs.

Female youths are attracted to less physical jobs and organizations that assure them of their security and safety and are free from sexual, physical, and emotional harassment. Male chauvinism and prejudice were major barriers that the majority of female youth from Kiambu County face. Most jobs in the county were deemed male-specific.

Youth living with disabilities need access to information on available jobs and equal and fair treatment at the workplace. Thus, organizations should provide amenities for PWDs and avoid discrimination and stigmatization.

From the findings, the key implications for EY are:

1. Collaborating with the private sector in Kiambu County to place students on internship, attachment, and job employment. Since the construction sector had the greatest potential for youth employment, the program should target organizations in this sector.
2. Enhancing partnerships between TVETs and the private sector through joint activities such as curricula review and the development of industry-specific short courses for commercialization.
3. Building the capacity of TVET staff in career guidance and LMA.
4. Building the capacity of the youth in soft and life skills e.g., resume-writing, application letter-writing, and interview preparation.
5. Supporting county departments in strengthening the support toward promoting youth employment. The program should backstop staff in county departments when conducting LMAs.
6. The County Government should increase access of youth to TVET training through catering of fees for tertiary education.

I. INTRODUCTION

Kiambu County is located in the central region and covers a total area of 2,538.6 Km². Part of the county is in the Nairobi Metropolitan area. The county borders Nairobi and Kajiado Counties to the South, Machakos to the East, Murang'a to the North and North East, Nyandarua to the North West, and Nakuru to the West. It is subdivided into twelve sub-counties and sixty wards. According to the 2019 Kenya Population and Housing Census, Kiambu County's population stood at 2,417,735 comprising 1,187,146 males and 1,230,454 females.

The county population is projected to be 2,724,353 in 2022 of which about 20 percent (253,298 males and 287,632 females) are aged between 18-24 years (County Government of Kiambu, 2020). The rapid population growth may be due to urbanization and the inflow of residents due to its proximity to Nairobi. This may put pressure on housing, water, social amenities, sanitation, medical facilities, and markets in addition to employment. The county has an unemployment rate of 17 percent thus the need to create more employment opportunities, especially for the youth.

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

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

2. OBJECTIVES, METHODOLOGY, AND TOOLS

2.1 Objectives of the LMA

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

1) Employer KII Tool

This tool was used to capture the private sector's perception of youth employment and determine opportunities for mentorship, apprenticeships, and job placements, in addition to presenting future skills demands in the labor market. Interviewees were asked to give the number of current and future employees, identify soft and technical skills and characteristics, most desired by employers versus the existing skills, and characteristics of current employees as well as existing gender and PWD policies. 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 private sector survey did not employ random sampling. The LMA aimed to target employers from prioritized sectors which included tourism and hospitality, manufacturing and processing, building and construction, transport and communication, wholesale and retail, and the creative sector. A total of 20 companies were visited and key informants were interviewed.

2) Youth FGD and IDI Tools

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. Eight FGDs and 133 IDIs were conducted for Kiambu County youth participants between 15-24 years of age.

3) County and TVET KIIs

The LMA conducted an institutional capacity mapping for TVETs. KIIs were conducted to gather data on 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. 12 county departments and nine TVETs participated in KIIs.

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 analysis, and cross-tabulations were used to disaggregate the information across various variables and sub-categories of variables. To identify how the analysis results 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 election campaign period.

3. PRIVATE SECTOR ANALYSIS

3.1 Sector Ranking

The agricultural sector was perceived to have the highest potential for employment creation. This is because, in addition to Kiambu County having a conducive climate that supports a wide range of agricultural value chains, the county also has several agro-processing industries and cooperatives that create an entry point for the youth. The manufacturing and hospitality sectors were regarded as having the highest growth potential. Kiambu County has predominantly been a key industrial hub in the country. With the current expansion of certain industries such as the apparel industry, the sector is expected to witness more growth.

As Nairobi County remains a key diplomatic hub of the country, Kiambu County's hospitality industry is expected to keep growing because of its proximity to the city. Moreover, due to its increasing population, the county is witnessing an increased demand by local citizens for recreation destinations and the serene environment of Kiambu makes it a top destination for local tourists and revelers. The creative industry was considered to have the best enabling environment for youth employment. This is because the art sector in Kenya is not muffled by stringent regulations. The sector is free of licensing and permits that have been known to dissuade youth. However, hospitality was considered the most youth-friendly sector.

Table 1: Sector Ranking

Criteria	Agriculture	Trade	Manufacturing & Processing	Hospitality	Transport & Communication	creative industry	Building & Construction
Employment creation	3.00	2.67	2.42	3.00	2.83	2.67	2.83
Growth potential	2.60	2.83	3.00	3.00	2.13	2.83	2.83
Enabling environment	2.30	2.33	2.00	2.33	1.90	2.58	2.07
Youth friendliness	1.80	2.50	2.42	3.00	2.83	2.50	2.08
Gender inclusivity	2.80	3.00	2.67	3.00	1.67	2.83	1.83
Participation of SMEs	2.80	3.00	2.58	2.67	2.42	2.33	2.25
Provision of decent work	1.80	3.00	2.17	2.67	2.17	2.58	2.33
Sector alignment with CIDPs	3.00	3.00	2.50	2.08	1.75	2.08	2.67
Overall	2.51	2.79	2.47	2.72	2.36	2.55	2.36
Overall rank	4	1	5	2	6	3	6

Concerning gender inclusivity, the trade and hospitality industry ranked the highest. Due to intervention from the government and NGOs, women can access financing that makes trade inclusive for females who traditionally have been thought to lack capital. Jobs such as housekeeping and waiting tables, and front office have long been assumed to be for ladies. This results in the inclusive

participation of ladies in the hotel industry. The trade sector was ranked as having the highest participation of SMEs. Finance institutions, governments, and NGOs have, in the near past, developed credit facilities and training for the trade sector thus allowing the beneficiaries of these facilities to participate in the trade sector. The trade sector was also seen to provide the most decent work. This is because most of the participants in the sector are MSMEs who enjoy developing the best working conditions for themselves and have control over the income they get. With Kiambu County being a key agricultural and economic hub in the country, it was found that the respondents found the agriculture and trade sectors to be more aligned with the county's CIDPs.

3.2 Industry Analysis

3.2.1 Hotel

The hotel industry in Kiambu county is a key economic sub-sector. The presence of several hotels in the county is due to several factors such as the location of the county. Kiambu County is, at large, a part of the Nairobi City Metropolitan area. Nairobi being the key diplomatic and economic hub of the East African region, there is always a huge number of visitors in need of hotel services. The county also offers convenient accommodation to tourists visiting the various attraction sites in the country due to its road access to the Jomo Kenyatta International Airport. The study visited five hotels. The total number of employees from the visited hotels was 240 with 152 female employees accounting for 63 percent. The females were found to be concentrated in the kitchen and housekeeping departments, service (waiting), storekeeping, accounts, and front office management.

Present and Future demand for Skills

The main technical skills required and jobs in the hotel sector are; hotel management, housekeeping, ICT, food and beverage, sales and marketing, plumbers, electricians, first aid skills, accountants, procurement, waitresses, cleaners, and security guards. The subsector requires multi-skilled employees to be able to work in various departments. The main soft skills required are; creativity, communication skills, and decision-making skills. Employees must be well-groomed and with integrity. The minimum requirements for entry-level jobs at the hotel are the relevant academic certificate in various fields. A letter of recommendation highlighting an applicant's strengths and experiences is also required in addition to a Health Certificate. A higher Diploma and a Degree are considered for the top management positions. However, the hotel industry does not find any challenges when finding employees that are needed since the industry is overcrowded with potentially trained employees.

Labor Challenges

Despite the hotel industry being crowded with potentially trained employees, the industry faces a challenge with fresh graduates. This is because there is a great training-industry skills mismatch among the trainees from HEIs. For this reason, they have to retrain them. The youths also lack professional communication skills.

Employer Interventions

The interviewed hotels did not have any policy that addresses gender inclusion, PWDs, or other marginalized communities. However, the hotels reported that they did not discriminate when they are hiring. The hotels offered staff retooling and training to their employees both internally and externally in collaboration with TVETs. Internship and attachment positions are offered at the hotels. They are ready to partner with EY to offer training and internship opportunities to youth.

Employment Forecast

The COVID-19 pandemic led to a major reduction in employees in the hotel industry. However, the hotels have been recovering well from the impact of the pandemic. Going forward, the hotels are envisioning hiring more and getting back to their original number of employees. The hotels interviewed reported that they had laid off 167 employees and that they are planning to stabilize and rehire employees in the positions. Moreover, the respondents from the hotels interviewed indicated that in addition to just getting back to their original number of employees, the hotels are investing in expanding and will thus need an additional 300 employees.

3.2.2 Agriculture

Kiambu County is a key agricultural hub of the country. The county enjoys a conducive climate that supports the production of a wide range of cash crops and livestock. Additionally, the county also hosts some of the largest agro-processing industries in the country. Moreover, the proximity of the county to Nairobi City and Jomo Kenyatta International Airport facilitates easy transportation of produce to international markets. The study interviewed an agricultural input provider and a dairy cooperative. The agricultural input supplier has four employees all of whom fell between the ages of 18-24 years. The dairy cooperative interviewed processed over 6,000,000 liters of milk per day and has over one thousand employees employed directly and 11,500 active farmer members. None of the farmers nor the employees are between the ages of 18-24. Out of the 11,500 farmers, 60 percent are men and 40 percent are female.

Present and Future Demand for Skills

The predominantly demanded skills in the agro-supply business are veterinary, marketing, and communication. The minimum requirement for an entry-level job is a veterinary certificate which is a basic requirement by the Ministry of Agriculture. The education training required at the cooperative and processing plant assessed is a certificate, diploma, or degree in dairy technology, animal health, food science, mechanical engineering, and laboratory technicians. Other skills required are good communication and basic milk handling skills.

Labor Challenges

The cooperative society assessed reported that they are highly concerned that most farmers are above the age of 65 and the youth have a negative attitude toward farming jobs as dirty and tiring. Through training, they are trying to change this attitude. Another challenge they face is getting employees of integrity and with good communication and customer care skills. The agro-input supply business also pointed out that they have experienced the problem of dishonest employees in addition to getting unskilled youth in agriculture.

Employer Interventions

The agro-inputs supply business did not have any policy that addresses gender, PWDs, or any marginalized groups. To keep its employees updated with changes in the job market, the company trains the employees through external trainers. The company also works closely with its suppliers to train its staff on new products and new practices in the sector. The dairy cooperative assessed offered industrial placement for youth in terms of attachments and internships. The companies were willing to partner with EY to train youth in agribusiness.

Employment Forecast

Both companies interviewed pointed out that, indeed, they could provide new employment opportunities both directly and indirectly in the next five years. However, they indicated that this depended on the level of business and youth developing a positive attitude towards agriculture.

3.2.3 Pharmaceuticals

The pharmaceutical manufacturing company interviewed had 300 employees with 70 percent of these employees being female. The female employees are mostly concentrated in the packaging and laboratory departments. There is a 50-50 gender representation in the administration's leadership positions. The male employees are concentrated on the loading and offloading section, go down, and machine operation.

Present and Future Demand for Skills

The most important technical skills that were critical to the organization assessed are mechanical and electrical engineering, biochemistry, industrial chemistry, and pharmaceuticals. Other skills that are needed are administrative, loading and off-loading, and packaging skills. For entry-level job opportunities, the company requires one to possess a diploma certificate for technical jobs while a relevant degree will be required for management-level jobs.

Labor Challenges

The main challenge the company is facing concerning labor is a high employee turnover. It was reported that after employees are trained, the employees move to other companies that offer better opportunities. The respondent indicated that modern-day youths want quick success and are thus lured easily by quick cash.

Employer Interventions

In terms of gender considerations and policies in place to include PWDs and marginalized groups, the company has an all-inclusive model where all genders and PWDs are encouraged to apply for advertised positions. Over the years, they have employed one person living with a disability who has been helping in administrative work. The company assessed has partnered with the Pharmaceuticals and Poisons Board (PPB) and Kenyatta University which bring students for internships. To ensure that its staff is continuously updated on the changes in the job market, the company has an induction and on-the-job training program for new employees that runs for 12 months. In terms of linkages, the company intends to have a partnership with EY to train their employees in soft skills and is interested in finding more areas of synergy. The company is also willing to partner with other HEIs to give internship positions and attachment slots to new graduates.

Employer Forecast

There are plans for the company to venture into other markets like the United States of America (USA) and the United Kingdom (UK). The company also intends to increase its product line and also automate some of its processes like packaging. The company will also require more employees due to its expansion plan. To absorb more employees, the company has long-term and short-term plans that are focused on the company penetrating new markets.

3.2.4 Retail sector

Kiambu county has a large population with most of its population residing in urban areas. This makes the county a strategic business haven for the retail industry. The county has several retail outlets ranging from large supermarket chains to small single outlets. The supermarket interviewed has 2 branches with an employment level of 300 employees. 60 percent of the employees are youth aged between 18-24 years. There are more men than women who are employed since the work in the supermarket is mainly manual. Females are mostly employed as cashiers because women are perceived to be more trustworthy when dealing with money.

Present and Future Demand for Skills

The most important technical skills required in operations are loading, offloading, and basic arithmetic. In addition to this, good customer relations and communication are other skills that are needed in this job market. The employees that work here are high school graduates. A high school leaving certificate is normally required. For manual jobs, one is assessed based on communication skills.

Labor Challenges

The main challenge is the high turnover of employees especially if the recruited employees are diploma or university graduates as they view the jobs in supermarkets as transitional jobs which they perform as they search for better job opportunities. Lack of experience is also another challenge due to the high turnover. The company usually has a week of induction training for recruits.

Employer Interventions

The supermarket assessed does not have any policy that ensures gender inclusion or any policy on employees from marginalized groups and people with disability. The company has however had an employee who had a disability and was occupying a cashier position. This organization offers internship positions from colleges that are close by on a walk-in basis. Internships are offered in the IT and bakery sections. Moreover, the company conducts in-house on-the-job training for the staff in safety and customer service. The supermarket is willing to partner with other HEIs and EY to train the youth.

Employment Forecast

The supermarket intends to open new branches in the next five years and will need more employees. Moreover, since the company has a very high labor turnover, it often hires new employees.

3.2.5 Construction Sector

Kiambu County is regarded as a suburb of Nairobi. In the recent past, the county has recorded a significant expansion in infrastructure and real estate. This expansion is backstopped by the presence of a well-established construction industry. The LMA conducted interviews with three construction companies that in total employed 180 employees with only ten being female. The female employees are mostly in storekeeping, drawing water to cure floors and walls, cleaning, and front office management.

Present and Future Demand for Skills

The technical skills needed in the industry are masonry, plumbing, painting, sales, carpentry, electrical engineering, welding, driving, health and safety, storekeeping, machine operation, and security. The soft skills required are self-drive, having the right attitude, communication, and self-discipline. An academic certificate is required for skilled personnel. For semi-skilled workers, no qualification is needed. Anyone working at the construction site must, however, be insured. There is a lot of

outsourcing of personnel when it comes to new employment. Most of the hiring is done through sub-contractors. This has become the trend in the construction industry since it ensures that a project is completed on time. The most sought-after skills are electrical and mechanical engineering.

Labor Challenges

One of the challenges faced by the subsector is employee turnover. Finding workers with modern machine operation skills is also a challenge indicating the gap between training and skill requirements by employers. Similarly, there are few good plumbers as most youths have a negative attitude toward studying plumbing. A projected challenge in the construction industry was getting certified individuals with the required skills as most people assumed that one doesn't need certification to work in the industry.

Employer Interventions

The companies interviewed did not have any policy that addresses gender inclusion, PWDs, or other marginalized communities. However, they don't discriminate in hiring. The companies offer internships. However, the experience at the construction sites has been that most trainees do not want to be exposed to different activities on the construction site. It was reported that students on attachment and internship are adamant and picky with the skills they want to learn and end up missing a lot of beneficial skills that could build up their careers. The companies are willing to partner with HEIs on onboarding interns and attachés to get career training at the construction sites. They were also willing to partner with EY by providing placement information for the youth in available jobs.

Employment Forecast

One of the companies has ventured into affordable housing projects. Through this project, they will need more than 2,000 employees spread across different sites.

3.2.6 Cotton, Textile, and Apparel (CTA)

After food processing, the CTA sector is Kenya's second-largest industrial sector and has been designated as a core industry. Researchers, ginners, farmers, spinners, input suppliers, textile manufacturers, and extension service providers make up Kenya's CTA manufacturing value chain. Kiambu County, being one of the key industrial counties in Kenya, also hosts several apparel industries. This study interviewed two apparel companies that in total, employed 726 employees out of which 622 were men and 104 were female. Female employees are mostly concentrated in weaving, spinning, human resource, processing, fashion, and design (production hall) while men are employed in accounts, design, supervision, machine operation, and security.

Present and Future Demand for Skills

Engineers (electrical, machine operators), welders, fitters, turners, weavers, sewing machine operators, and fashion designers are some of the jobs in this company. In addition to the technical skills, the companies require employees who are self-disciplined, creative, well-groomed, ready to be mentored, and good at communication. For entry-level positions, the minimum requirements are relevant academic certificates (e.g., in tailoring and dressmaking) and industrial experience.

Labor Challenges

One of the greatest challenges experienced when searching for the right skills is the gap between academic training and industrial needs. Also, most young people expect white color jobs and are becoming less productive when they are given hands-on jobs. This has led to few male designers.

Employer Interventions

To create more job opportunities, one of the companies has a program that issues cotton seeds to farmers who plant and later resell cotton to the company. Employment opportunities are created across the value chain.

The companies did not have policies on gender, PWDs, and marginalized groups. However, the companies have hired PWDs. They also have internship programs that support 35 students at a time. These trainees are spread across various departments. The main departments where these trainees are placed are spinning, weaving, and processing. To ensure that the employees have the right skills with the changes in the job market, the companies usually have in-house training for their employees. The companies also allow visits from schools and other institutions.

Employment Forecast

Though they did not give numbers, the companies indicated that they expected employment to increase shortly due to the due to government policy of 'Buy Kenya, build Kenya.'

3.2.7 Agro-processing

Being a key industrial and agricultural hub in the country, Kiambu County hosts several agri-processing companies including some of the popular home brands in Kenya. The LMA interviewed one of the companies that are involved in processing tomato sauce, chili sauce, fruit jam, fruit juice, and bottled mineral water. The company has employed 60 employees with 20 being in the age bracket of 18-24 years. Of the 60, 35 employees are female. The female employees mainly work in production, maintenance, quality control, and cleaning.

Present and Future Demand for Skills

The most important opportunities identified in this company are laboratory technicians, off-loaders, cleaners, and procurement and production officers. Skills that are required include good communication, proper grooming, and self-drive. For entry-level jobs, the company requires a relevant academic certificate and industrial experience.

Employer Interventions

The company assessed offers three months' internship for interested candidates who are trained to meet the company's quality standards. To ensure their employees possess the required skills, the company undertakes on-the-job training. The company has no gender policy but does not discriminate in hiring in terms of gender or disability or even marginalized groups. They are an equal opportunity employer and all persons are always encouraged to apply whenever there are openings. Concerning partnerships, the company does not have partnerships with TVETs but is willing to partner with them in such areas as attachments and internships.

3.2.8 MSMEs

It is estimated that there are about 2,751 registered SMEs that have between five and 50 employees in Kiambu County. It is on this basis that microfinance institutions recognize the importance of promoting SMEs through credit access. The County Government also seeks to create an enabling business and institutional environment that is conducive to investments. The Government is geared toward improving the policy framework for the private sector which is central to the development of Kiambu County. The County Government demands all departments in the Kiambu County

Government to improve, create, and sustain conditions that are conducive to doing business in the County. This study interviewed two businesses that are classified under the MSMEs sector.

Electricals Shop

The electrical shop interviewed has five employees with the shop attendant being female. The minimum qualification for entry is a certificate in electrical engineering together with the necessary experience and self-discipline. The shop did not have interns but is willing to offer internships and mentorship to willing youths. The shop did not also have a gender policy or any PWDs policy but it doesn't discriminate. The shop was willing to partner with EY.

Jua kali Welding Shop

The shop has one owner with two permanent employees. When contracted to offer welding services at construction sites, it hires temporary employees with a single site having up to 12 welders. Many of the workers are between the ages of 21-25 all of whom are male. At one time, there was a female employee who left due to harassment. The business trains apprentices until they qualify as welders. The minimum requirement for an entry-level job is a certificate in welding. The necessary experience is also considered. To ensure that staff are up-to-date with technology advancement, the owner first goes for training on the new technology and later trains his staff. The shop had no interns during the assessment but had had two youth interns in the past. The business is ready to partner with HEIs and EY to offer internship opportunities and also mentor interested youth.

3.2.9 Transport (*Matatu*)

Being an industrialized urbanized county, Kiambu County has a lot of employees transiting to and from their workplaces daily. Moreover, since a considerable number of individuals who work in Nairobi live in the county, a dependable inter-county transport system is required. However, with public government-operated transport being insufficient, the *matatu* industry offers this service. The *matatus*, classified as public service vehicles, are privately owned vans and buses that offer affordable inter- and intra-county transport. The *matatus* operate in SACCOs or limited companies - each having several *matatus*. This LMA interviewed one SACCO that operates 51-seater, 33 -seater, and 14-seater *matatus* on various routes. They have about 200 drivers and 200 conductors. Out of these, only 10 percent are between the ages of 18-24 and 20 percent are females (who mostly serve as conductors). The minimum requirement for entry-level jobs is a certificate in driving and a valid driving license. Having a certificate in mechanical engineering is an added advantage. Other skills include good communication, marketing, time management, and self-discipline.

The main challenges they face with the youth are a lack of marketing skills. It was also noted that it is not easy to get qualified and disciplined drivers. The SACCO offers internship opportunities, especially in mechanical engineering. Their drivers are always given refresher courses and the SACCO has partnered with local TVETs to get some of the drivers trained by the institutions. They are willing to partner with EY.

3.2.10 Creative

Kiambu County is witnessing an upcoming vibrant demand and supply of art. This study interviewed "90² streets the art hub" - a space for youths to showcase their talents. They have two female employees. The center has "open mic" artists, visual artists, poets, and comedians. One of the founders pursued a course in journalism and started the hub to give space to artists to explore their talents and utilize their skills. The hub aims at bringing art and culture together and also educate the



youth on how best they can earn from their talents as performing artists, poets, visual artists, producers, photographers, and comedians. The hub has a studio that records songs at a low price. Visual artists can also host exhibitions to showcase their work in an event dubbed “*Soko Loko*”. The performing artists have an open mic session on Fridays where they create music and have it recorded, produced, and marketed for free. In total, they host a total of 90-100 people per event. The hub doesn’t discriminate based on gender, race, color, or tribe, they welcome all artists and anyone else wanting to showcase their talent. They are open to partnering with EY.

4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT

4.1 Context and Overview

Since the introduction of devolution, the county governments play an important role in enhancing employment opportunities in Kenya. This is because the county acts as an employer and/or enabler for private sector investment through the provision of a supportive environment. Kiambu County government implements various initiatives to improve youth employment as illustrated in Table 2 below.

Table 2: County government youth employment initiatives

Interventions	Targeted Sectors
Partnerships with banks	Informal and formal: Start-up funds for SMEs
Capacity building and Training platforms	Informal: Training on youth entrepreneurship
Job referral networks	Formal: Recommendations and job referral linkages
Formation of youth groups	Informal: Assign them tasks and pay them
Provision of seeds/seedlings and entrepreneurship tools	Informal: Boost and encourage youth self-employment
Advertisement of youth projects and services	Formal: Connect youths to farmers and employers
Youth and rural migration project	Informal: Encourage youth not to migrate to urban centers
Agricultural information center	Formal: Provide information on agriculture within the county
Availing contracts to youth	Formal: Road maintenance and revenue collection in town
Business competitions	Formal and Informal: Select the best and support them
Reduce their monthly remittance fee	Informal and Formal: youth pay a reduced fee
Provision of working tools	Informal: Support youth with necessary tools for various trades
Provision of youth development funds	Informal and Formal: Allocating funds such as <i>jiinue</i>
Involving youth leaders of PWDs	Provision of Information to PWD

Different departments within the county government undertake these initiatives sometimes with other stakeholders involved in youth employment.

4.2 County Department's Youth Employment Initiatives

4.2.1 Department of Gender and Cultural Services

The Department of Gender and Cultural Services is mandated with empowering society through the provision of quality education, social services, and promotion of cultural heritage. The Department strives to achieve this by promoting, preserving, and maintaining a positive and diverse culture; offering a safe and healthy culture in workplaces promoting productivity awareness, improvement, and measurement; and developing interventions for vulnerable and orphaned children.

The Department pointed out that the sectors that are currently employing youth are education, water and environment, and legal. Most youths have been engaged in the water and environment sector in sourcing water and drilling boreholes. Another sector currently employing youth is Early Childhood Development Education (ECDE). The Department indicated that the sector with potential

for employment within the county is agriculture following its diverse value chains such as tea, coffee, floriculture, and horticulture.

According to the department, youths require emotional intelligence for wage/self-employment. They need to be able to mobilize others and interact well with other people from diverse backgrounds. The youth (especially those who would wish to venture into entrepreneurship) also need communication skills and resilience.

The Department has several initiatives to support youth to get into wage and self-employment including:

1. Offering internships and volunteering opportunities
2. Creating job referral networks for them through recommendations and job referral linkages
3. Provision of mentorship programs and entrepreneurship training
4. Provision of low-interest funds to help the youth in business startups

The key stakeholders partnering with the department in promoting wage and self-employment among the youth include Girl Child Network, and DREAMS. The Girl Child Network is a program geared toward promoting and protecting girls through education by helping them transit in different stages of their education. DREAMS, on the other hand, aims to empower adolescent girls and young women in both their reproductive healthcare and education to improve their livelihoods.

The Department did not have any capacity on conducting an LMA for youth and would like to be trained on the status in employment, employment, the labor force participation rate, wages and compensation costs, and gender and social inclusion in employment.

4.2.2 Department of ICT

The Department of ICT indicated that the majority of the youth are currently employed in accounting and revenue collection. However, these jobs require skills in accounting, which most youths did not possess. The department employs youth for contractual jobs such as data coding and analysis. These jobs require computer programming and analysis skills. Apart from these technical skills, the youth need communication and resume-writing skills. The youth also need to be resilient and patient at work as well as have the ability to manage relationships with other employees at work.

To promote youth employment, the department has in place the following initiatives:

1. Developing ICT hubs in all the sub-counties within Kiambu County - Currently started with Kiambu Sub-County before rolling out to other sub-counties
2. Providing internet connectivity in sub-counties
3. Offering internship placements for the youth
4. Working closely with the ICT Authority of Kenya and ICPAK to train youth on both ICT, accounting, entrepreneurship, and financial management
5. Contracting youth-owned businesses to provide services

Some of the key stakeholders that promote wage and self-employment of youth include Safaricom Foundation, ICT Authority, Ajira Digital, and Telkom Kenya while those that promote market-driven technical skills include Ajira Digital, ICPAK, KSG, and ICTA. Ajira Digital and ICTA train for online jobs such as transcribing, online writing, and video editing. ICPAK trains the youth in accounting and

financial management. Finally, KSG offers management training, research, and consultancy to youth envisioning joining the public sector.

The Department noted that there was a mismatch between the training offered by the TVETs and what the job market required since the training is too general and does not impart specific job skills. For example, ICT training is not in-depth thus making the youth not well versed in all areas of the work field.

The Department could not conduct LMAs due to a lack of skills and budget but had a willingness to be trained on development of LMA survey tools, data analysis, and interpretation.

4.2.3 Department of Tourism

The Department is mandated to facilitate investments in tourism by providing a conducive business environment for growth in tourism and hospitality within the county. Some of the active investments that have been spearheaded by the department include the development of high-class hotels, the establishment of an amusement park, the development of tourism niche products and wildlife corridors, cultural tourism, development of entertainment sites, archaeological sites and campsites, agri-tourism, and establishment of conference and convention centers for tourism. Also, the Department is currently working to promote sustainable eco-tourism to ensure protection of the forests and natural resources.

According to this Department, agribusiness value chains, trade, tourism, and hospitality are sectors that are currently employing youth and have the potential for youth employment in the future. Due to the growth of industries within the county, the trade sector has had several opportunities for youth participation. The tourism sector has opportunities for the youth as tour guides in game parks, tour drivers, and in other various roles in the various tour companies. On the other hand, the hospitality sector also attracts many youths due to the high-end hotels within the county. Some of the key areas where youth are employed within the hospitality industry include customer service, cooking, waiting, housekeeping, and cleaning.

The skill requirements for youth to be absorbed in these sectors include communication and knowledge of foreign languages such as French. This is important for youth who wish to be employed in tour operations and those working in hotels. Life skills such as work commitment, time management, the ability to follow instructions, procedures, and protocol are also important since most employers complained that youths are lazy, report to work late and want to leave early, are always on social media at the expense of their work, and do not want to take initiative. This makes employers shy away from employing them.

To encourage wage and self-employment among the youth in Kiambu County, the Department has put in place some interventions:

1. Organizing innovation weeks to encourage youth to showcase their business ideas
2. Creating market linkages for the youth
3. Capacity-building youth on entrepreneurship

The key stakeholders that collaborate with the department to promote youth self and wage employment include SACCOs, game parks, cottage industries, and hotels while those that promote

market-driven technical skills include Utalii College, Mount Kenya University, Uzuri College, and Amboseli College.

The Department also indicated that most TVETs have not institutionalized career guidance and do not have the capacity for the same. There's a need for training of TVET staff to offer such guidance to their students since most of them do not know exactly what they want. The Department also pointed out the need for experiential learning for the youth to gain hands-on skills in the tourism sector.

The Department indicated that it could not conduct LMAs as this was the mandate of the public service board. Moreover, as much as they would wish to be trained on the LMA, they did not have enough staff in their Department to be able to conduct LMA efficiently (currently, the Department has a staffing of three).

4.2.4 Department of Agriculture

Driven by its mission of promoting sustainable agriculture through capacity-building on agricultural productivity, value addition, marketing, food and nutrition security, extension, and infrastructural development, the Department has been at the forefront of ensuring Kiambu County is food secure, healthy, and prosperous. The Department has initiated several projects within the County on emerging value chains such as stevia and soya beans. The Department collaborates with the Waruhiu Agricultural Training Center (ATC) to offer market-driven technical agricultural skills to farmers and youth. Additionally, the County has also invested in coffee farming and fruit (avocado and pineapple juice and banana flour) production and value addition through the purchase of processing machines.

Sectors currently employing youth and with potential for youth employment are the different agribusiness value chains such as tea, coffee, floriculture, and horticulture. The department also noted that there is a huge untapped potential for youth employment in crop spraying, excavation of terraces, and construction of water pans.

The current skills that were found to be key by the department include ICT, teamwork, networking, and communication. Under ICT skills, most of the jobs, especially in agribusiness, are going online. The use of social media as marketing platforms for the majority of businesses, online meetings and training by various project partners, and business applications in the field of agriculture make it key for youth to be well versed with ICT skills. Also, the need for data-driven technology especially in the agricultural sector has promoted ICT skills enhancement among youths. Teamwork and networking are also important as the agricultural sector requires youth to form groups to benefit from various projects. However, it was noted that youths do not like to share information with their colleagues for fear of competition and also do not embrace working in groups, making them miss out on various opportunities.

The key interventions put in place to promote wage and self-employment by the department include:

1. Youth and rural migration project which encourages youth not to migrate to urban centers
2. Provision of seeds/seedlings and other facilitation to encourage youth self-employment in livestock (local poultry and pig farming) and traditional vegetables, herbs, and spices
3. Supporting youth to advertise their projects and provide agribusiness development services to farmers (i.e., soil and water conservation, excavations of terraces, tree planting, and water-pan construction for farmers)

4. Encouraging the formation of youth groups so that they can offer services like crops and livestock spraying

The Department works with the following stakeholders to promote youth wage and self-employment: KALRO, UN-FAO, NARIGP, Del Monte, Kevian, Limuru Tea Company, farmer associations, and ICIPE. KALRO, UN-FAO, and ICIPE work closely with the County Government to offer job placements and attachments in crop farming, laboratory testing, and agricultural research. NARIGP supports the county to increase agricultural productivity and profitability of the potato value chain through training and seed funding for rural farmers. Among the stakeholders and institutions that support the department in providing market-driven technical skills are Waruhiu ATC, UN-FAO, KALRO, Kabete Haiti College, and WFP which offer training in agricultural-related courses.

The Department noted the disconnect between the TVET training and the market demands and that in most cases, they have to train the youth on basic skills so that they do not mess up with their work. For example, the Department has to train youth on planting specifications for certain crops such as digging up planting holes. Also, the Department had to employ supervisors to keep on inspecting the work given to the youth to ensure it has been done well.

4.2.5 Department of Livestock and Livestock Production

According to the Department, the sector currently employing youth within the county is animal health. Other sectors are plumbing, panel beaters in the *jua kali* sector, and trade. However, as much as the agricultural sector had the greatest potential for youth employment, the trade sector had the greatest potential due to industrialization. The Department noted that agriculture is declining due to the negative attitude of the youth towards agriculture. Besides, a majority of the youth prefer working in processing and manufacturing compared to agriculture. Due to this, most of the agricultural labor is imported from outside the county.

Veterinary skills (temperature checking and diagnosis) are among the key skills required by the job market yet a majority of the youth are lacking. This makes it difficult for them to be trusted by farmers. Communication is also important yet it was indicated that youth lack the basic aspects of communicating with their clients who are farmers. Digital literacy is also important due to the online shift of most jobs and, therefore, there is a need for the youth to embrace technology for service provision for example, through e-extension.

While youth are encouraged to seek employment from various places, the Department has put in place various mechanisms to help them transition from training to job placements and self-employment through:

1. Provision of *Jijenge* – a county fund from the youth and sports department
2. Offering of internships/attachments to the youth
3. Training the youth in animal production such as feeding and housing
4. Provision of platforms where youth can be able to market their product
5. Developing an agricultural information center where all information on agriculture can be accessed

The Department works with the following stakeholders to promote youth wage and self-employment: KALRO, Brookside Dairy, Norbrook (Ruaka), UN-FAO, KMC, and ILRI. Among the stakeholders and institutions that support the Department in providing market-driven technical skills are Norbrook (Ruaka) – which majorly trains on marketing, lab work, and sampling and milk hygiene practices, KFA, Brookside Dairy, KALRO, ILRI, and Kabete Haiti College.

The Department cannot conduct LMAs for youth but noted that they receive monthly reports from some of the projects that absorb youth. They embraced the idea of being trained on LMA so that they can be able to engage their youth further in employment. Their areas of interest include employment in the informal economy, long-term employment, youth unemployment, and status of employment.

4.2.6 Department of Roads, Transport, Public Works and Utilities (DoRTPU)

DoRTPU is driven by the mission of providing, maintaining, and regulating quality infrastructure technical services in Kiambu County. The Department implements several projects such as the construction and maintenance of Thika Town roads, Githunguri-Ndumberi Road, and Githunguri CBD Roads. From DoRTPU, Fire and Rescue Management and Road Maintenance are the units that are currently employing youth in the county. However, the Fire and Rescue Management Unit had the greatest potential to employ youth compared to the Road Maintenance Unit.

For youth to work in these units, they require occupational health and safety training – which is unavailable at most institutions. Such training equips employees to handle fire break-outs at the workplace as well as physical and chemical emergencies. The inability of employees to handle such occurrences leads to injuries, deaths, and permanent disabilities which could otherwise be avoided. The technical know-how of doing the job is also key and it was noted that whatever is taught in HEIs is not enough to tool such youth with work-ready skills. Hence, inductions are necessary to equip the youth with job skills. Also, teamwork and networking are important to enable the youth to interact and serve customers.

The Department has instituted the following interventions to promote both wage and self-employment:

1. Engaging the youth in different units in the department such as Fire and Rescue Management and Road Maintenance
2. Availing contracts to youth especially for road maintenance and revenue collection
3. Providing attachments for the youth during and after training from TVETs and HEIs
4. Ensuring that roads are well-maintained to encourage businesses within the county

The Department works hand in hand with transport companies and real estate companies to promote the wage and self-employment of the youth in the county. It further works with county VTCs, National Construction Authority (NCA), Kenya National Highways Authority (KENHA), and Kenya Urban Roads Authority (KURA) to enhance market-driven technical training.

In as much as the Department promotes youth employment, it could not conduct LMAs. However, the staff were willing to be trained in conducting employee surveys, developing the tools, and analyzing LMA data.

4.2.6 Department of Environment and Solid Management

From the KILs, the sectors that are currently employing youth in Kiambu County include *jua kali*, grass mowing, building and construction, waste management, youth and sports, and climate-smart agriculture. Of these, solid waste management, selection and sorting of waste, and climate-smart agriculture have the greatest potential for youth employment. A majority of the skills required for this sector are self-taught as the sector mostly employs the unskilled labor force. Nevertheless, in some cases, negotiation skills come in handy especially when youth from waste collection companies have to compete with private companies in sourcing for clients such as households and companies for waste collection. They should also be innovative and creative to design products from waste and sell them to improve their livelihoods and raise funds to support their businesses.

The Department enhances the wage and self-employment of the youth through:

1. Encouraging the formation of youth groups to enable youth access opportunities as well as training on the production of animal feed from waste
2. Implementing the green economy program
3. Supporting talents through talent shows to encourage youth in self-employment
4. Organizing business competitions for the youth where youth with innovative business ideas are supported through business funding
5. Encouraging youth participation in solid waste management. Youth-run enterprises are levied half the fee (KES 1,500/= per month) while private companies are charged KES 3,000/=.
6. Providing tools and equipment such as labeled bins to youth-led businesses to enhance their waste management activities

Some of the key stakeholders that partner with the Department to promote self and wage employment among the youth include waste management companies, KERFI, JICA, BIDCO, NGOs, health institutions, real estate establishments, and SACDEP. For market-driven technical skills training and enhancement among the youth, the department works with KEFRI, HEIs, and waste collection companies.

As of the time of data collection, the Department did not have any mechanisms in place to monitor the labor market for youth and would like to participate in such training. Their areas of interest include employment in the informal sector, the status of employment, and youth unemployment so that they can know how well to capture the unemployed youths in the waste management sector - which is an emerging sector in youth employment.

4.2.7 Department of Education (TVETs)

The Department indicated that most youths were employed in the SME sector and financial institutions. For the youth to get into employment, they require technical and vocational skills. They also require ICT and basic communication skills.

The Department enhances the wage and self-employment of the youth in Kiambu County through:

1. Providing training opportunities for the youth to equip them with job skills
2. Providing low-interest funds to the youth to encourage self-employment (*Jiinue* fund)
3. Advocating the formation of self-help groups and CBOs among the youth to enable them to access various opportunities

The Department noted that in as much as there was a skills mismatch, the department and the TVET institutions were doing their best to equip the youth with the required skills to make them easily blend and get absorbed in the job market. Some of the strategies include having refresher training for TVET staff. The department gave some of the challenges in TVET education. These include negative attitudes towards training in VTCs and TVETs which limits the number of student enrollment in the sector. Some TVETs and VTCs also lack modern training equipment to train the youth.

To promote wage and self-employment among youth in Kiambu County, the Department partners with self-help groups, community-based organizations, government, and private sector companies. The Department cannot also monitor the labor market of youth and were willing to receive training on the same.

4.2.8 Department of Youth Affairs, Sports and Communication

The Department has the mandate of transforming the county and economic development of youth through promoting and developing youth and sports within the county. From this Department, the construction, hospitality, sports, and transport (motorbikes) were the sectors currently employing youths. Out of all these, the building and construction sector has the greatest potential for employing youths. This is attributed to the fact that the county has attracted various real estate investment opportunities such as Tatu City which has seen most male youth employed as workers on construction sites.

The youths require plumbing, masonry, carpentry, roofing, and tiling skills. For self-employment, the youth requires entrepreneurship, financial management, and branding and marketing skills. In addition, the youth require resilience, communication, and digital literacy skills.

The department enhances the wage and self-employment of the youth in the county through:

1. Linking youth innovators to intellectual boards and employers
2. Providing youth development funds (*Jiinue* and *Jijenge*)
3. Offering various skills training platforms for the youth

The Department works with the following partners to support them in promoting both wage and self-employment among youth in the county: Kenya Chamber of Commerce, Football Kenya Federation, and the National Government. The partners and institutions that work with the Department to equip youth with market-driven technical skills include USAID, NCA, the Treasury, KCB Foundation, DREAMS, MasterCard Foundation, and UN-FAO.

The Department felt that HEIs were imparting the right skills to the youth but the youth lacked the certificates to show that they had been trained on certain skills making them miss out on employment opportunities. This is occasioned by failure to complete fee payment.

The Department had been given the mandate to come up with an application whereby the County Government would be able to monitor LMA for youth within the county. However, the project failed due to a lack of sufficient funds but plans are underway to revive it. They would therefore like to be trained on how to conduct the LMA for youth.

4.2.9 Department of Public Participation

According to this Department, the sectors currently employing youth in the county are the health sector, youth affairs (*Jiinue* funds, *Kazi Mtaani*, and *Vijana na Kazi* initiatives), and the Department of Lands and Physical Planning due to the various building and construction activities which have employed thousands of youths. In addition, the health sector also has potential for youth employment due to the upgrading of hospitals from level 4 to level 5. This requires more trained clinical officers, cleaners, waste management personnel, administrative personnel, nurses, etc.

For youth to work in these sectors, the Department indicated that they require people skills to be able to mobilize others and have empathy towards others. It was noted that most of the youth do not have problem-solving skills and always rely on seniors. They are also not willing to open up in case they are facing any problems/challenges in their work - making it even more difficult for their seniors to help them or even find a way of addressing their issues. Conflict resolution was also important.

So far, the Department does not have interventions to enhance both wage and self-employment among the youth in Kiambu County. However, they try to enhance their involvement in youth employment through:

1. Creating partnerships with banks where the youth/youth groups can get access to low-interest loans to start their businesses. KCB gives youth-led businesses loans at an interest of 7 percent per annum (**p.a.**) instead of the usual 13 percent p.a.
2. Having in place the *Jjenge* funds where the youth are trained on entrepreneurship and given start-up capital for their businesses

The Department works closely with the KCB, international non-governmental organizations, and local non-governmental organizations to foster youth employment opportunities in both wage and self-employment. The Department inducts the youth once employed to equip them with skills.

4.2.10 State Department for Gender

The Department was established in 2015 following a re-organization of government ministries. Its main aim is to promote gender mainstreaming in the national development processes and to champion the socio-economic empowerment of women. The functions of the Department are currently being executed through four technical departments (i.e., County Gender Offices, Gender Focal Points, and Administration). Its' main duties include but are not limited to developing, reviewing, interpreting, implementing, and monitoring gender policies, programs, and plans, designing and facilitating programs/projects that promote gender equality, coordinating gender mainstreaming into the national development agenda, promoting gender socio-economic empowerment, and sensitizing stakeholders on gender-related issues.

From the State Department of Gender, the sectors currently employing youth in the county are agriculture and transport (*matatus* and motorbikes). Those that have the greatest potential for youth employment include agriculture (due to the vast agricultural productivity within the county providing various employment pathways for the youths in farm-level production, processing, packing, marketing, and transportation of the products), building and construction, as well as ICT. The skills required for the youth to work in these sectors include life skills, interpersonal skills, resilience, and empathy.

The state Department supports and promotes the wage and self-employment of the youth in the county through:

1. Providing referrals and recommendations to interns for job placements
2. Internships opportunities
3. Tax exemptions for PWDs who are in both wage and self-employment
4. Involving youth leaders of PWDs to ensure that information on various opportunities trickles to PWDs
5. Giving 30 percent of employment and procurement opportunities to PWDs, youth, and women

The Department noted that there was no relationship between training and jobs that the youth are employed in since most of the youth are employed in jobs they had not trained for. In the event they get employed in the jobs they have been trained in, then the employers still need to Department pointed to the need for mentorship programs.

4.2.11 State Department for Youth Affairs

The Department pointed out that the sectors that currently employ youth are food and beverage, transport (motorbikes, *matatus*, and bicycles), building and construction, communication, and ICT. However, the food and beverage sector - which encompasses fruit vendors, food eatery joints, and local grocery kiosks has the greatest potential for employing youths. Beauty therapy and hairdressing are mostly female youth-dominated. Agribusiness value chains in horticulture and floriculture also have a great potential for youth employment.

The soft skills required are self-awareness and interpersonal skills. The Department also indicated that it is important for youths to be trained in resume writing, preparation, for job interviews, and writing job application letters.

The Department often supports and promotes wage and self-employment of the youth in Kiambu County through:

- 1) KYEOP - aims at improving youth employability through
 - i. Skills training on core business and life skills
 - ii. Apprenticeship for masters in a specific area
- 2) Business competitions where participants are given KES 900,000/= to KES 3 million
- 3) Providing funds to youths and youth groups to support them in their business via
 - i. Uwezo Fund – Issued out KES 3.6 million to youth groups in April 2022
 - ii. Youth Enterprise Fund
 - iii. Affirmative Action Fund
 - iv. Women Enterprise Fund
- 4) Providing financial support for small businesses to the youth under the Micro and Small Enterprise Association (**MSEA**)
- 5) Reserving 30 percent of tenders and procurement opportunities for youth, PWDs, and women under Access to government procurement services (**AGPO**) at national and county levels. This remains unexplored by youth.
- 6) Empowering the youth with ICT skills for online jobs under the Ajira Digital Program
- 7) Giving an incentive to trainers who accept to train PWDs and young mothers
- 8) Aquaculture business development under NARIGP and ASDSP projects that target youth in agriculture and train them on marine and fish farming

The Department works with the following stakeholders to promote wage and self-employment among youth in Kiambu County: hotels, private agricultural firms, NGOs, and training institutions. It further works with KYEOP, NARIGP, Ajira Digital, UN-FAO, and HEIs to enhance market-driven technical skills among the youth.

The Department conducts LMAs with support from various organizations such as:

- i. KNBS – Does periodic surveys on what sectors are employing youth and which are not to know where to put focus on when championing youth employment opportunities
- ii. Labor Market Information System (LMIS) - Provides support in assessing what is required and what opportunities are available in the market for youth
- iii. KYEOP - Provides monitoring and evaluation and tracer studies for those who gain from the youth funds
- iv. Kenyan Youth Development Index (KYDI)
- v. National Council of Population – Conducts labor market surveys for youth according to age

Currently, the Department has 11 staff working on the tracer surveys, five of which are male while six are female. However, all the 11 staff have not had any level of training on conducting the LMAs for youths and, therefore, would wish to be capacitated in all the sectors covering LMAs for youths in the country.

4.3 County Plans to Increase Youth Wage and Self-employment

From the KIIs, the county has the following plans to promote wage and self-employment:

- 1) Creation of innovation hubs in each of the sub-counties within Kiambu County to enable youth to gather information on employment and skills training. The county is currently piloting the innovation hub in Kiambu Sub-county.
- 2) Rehabilitation of the Thika and Kirigiti Stadia to promote sporting activities among the youth in the county
- 3) The one-field-per-ward program which began in 2015 and envisions providing quality playing fields for the youth thus tapping into new innovative and existing grassroots talents
- 4) Investment of at least KES 1 billion in technology and innovation to create digital job opportunities for the youth. Additionally, offering online job training through partnerships with KSG and the ICT Authority of Kenya through *Ajira Digital*.
- 5) The *Biashara* Fund empowers the youth by availing capital for their businesses within Kiambu County. The fund has so far disbursed KES 115 million to support youth training and empowerment. Through this, youths have been trained in various sectors including:
 - Value addition in agribusiness
 - Business insurance and entrepreneurship
 - Technical enhancement training – 1,200 youth have been trained in welding, fabrication, painting and woodwork, carpentry, and car cleaning
 - Waste management
- 6) Partnership with financial institutions such as KCB to provide low-interest loans to the youth/youth groups, and PWDs
- 7) Constructing more VTCs to ensure that youth get the required knowledge and skills to help them secure jobs and also start their businesses

4.4 General Challenges Youth face when seeking Wage and Self-employment

All the departments interviewed noted that youth are faced with several challenges when seeking wage and self-employment including:

1. Lack of CV writing, interview, and job application skills. A majority do not know how to address recruiters via e-mail.
2. Lack of certificates. As much as the youth have skills, a majority do not have the certificates to prove they have acquired the skills.
3. Lack of the required skills and experience. Most of the youth do not have the required skills to carry out the job market demands. Also, most of them train in areas where there are no opportunities hence leaving them out of the job market for a long time.
4. Negative attitude by the youth towards certain jobs. They also do not want to start small and progress with time.
5. High job expectations as they do not want to start at entry-level jobs
6. Limited access to relevant information hence making them miss out on employment opportunities. Also, limited vacancies make most offices not post job opportunities.
7. Lack of soft and life skills
8. High dependency on their parents/guardians makes most of them lazy and incapable of relying on themselves for information. This further makes the majority of them lack patience and resilience.

4.5 Specific Challenges related to Female, Male, and PWDs when seeking Wage and Self-employment

This section highlights the key challenges that limit females, males, and youth with disabilities when seeking wage and self-employment. The discussions are presented in the next sections below:

Challenges female youth face

1. Early marriages which lead to early pregnancies limiting their availability for jobs and their ability to balance between work and family.
2. Lack of support system (e.g., parents) due to early marriage
3. At times, their partners/husbands do not permit them to attend any training
4. Some jobs (such as building and construction) require energy hence making them shun application
5. A negative attitude by employers that having females in their workplace is costly

Challenges male youth face

1. Discrimination in some jobs - the hospitality industry prefers ladies (90 percent) to men. The 10 percent reserved for males is as chefs.
2. They cannot handle work pressure

Challenges PWDs face when seeking employment

1. They may want to be treated special since they feel like victims which drive off most employers
2. Employers feel it is costly to have them in their workplaces due to the need to create a friendly environment for them
3. Employers feel working with them will lower their productivity levels
4. PWDs may face high levels of discrimination and unfriendly work environments
5. PWDs may be affiliated with too many splinter groups amongst themselves where each may feel superior to the other

4.6 Skills Relationship between TVETs and Market Demands

Most of the departments noted that there was a high rate of skills mismatch between what the TVETs/VTCs offered and what the job market demands. **There was also a great concern that a majority of the training institutions majorly champion theory as opposed to practical learning.** Additionally, it was indicated that a majority of the trainers had been trained in the past before the emergence of the new technologies yet they still rely on those methods to train the youth.

“If a trainer was taught on manual gearboxes and now most vehicles use automatic gearboxes, then trainers need to know how the gearboxes work and train youth on driving using the new technology. They still are rigid to changes and use past training methods”. - Respondent 001, County Officer

Most of the TVETs/VTCs are aware of what the market demands yet they do not have the right tools to help in training the youth and get them exposed to such during their training. On the other hand, some training institutions are not aware of what the job market demands. Hence, most of the TVETs and VTCs within Kiambu County are not fully equipped to offer market-relevant training to the youth. Additionally, all the departments also felt that the institutions do not have a career guidance office in place to help and support youths in selecting courses that are relevant to the job market.

4.7 Incentives to promote Private Sector Investment

Some of the interventions aimed at promoting private sector investment by the County Government of Kiambu include:

- i. Establishment of shopping malls and retail outlets.
- ii. Establishment of trade exhibition centers for private traders to showcase their products.
- iii. Development of industrial parks and cottage centers.
- iv. Establishment of industrial research centers to support private sector research on opportunities within the county.

5. TVET ANALYSIS (CAPACITY MAPPING)

5.1 Context and Overview

In the past, there have been ongoing reforms by the Kenyan Government to increase the enrolment of youths in TVETs. This is seen as a potential solution to employment creation as well as boosting labor productivity by producing skilled workers that meet the market demands. In Kenya, TVET training is guided by the TVET Act of 2013 and Policy. The TVET Act is an Act of Parliament that provides for the establishment of a technical and vocational education and training system; to provide for the governance and management of institutions offering technical and vocational education and training; to provide for coordinated assessment, examination, and certification; to institute a mechanism for promoting access and equity in training, and; to assure standards, quality, and relevance. The TVET Policy provides a framework for achieving a harmonized and coordinated approach to post-school training and the development of skilled manpower required by the country. This policy was developed against a backdrop of demands for constitutional reforms and change in political governance and Vision 2030.

The TVET sector must address; the large number of young people who graduate annually from the secondary school system; the high levels of poverty that make it difficult for most Kenyans to afford to pay for TVET, and; the need to match training of skills with the actual demands of industry and the necessity to create a deliberate link between TVET curriculum and the aspirations of the Vision 2030.

The policy provides for setting up a body to regulate TVET training, that is, The Technical and Vocational Education and Training Authority (TVETA) which is a State Corporation established by the Technical and Vocational Education and Training (TVET) Act No 29 of 2013 (Kenya Gazette Supplement No. 44). TVETA is a regulatory body mandated to regulate and coordinate the TVET sector through the accreditation of institutions, programs and trainers as well as assure access, quality, equity and relevance in education and training.

This section highlights the capacity, key challenges, and opportunities in Kiambu County TVETs.

5.2 General Characteristics of TVETs in the County

The characteristics of TVETs in the county concerning training programs, courses, and enrollment are discussed (Figure 1). The average number of training programs offered per institution is ten though this varies with the size of the institution. The VTCs have fewer programs than the national polytechnics. The enrolment per course also varies with the average being 21 students. Nyaga and Kamirithu VTCs had the highest number of students at 35 pupils per course. This is attributed to the larger number of training facilities within the institutions as compared to the other vocational training centers. Gatundu Town VTC had the lowest number of students per course at eight students. This can be explained by the fact that the institution is new as it was built in 2018.

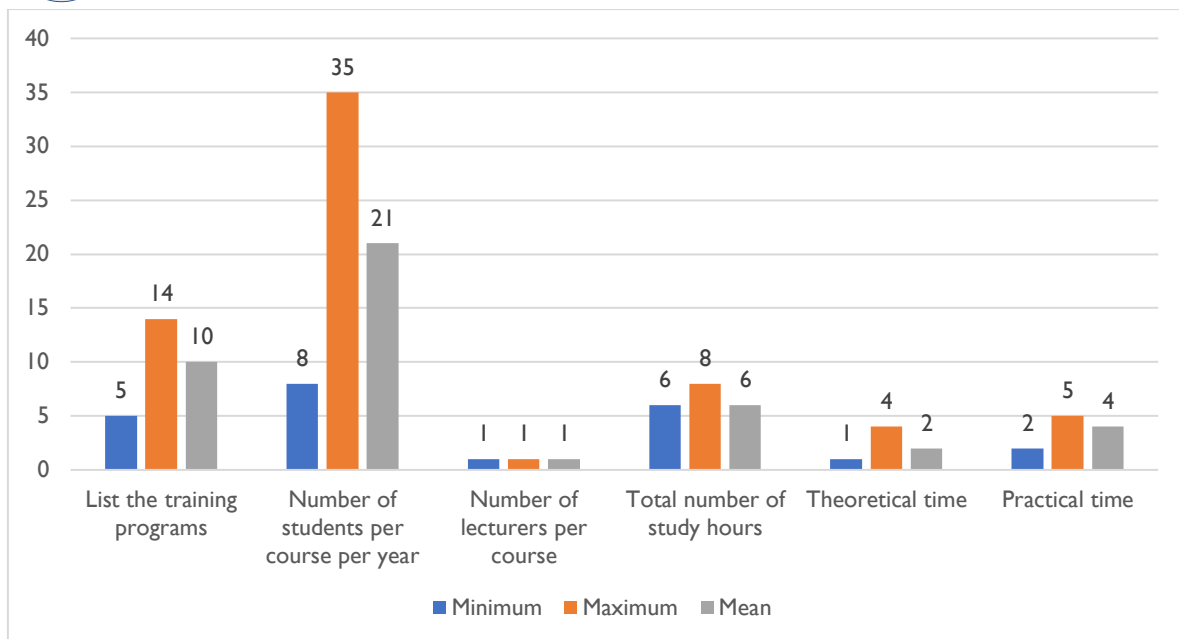


Figure 1: Quality of training programs in TVETs

The is an average number of one trainer per course. They have to handle both theory and practical sessions. This indicates the low staffing levels in most TVETs. There is an average of six study hours per day. The theory is allocated two hours while practicals are allocated four hours per day. The greater number of practical hours also explains the technical nature of the courses. The technical courses, thus, require more hours allocated to practicals for the students to fully understand the methods involved.

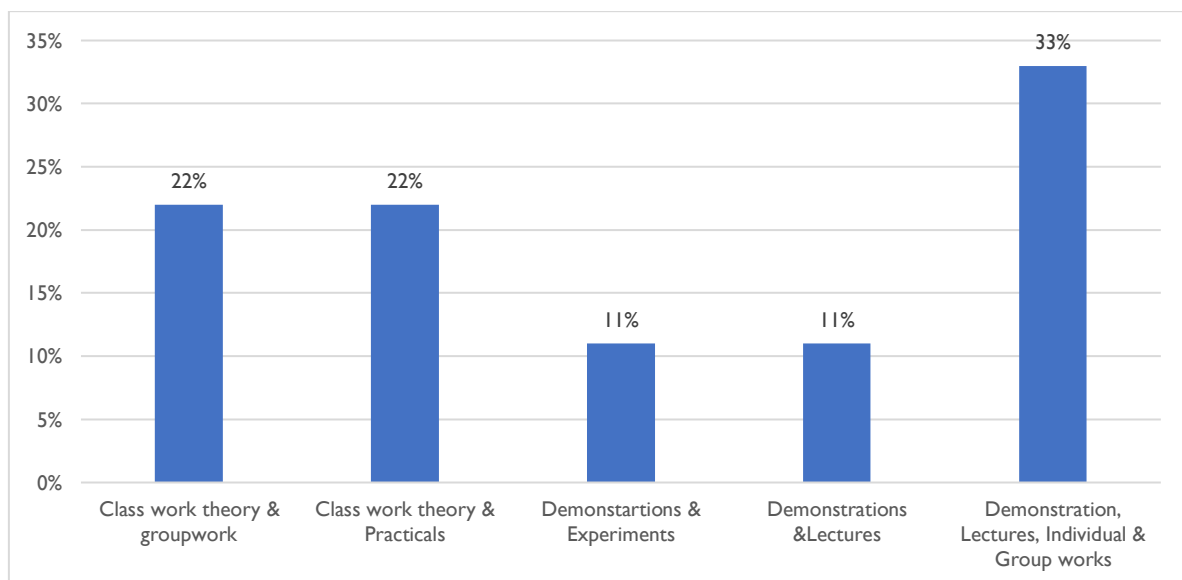


Figure 2: Pedagogy methods used in TVETs

Figure 2 gives the course delivery methods. According to the results, the most prevalent pedagogical methods were demonstrations, lectures, individual, and group work. The use of practicals,

demonstrations, and experiments enables students to grasp the content taught as compared to the use of lectures.

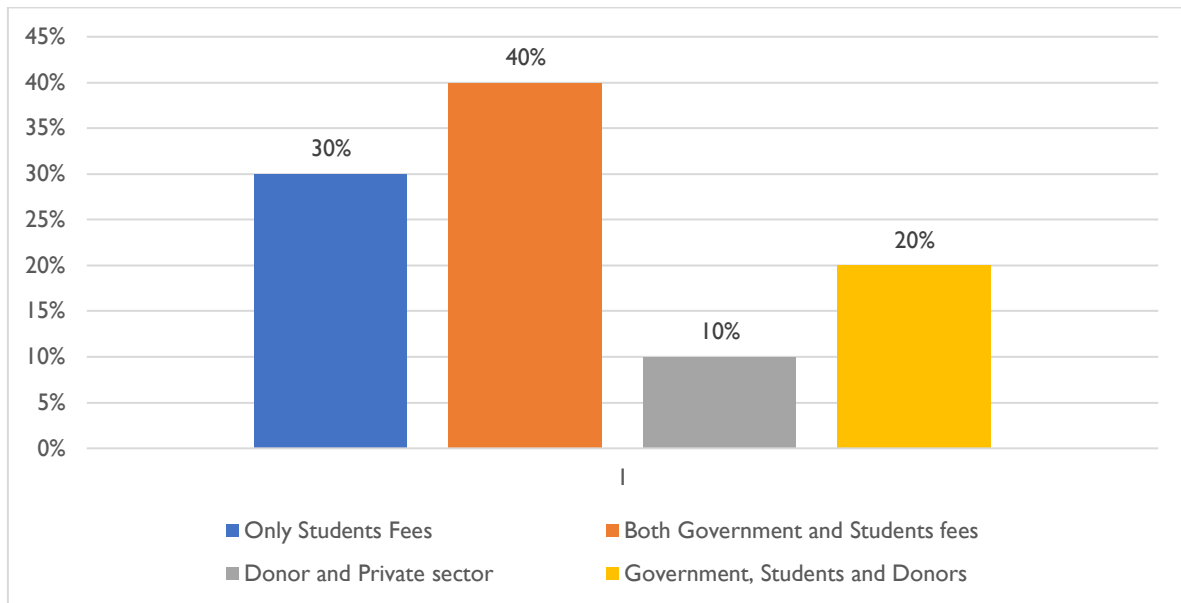


Figure 3: Funding mechanisms in TVETs

The sources of funding for the TVETs are given in Figure 3. They include government capitation, student fees, donations, and a combination of these. The most common source of funding is government capitation and student fees. Since vocational education is a devolved function, the majority of the students get their funding from the county government. This poses a problem to the TVETs in case the county government delays the payment of fees. Private institutions in the county entirely depend on student fees. Due to the COVID-19 pandemic, most students could not pay fees leading to the closure of some of these institutions. As a result, most of the students dropped out and never resumed their studies which further reduced the source of funds for private institutions.

A few institutions get funding from donors and the private sector. The linkages between the donors and the institutions range from internships, jobs, and student fee payments. The private sector donors thus get into agreements with the vocational institutions where they sponsor the students who take courses aligned with their organizations' activities. An example is Kinoo VTC whose students got sponsorship from the Magana Foundation.

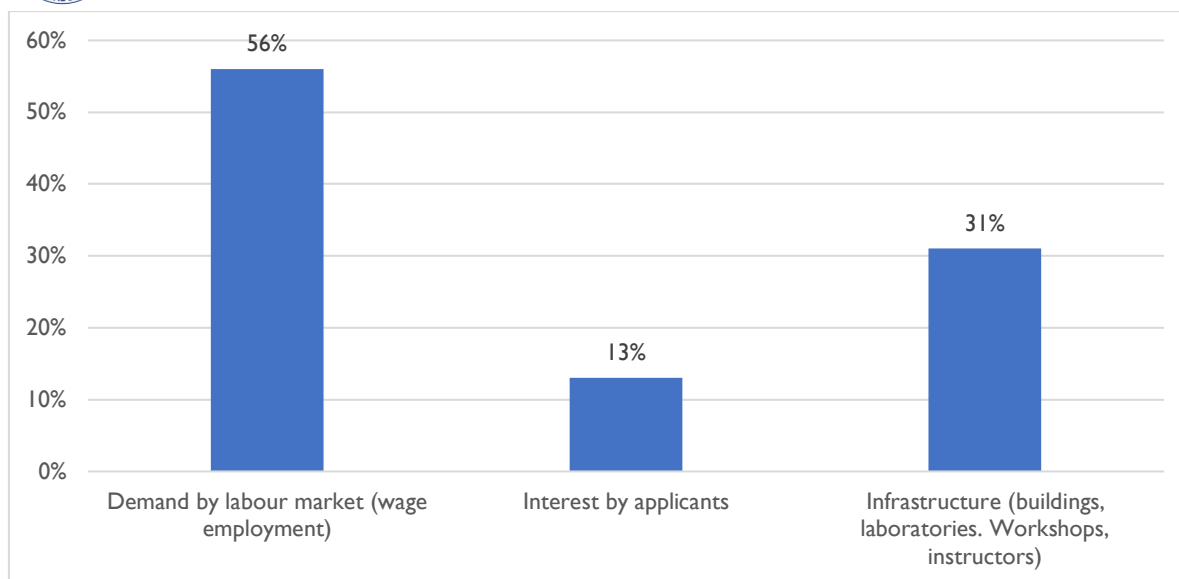


Figure 4: Factors determining programs offered by TVETs

Figure 4 gives the main antecedents for the programs offered by the TVET institutions. These factors range from demand by the labor market to infrastructure, and interest by the applicants. Most students will pursue training programs in which the skills are highly demanded by the labor market so that they may get employment after completion. Due to the practical nature of most of the courses offered in TVETs, the institutions need to have good infrastructure for training like laboratories, equipment, and tools.

Table 3: Internship and industrial attachments

Duration of internship/attachments	3 months	89 percent		
	6 months	11 percent		
Place of internship/attachment	Private institution	33 percent		
	Public institution	67 percent		
Placement of student	Minimum	Maximum	Mean	
	Female	1	70	24
	Male	2	130	37

All the TVETs in Kiambu County placed their students in organizations for attachment and internship in public (67 percent) and private sector organizations (33 percent). The prevalence of students being placed into public institutions is explained by the fact that students did not need to pay any fee for them to get placements. The duration of the internship ranged from three to six months. According to the results, 89 percent of the internship/attachment duration was three months while 11 percent of the students were attached for six months. In the past year, 200 students have been placed into internship positions where 130 were male and 70 female. The main challenge in acquiring internship positions was the lack of pay by most organizations. The students thus could not afford to meet their basic travel and subsistence cost during the internship.

Table 4: Opportunities for career guidance and development services

Trainers for career guidance	Percentage
Single Lecturer or trainer for the institution	66.7
Every department has a trainer	33.3

According to Table 4, 78 percent of the TVETs did not have a career guidance office. This implies that the TVETs have not factored career guidance as a priority. This is due to low staffing levels and the lack of staff with career guidance skills. However, the findings indicate that students would get career guidance services from their trainers. The results show that only 33 percent of the departments had a trainer offering career guidance services while 67 percent of the service was offered by a single trainer in the institution.

5.3 Competencies and Skills Training

According to the results in Table 5, there is an extensive focus on competency and skills training by the TVETs in Kiambu County. The TVET institutions mostly focused on computer skills training due to the shift to the digitalization of the Kenyan economy which requires a labor force that is computer literate. Communication skills had the second highest extensive focus at 56 percent though there was still a gap as most employers still indicate that the youth need to be trained in communication skills. The TVETs mostly focused on these two as they are part of the curricula. Less focus was given to training on interview preparation and CV-writing since they are not part of the training curriculum and can only be offered through the career guidance offices. This presents an opportunity for EY to introduce a CV-writing and interview preparation course into the TVETs tailored to the labor market.

Table 5: TVETs career development priorities

Competences and skills training (Percentage)	Very Limited	Limited	Moderate	Above moderate	Extensively
Communication	0.00	0.00	11.10	33.30	55.60
Interview preparation	11.10	0.00	22.20	33.30	33.30
CV-writing	0.00	11.10	22.20	33.30	33.30
Teamwork	11.10	0.00	22.20	33.30	33.30
Computer skills	0.00	0.00	11.10	22.20	66.70
Job placement services					
Attachment	11.10	0.00	0.00	44.40	44.40
Internships	0.00	0.00	0.00	55.60	44.40
Career expos	55.60	0.00	22.20	11.10	11.10
Job advertisements	11.10	0.00	11.10	44.40	33.30
Remote working centers	55.60	11.10	11.10	11.10	11.10
Work-study	66.75	11.10	0.00	11.10	11.10

Results in Table 5 reveal that there is a limited focus on placement services by the TVET institutions. Attachments and internships have a slightly higher focus at 44 percent. This can be explained by the fact that it is a requirement in most programs that students attend attachments and internships before the completion of studies.

Career expos, job advertisements, remote working centers, and work-studies were given a very limited focus by the TVETs. This implies that the majority of the students in the TVETs are not exposed to the job market. This provides an entry point for EY to invest in the labor market exposure programs in the institutions.

5.4 TVET Engagement with the Private Sector

All the TVETs visited had engagements with the private sector in terms of internship and attachment programs except Thogoto VTC. However, the institution would be willing to partner with the Kenya Association of Manufacturers to link their students for internship placement in the private sector.

5.5 Tailor-made Short Courses and Training

All the TVETs were willing to offer commercialized tailor-made short courses. The main determinant in offering the commercialized short courses was market demand in addition to the need of the clients (Table 6). Meet class thresholds before rolling out the new course and the availability of physical resources and trainers were other determinants considered before introducing a new course. This can be explained by the fact that it is costly to establish new facilities for offering a new course. It is thus easier for the institutions to offer a new course if the facilities and trainers are already available.

Table 6: Factors determining the development and delivery of short courses by TVETs

Factors	Percentage
Availability of funds	6
Availability of physical resources	25
Availability of trainers	25
Market demand	44

The tailor-made short courses that the institutions were willing to offer include plumbing, masonry, building and construction, nursing, driving, baking, hairdressing, interior design, computer packages, welding, mobile repair, and motorbike repair services. In general, most of the institutions in Kiambu County preferred to offer building and technology short courses due to the rising demand for workers in the construction sector. Supplementary courses like interior design were also preferred.

5.6 TVETS Capacity to Monitor the Labor Market

All the TVETs indicated that they did not have the capacity and mechanisms to conduct LMAs. This is attributed to the lack of skills and budgets. However, all the institutions were interested in learning how to conduct an LMA (Table 7). This presents an entry point for EY to roll out an LMA training for TVET trainers.

Table 7: LMA indicators

Labor market indicators	Percentage
Labor force participation rate	13
Employment-to-population ratio	18
Status in employment	15
Employment by sector	10
Employment by occupation	13
Hours of work	8
Employment in the informal economy	5
Unemployment	3
Youth unemployment	5
Educational attainment and illiteracy	5
Labor productivity	5

The indicator that most of the institutions would focus on tracking is the employment-to-population ratio at 18 percent. This implies that most of the institutions were interested in knowing how many of their graduates are employed compared to those who are not. The status in employment and employment by occupation came second and third at 15 and 13 percent respectively. The finding shows that the TVETs are more concerned with whether their students are employed regardless of the sector and their status in employment. Most of the managers were of the idea that the graduates could grow in status over time and should not be concerned when starting their careers.

Most of the institutions required data analysis, tracking, and market monitoring and evaluation skills. This, thus, presents an entry point for EY to offer this training to the TVETs.

5.7 Integration of Gender and PWDs in TVETs

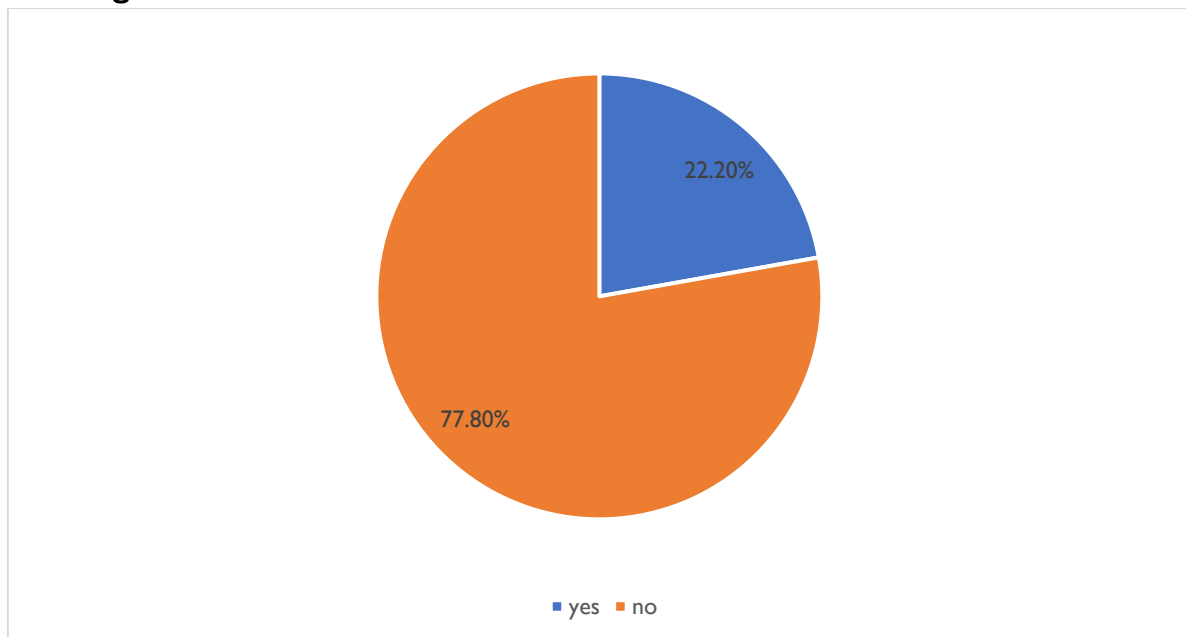


Figure 5: Integration of gender and people with disability in TVETs

Figure 5 gives results for the integration of gender and PWDs in TVET institutions. From the results, 78 percent of the institutions in Kiambu County did not have policies concerning gender and people with disabilities. However, 22 percent of the institutions had policy documents relating to marginalized groups' opportunities in the job market. Kamirithu VTC uses the Education, Children's, and TVETs Acts for female youth's considerations in getting employment opportunities. Thogoto VTC uses the Code of Ethics policy document from the government concerning female youth's considerations on employment opportunities. Karatu VTC uses the Employment Act Code of Conduct policy document concerning the marginalized and PWDs in terms of getting employment opportunities for its students.

6. THE DYNAMICS OF YOUTH UNEMPLOYMENT IN KIAMBU COUNTY

6.1 Demographic Characteristics of Youths

The demographic characteristics under consideration for this assessment were age, gender, education level, and status of employment. The gender distribution by age group is shown in Figure 6 below. Notably across all gender, youth between the ages of 20-24 years had the highest participation in the LMA exercise with males accounting for 85 percent while females accounting for 78 percent. This is attributed to the fact that youth between the ages of 15-19 years are still pursuing their education unlike those between the ages of 20-24 years who have completed their education and are seeking employment.

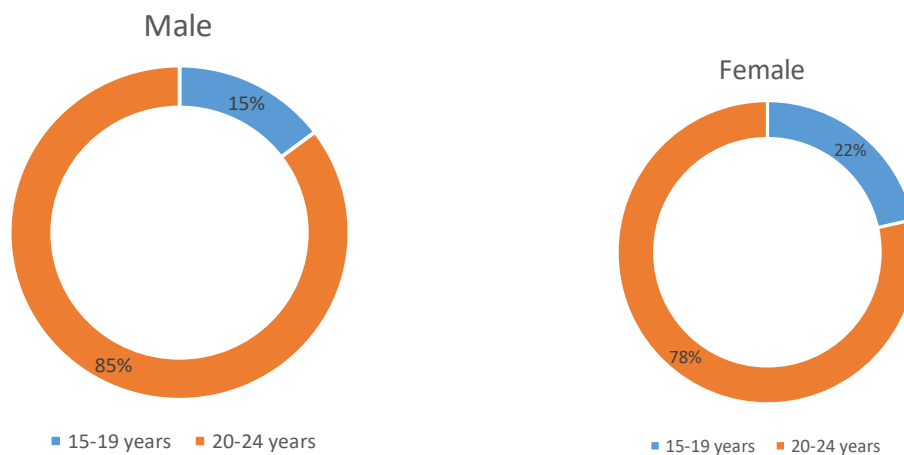


Figure 6: Gender by age group

The educational attainment of youth within Kiambu County is indicated in Figure 7 below. The majority of the youth (both female and male) have managed to reach a secondary level of education; male youth 44 percent and female youth 35 percent. It was observed that most male youths start searching for jobs early due to peer pressure (buy smartphones, buy household items and live expensive lifestyles) once they complete secondary/high school. On the other hand, female youth were noted to get into early marriages and pregnancies that limit their educational progression. Having reluctant partners for female youth to encourage them to further their education was cited as the reason for having high levels of secondary school dropouts among female youth in Kiambu. Additionally, a lack of funds and mentors limited their progression to TVETs and HEIs.

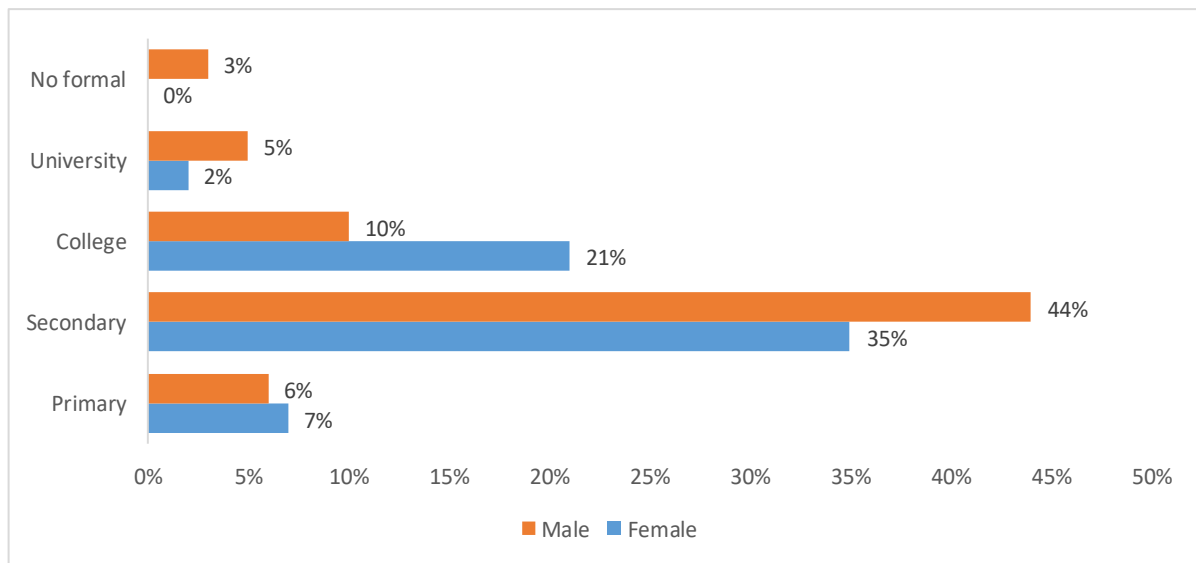


Figure 7: Highest Levels of Education, by Gender, for Youth

The highest number of unemployed youth was recorded among secondary school leavers (79 percent) in the county (Figure 8). While most employers look for skilled youth to work in their organizations, secondary school leavers may fail to have the required skills to take up most of these jobs. This is because youth who have just completed secondary school do not have job market skills hence the high unemployment rate amongst them.

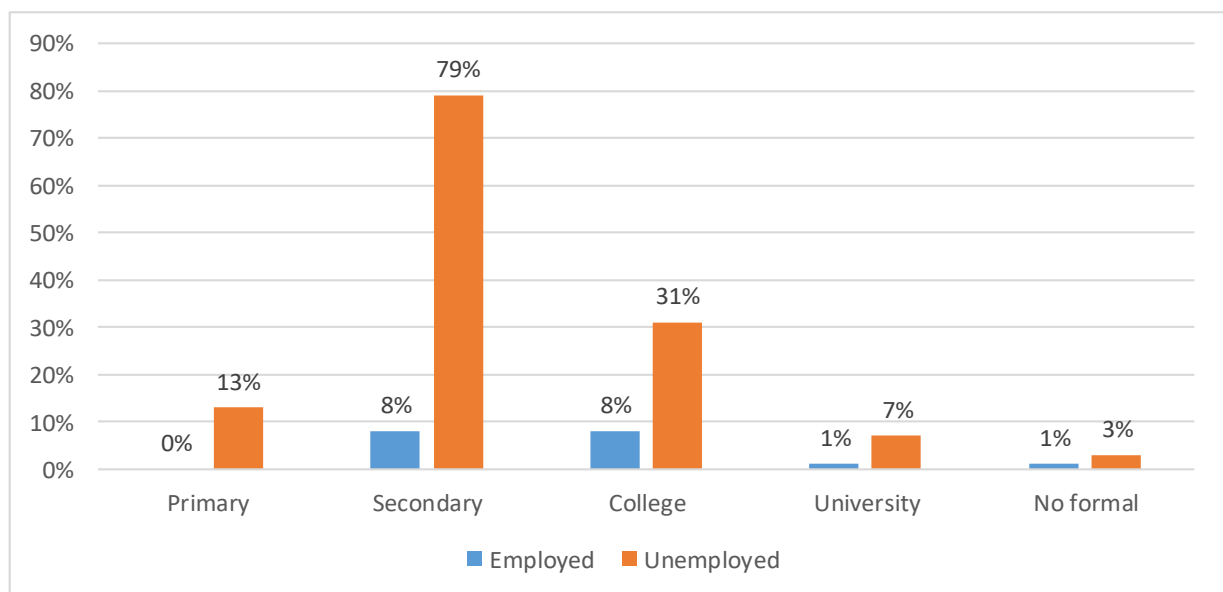


Figure 8: Youth employment status by highest education level

Figure 9 gives results on the youth age group and employment status. The results indicate a high rate of youth unemployment in the age group of 20-24 years (91 percent) as opposed to those between ages 15-19 years (24 percent). Most of the youth between 20-24 years have completed their secondary school education and are actively seeking employment. Since the job market is competitive with limited opportunities, most of them do not get jobs easily. This is exacerbated by a lack of information on available job opportunities as well as a lack of relevant skills. At this age, most of them

do not know exactly where to look for employment information especially within the county government making them miss out on opportunities. Youth must be sensitized about platforms and areas where they can get access to such job-related information and opportunities.

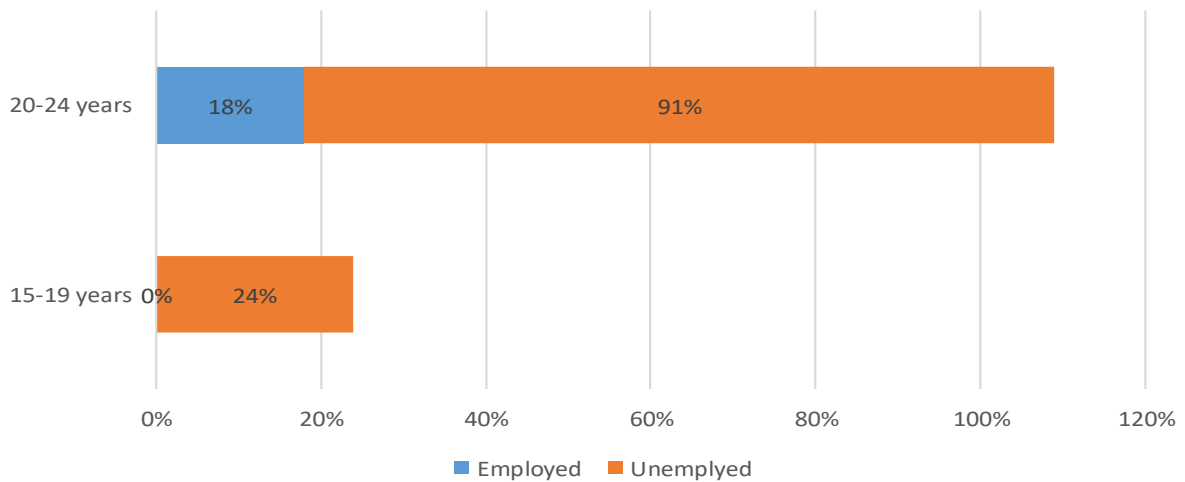


Figure 9: Youth employment status by age group

6.2 Preferred Sectors, Jobs, and Skillsets of the Youth

Out of the unemployed youth in the county, 99 percent are actively searching for jobs in the sectors given in Figure 10 below. The SMEs sector is the most preferred sector among the youth. According to the youth, the SME sector does not have stringent job application procedures and requirements and is flexible. Besides, some of the youth preferred starting their businesses. Due to the high rate of secondary school leavers who have no skills to apply for jobs in large companies or other formal organizations, such youth prefer SMEs.

Other sectors that youth preferred to look for employment are the transport sector (14 percent) and the entertainment and building and construction industries both at 13 percent. The youth indicated that they were looking for jobs that provide them with quick cash hence their preference in these sectors. The flexibility and ease of youth applying for other jobs while working in such sectors were also key. For the entertainment sector, the current support in creative space by the county government attracts youth into this sector.

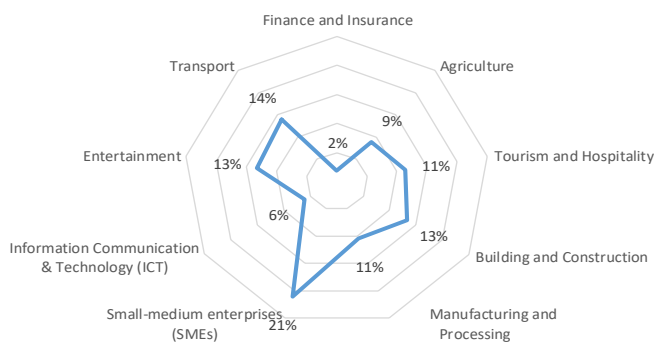


Figure 10: Employment preferences for unemployed youth

As presented in Figure 11 below, youth are actively searching for jobs as drivers (14 percent) explaining why they preferred working in the transport sector. A further 11 percent are searching for cosmetology/beautician jobs and nine percent are searching for jobs in boutiques. The most striking attribute about the jobs being searched for by the youth is that they are not so demanding in terms of application requirements and formalities. They are also flexible which are key features of jobs that youth are most interested in.

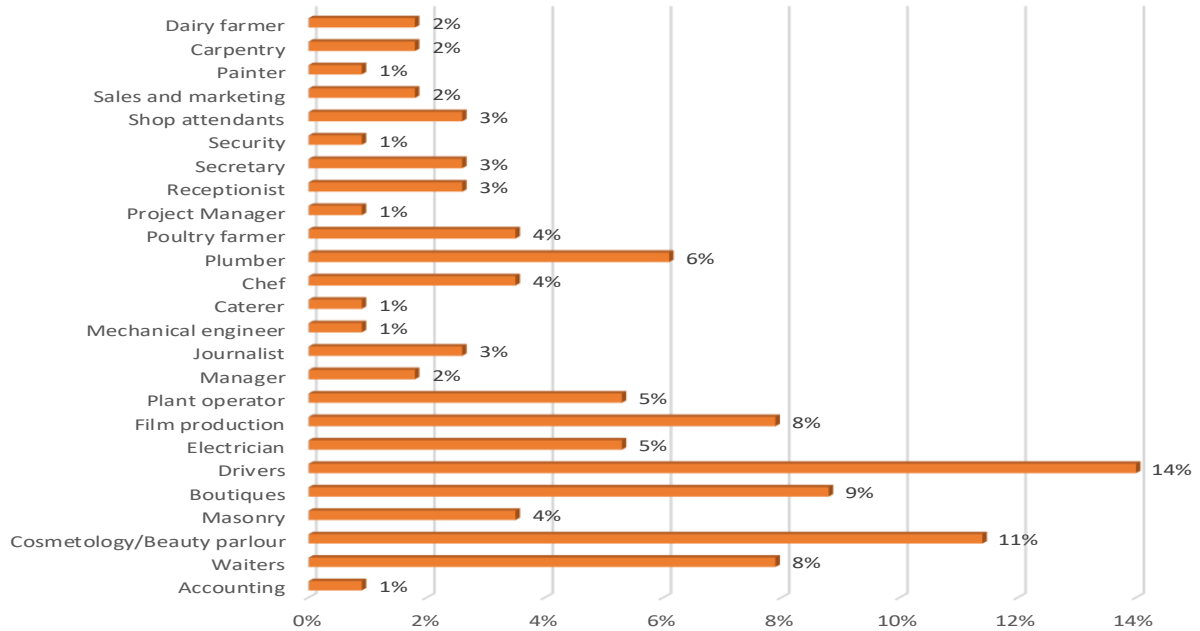


Figure 11: Types of jobs sought by the youth

The LMA sought to determine the skillsets possessed by the youth to be able to work in the sectors above. Most of the youth indicated that they have no skills at all (42 percent) as in Figure 12 below. As aforementioned, this indicates that a majority, being secondary school dropouts, do not have a chance to progress in their education for them to gain the needed skills to access jobs. 11 percent of the interviewed youth possessed driving skills and eight percent have computer skills.

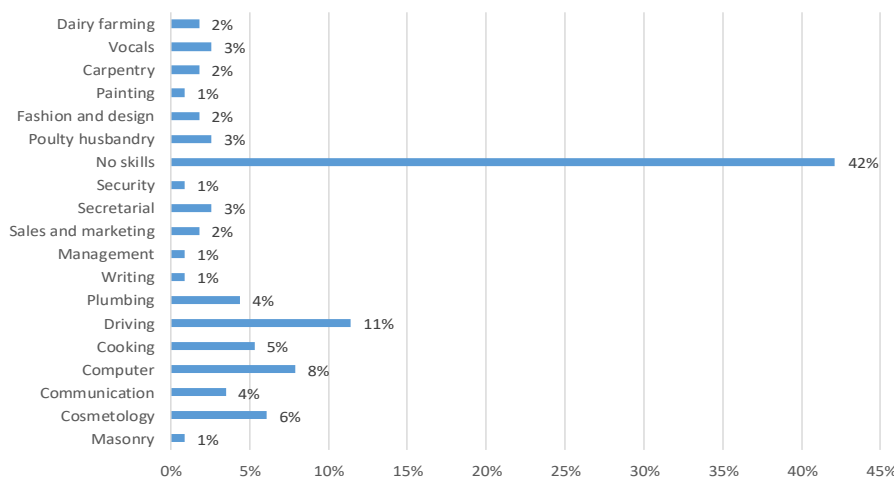


Figure 12: Skillset of unemployed youth

6.3 Steps taken in Search of Employment

Most youths take some time searching for employment and search for employment on various platforms. Results in Figure 13 below indicate that 24 percent of them indicated that they are actively searching for employment through worksites and education/training. Worksites have been at the forefront in posting job opportunities for youth and this has been of great benefit to them. Some of the worksites that they mentioned include Kenya Moja Jobs, Fuzu jobs, Careerpoint Kenya, Brighter Monday, and My Job mag with a few of them using the LinkedIn social platform for job search. Other steps taken by the youth include seeking assistance from friends, relatives, colleagues, and unions (14 percent) since youth underscored the relevance of referrals when applying for jobs. This means that youth rely on social networks seeking employment.

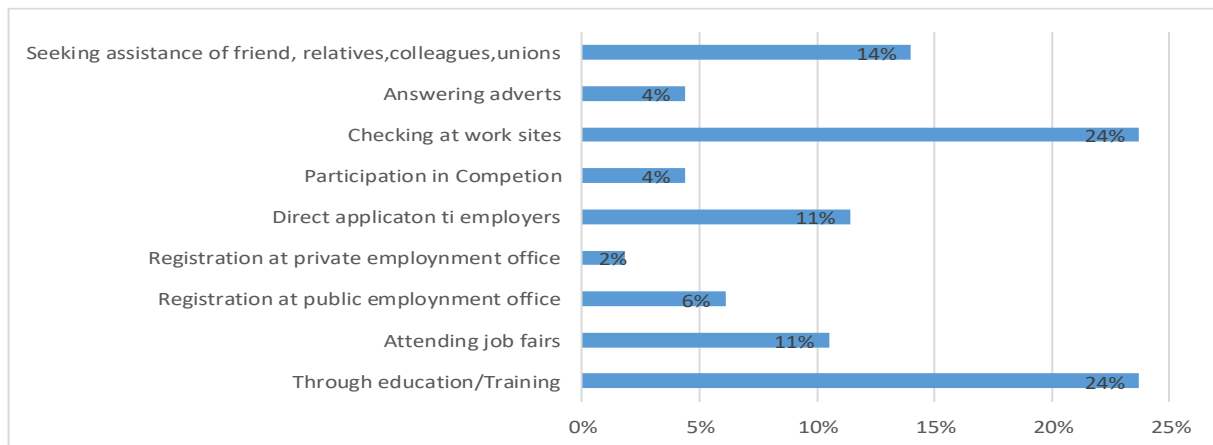


Figure 13: Steps taken to search for employment

Results on the duration taken in searching for employment are provided in Table 8 below. From the interview, 47 percent of the unemployed youth have been searching for jobs for more than one year followed by 19 percent who have been searching for employment for 6 months to a year. Some of the factors that were linked to such a long duration of employment search include slow growth following the COVID-19 pandemic, a shift in technologies, and harsh economic trends. In as much as such factors could seem obvious, staying out of the job market for a long period may have several implications for the unemployed youth. The skills demand that may be relevant today may be outdated tomorrow hence the need for such youth to undergo training again.

Table 8: Duration of searching for employment

Duration	Frequency	Percentage
Less than a week	4	4
1-4 weeks	2	2
1-2 months	14	12
3-6 Months	18	16
6 months - 1 year	22	19
More than 1 year	54	47
Total	114	100

6.4 Wage Expectations of Unemployed Youth

Results in Table 9 below indicate that the average wage expectation of the youth in Kiambu County was KES 19,768/=. Concerning gender, the minimum wage expected by male unemployed youth is

KES 21,292/= which is higher compared to that of female unemployed youth at KES 18,074/=. Concerning the level of education, the minimum wage expectation for unemployed youth is highest in youth who had attained university education at KES 29,000/= and is lower for youths who had attained secondary school education. Youth who have attained university education have a wide range of skills, are well exposed have undergone attachments/internships, and have high bargaining power in terms of salary negotiation justifying their high wage expectation.

Table 9: Wage expectations of unemployed youth

Wage Expectations	Mean (KES)
Mean wage expectations for unemployed youth	19,768/=
Minimum wage expected by unemployed youth by gender	
Female	18,074/=
Male	21,292/=
Minimum wage expectations of unemployed youth by highest education level	
No formal	20,000/=
Primary	18,846/=
Secondary	18,838/=
College/TVETs	21,130/=
University	29,000/=

6.5 Challenges facing Unemployed Youth when seeking Wage Employment

The challenges unemployed youth face when seeking wage employment is given in Figure 14. The greatest challenge that youth face when seeking wage employment is job unavailability (29 percent) as shown in figure 14 below. This is due to the high rate of unemployment leading to competition for jobs. Another reason may be the lack of information amongst the youth on sectors with potential for employment. In most cases, most youths are influenced by peers and families into pursuing careers that are not marketable or are flooded. Other challenges include lack of required skills (24 percent), being considered too young (11 percent), and no work experience (11 percent). Lack of required skills and experience makes youths fail to meet job market demands. In most cases, employers will always hire youth with relevant skills based on their work experience and shy from hiring those with no experience as this means they have to train them on the job which may be costly. Therefore, the development of career guidance offices in HEIs is key in aiding youth to carefully select career paths that are marketable.

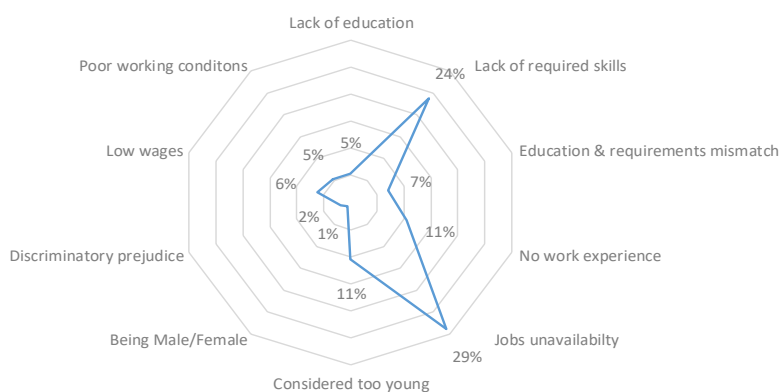


Figure 14: Challenges facing unemployed youth when seeking wage employment

From Figure 15, unemployed youth indicated that no amount of additional training would enable them to secure employment with only 22 percent feeling that additional training is key to employment. They felt that whatever they had trained on was enough in helping them secure the kind of job that they need. Nonetheless, among the 22 percent of unemployed youth, 57 percent felt that additional TVET training would be beneficial to them. As earlier observed, a majority of the youth in Kiambu County have managed to attain secondary school education and are out of employment due to a lack of required skills. Thus, TVET training will be beneficial to them in acquiring the necessary market-driven skills to enable their transition into the job market.

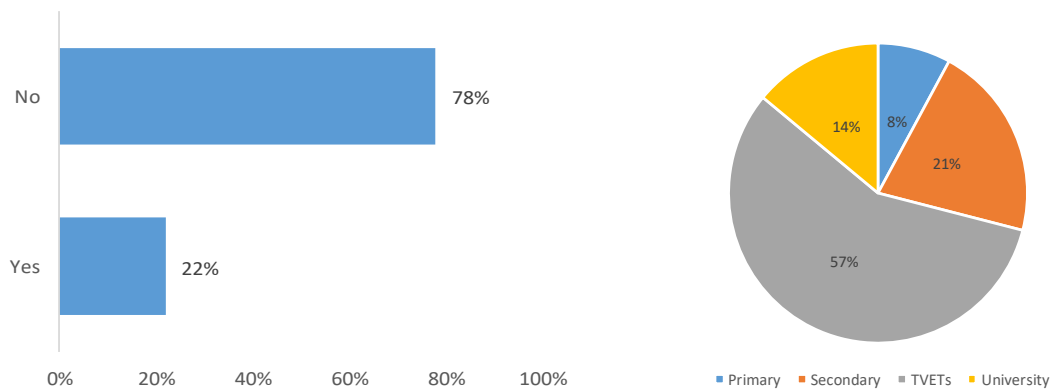


Figure 15: The training and job assistance preferences of unemployed youth

As indicated in Table 10 below, 38 percent of the unemployed youth indicated that they had considered seeking job assistance from family, friends, and relatives while 25 percent had sought job assistance through networking or job search workshops. Family, friends, and relatives play a key role in job assistance. In as much as they may have a hand in one’s employment, youth need to identify people with who they relate well within their circle of family and friends and can play a key role in helping them transition into employment.

Table 10: Modes of job assistance of unemployed youth

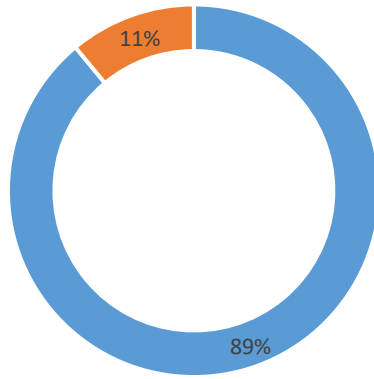
Modes of Job Assistance	Frequency	Percent
Internship and apprenticeship	3	13
Networking/job search workshops	6	25
Training/classes	3	13
Career coaching/consultation	3	13
Family, friends, and relatives	9	38
Total	24	100

6.6 Employed Youth in Kiambu County

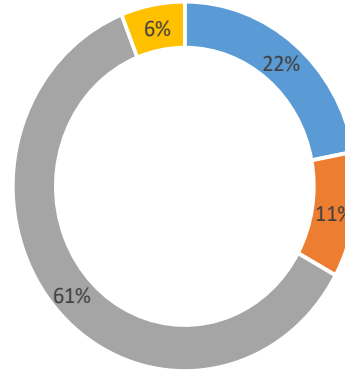
6.6.1 Characteristics of jobs for the Employed Youth

Of the employed youth, 89 percent are employed in private (formal) organizations while only 11 percent are employed in SME organizations as indicated in Figure 16 below. Concerning the terms of service, 61 percent are employed under casual terms and 22 percent under permanent employment

terms, 11 percent under contracts, and six percent on an internship as shown in Figure 17 below. The results indicate the lack of permanency for most of the jobs held by the youth and thus these youth can fall out of employment at any time.



■ Private (formal) ■ SMEs



■ permanent ■ contract ■ casual ■ internship

Figure 16: Type of organization employed

Figure 17: Nature of employment

56 percent of the employed youth secured entry-level jobs but with minimum career progression as indicated in Figure 18 below.

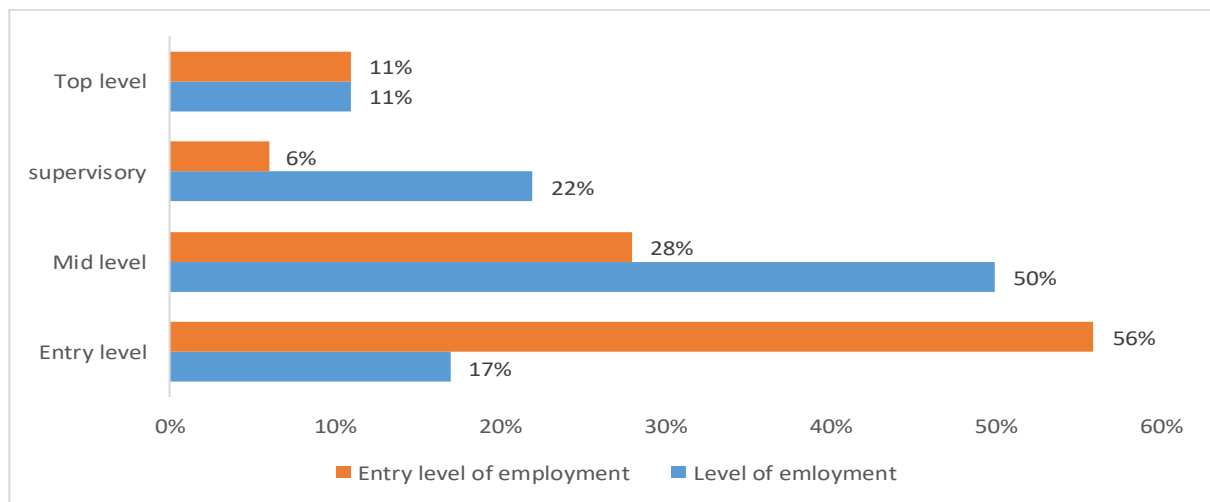


Figure 18: Youth levels of employment

6.6.2 Duration taken to gain Employment

The employed youth were required to state the duration that had taken to obtain their current employment. Table 11 below gives the results. 39 percent stated that they sought employment for more than one year. A likely reason behind this is the employment gap in their resumes which may have hindered their career prospects. Also, the youth noted that they needed more training in CV and cover letter writing and job application procedures as most claimed they either did not get any feedback from their job applications or do not see the need for a cover letter if all their details are

in their CVs. Interview preparation also came up as a need amongst the youth since they need to be trained on simple things like dressing up for the interviews, what documents to carry, and how to approach the interviewing panel.

Table 11: Duration of obtaining current employment

Duration	Frequency	Percent
1-2 months	3	17
3-6 Months	4	22
6 months - 1 year	4	22
More than 1 year	7	39
Total	18	100

6.6.3 Skillsets of Employed Youth

As indicated in Figure 19, 39 percent of employed youth did not have any kind of skills when getting into employment with only 17 percent having accounting skills. 44 percent of the employed youth lacked management skills while 33 percent lacked entrepreneurial skills.

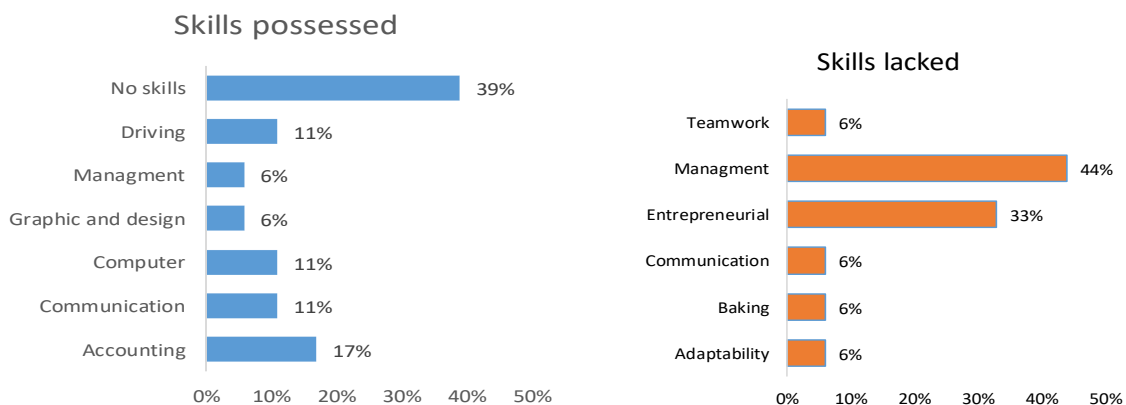


Figure 19: Skills possessed and lacked by employed youth at entry level

6.6.4 Turnover Rates of Employed Youth

94 percent of the youth in Kiambu County are willing or hope to change their jobs as shown in Figure 20 below. This is due to dissatisfaction with their current jobs (Figure 21). The results indicate that youth are highly unsatisfied with their jobs which leads to a high job attrition rate making it difficult for organizations to retain youth employees.

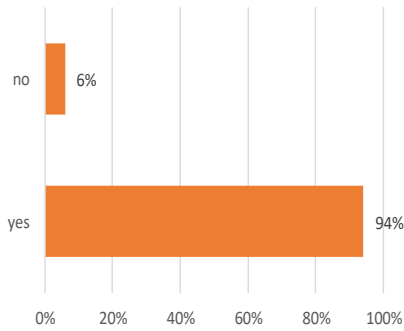


Figure 20: Job attrition (hope to change the job)

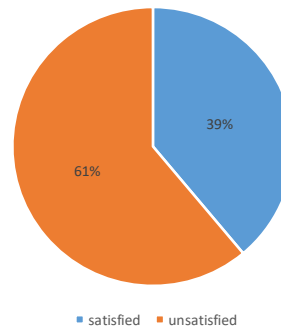


Figure 21: Job retention (willingness to stay in the job)

Results in Figure 22 below indicate incidences of job refusal among employed youth in Kiambu County. 56 percent indicated that they had had an incidence of job refusal while 44 percent had not refused any job offered to them. The youth were further asked if they were willing to migrate in search of employment. Results in Figure 23 show that employed youth were willing to move to Nairobi City in search of employment. The interviewed youth further noted that, compared to rural areas, cities offer better jobs, various business opportunities, better living standards, and technological advancements. This indicates that despite devolution, rural-urban migration still exists hence the need for county governments to encourage investments and infrastructure development in counties to curb the migration.

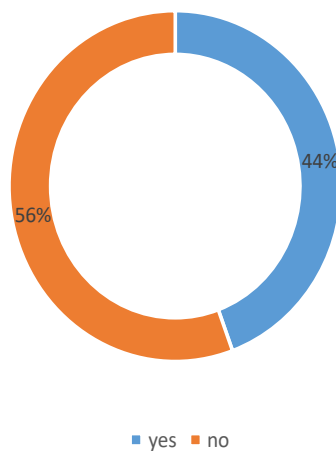


Figure 22: Incidence of job refusal

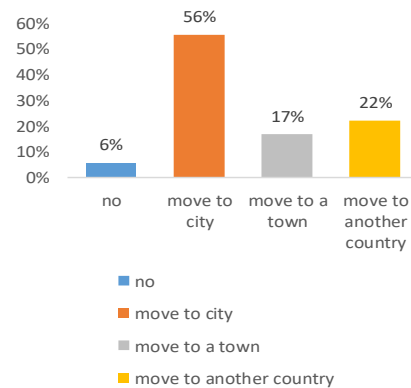


Figure 23: Willingness to migrate for work

Table 12 below shows the factors contributing to job attrition, dissatisfaction, and job refusal. The reasons for changing jobs/job attrition were better working conditions and career prospects (29 percent), 24 percent stated that they would wish to get a job that can allow a combination of work and family responsibilities while 18 percent stated that they would change their jobs if they are awarded a higher pay in their next jobs. From this, it was revealed that not all the youth are interested in higher pay but rather an organization that offers them great work conditions, career prospects, and work-life balance. Flexible jobs, reporting time, health needs, and effort recognition through rewards and promotions were important for employed youth to retain in their current jobs.

Youth cited that they were dissatisfied with their current jobs due to underpayment and the lack of work-life balance (36 percent). This leads to demotivation among the youth employees resulting in underperformance. On life-work balance, employed youths argued that most organizations do not care about their mental or social health which makes them underperform and dissatisfied due to stress.

The major reason for job refusal among youth in Kiambu County was that they found the jobs disinteresting (38 percent). An additional 25 percent stated that they had incidences of job refusal due to un-matching qualification levels and more hours required for work.

Table 12: Factors Contributing to Job Attrition, Dissatisfaction, and Refusal

	Frequency	Percent
Reasons for Changing Jobs		
Higher pay	3	18
Better work conditions	5	29
Better career prospects	5	29
Combine work with family responsibilities	4	24
Reasons for Job Dissatisfaction		
Underpay	4	36
Unsupportive boss	1	9
Limited career growth	1	9
Lack of life-work balance	4	36
Poor management	1	9
Reasons for Job Refusal		
Low wages	1	13
Not interesting	3	38
Un-matching qualification Level	2	25
More hours required for work	2	25

6.6.5 Compensation for Employed Youth

The average salary for employed youth in Kiambu County is below KES 10,000/= per month (Table 13). In comparison to their colleagues in similar jobs, 61 percent of the youth indicated that their salaries were not at par with those of their colleagues. This demotivates them - explaining the high job attrition rate.

Table 13: Satisfaction as a result of Pay for Employed Youth

Salary		Frequency	Percentage
Average salary per month	Below 10000	10	56
	10000-20000	8	44
	Total	18	100
Salary at par with colleagues	Yes	7	39
	No	11	61
	Total	18	100
If not is it higher or lower?	Higher	2	18
	Lower	9	82
	Total	11	100

Results in Table 14 below indicate the wage expectations for employed youth. The mean wage expectation among employed youth in the county is KES 31,556/= which is higher than their current salaries. Concerning gender, the minimum wage expectation among female youth is slightly higher (at KES 32,600/=) compared to that of male youth (at KES 30,200/=). Concerning the educational level, the minimum wage expectation for employed youth is highest for youth who have attained university educational (KES 70,000/=) and is lower for youth who have no formal education (KES 12,000/=).

Table 14: Wage expectations for employed youth

Expectations	Mean (KES)
Mean wage expectations for employed youth	31,556/=
Minimum wage expected by employed youth by gender	
Female	32,600/=
Male	30,250/=
Minimum wage expectations of employed youth by the highest education level	
No formal	12,000/=
Secondary	28,125/=
College	32,625/=
University	70,000/=

6.6.6 Challenges Facing Employed Youth in Finding Wage Employment

When searching for wage employment, youth undergo various challenges which may hinder them from accessing employment as given in Figure 24. The challenges include lack of work experience, lack of required skills, and gender preference. Female youth complained that it was tougher for them to get employed compared to their male counterparts due to security (shift work), energy-demanding jobs, and gender roles (leading to conflict between work and family). Female youth also indicated that when employed, there is a high probability that they will be placed in low-quality jobs which have a little career progression. These challenges point to the need for designing policies geared towards gender balance in workplaces. Additionally, the promotion of internship/attachment programs, work volunteering, and apprenticeship programs will support youth in gaining the required skills and experience that they may require in their search for employment.

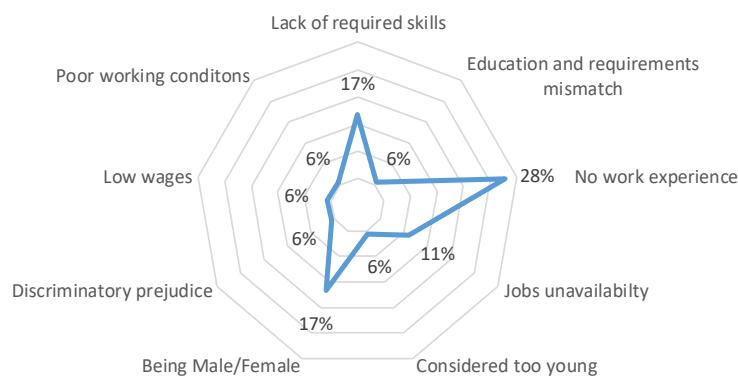


Figure 24: Challenges facing employed youth in finding wage employment

Table 15 presents the training preferences and job assistance of employed youth in Kiambu County. 39 percent of the youth found the education/training they had gained to be very useful in their current employment and in searching for employment opportunities. An additional 28 percent noted that the education and training they had received were somewhat useful in their current jobs. When asked what level of education they found useful in helping them find a job, 39 percent felt that vocational training was useful while 28 percent felt entrepreneurship training was useful, especially for those venturing into self-employment. Further, 72 percent of employed youth had not received any job assistance in their search for employment. For 28 percent of the employed youth who had received job assistance, the assistance was from networking/job search workshops (40 percent), family, friends, and relatives (40 percent), and career coaching/consultations (20 percent).

Table 15: The training preferences and job assistance of employed youth

		Frequency	Percent
Education/Training Gained Usefulness	Very useful	7	39
	Somewhat usefulness	5	28
	Not useful	5	28
	Do not know	1	6
Level of Education Useful in Job Finding	Completion of vocational training	7	39
	Secondary education	1	6
	Apprenticeship with an employer	3	17
	Entrepreneurship training to start own business	5	28
	Computer and IT training	1	6
	Do not know	1	6
Job Search Assistance	Yes	5	28
	No	13	72
Types of Job Assistance	Networking/Job search workshops	2	40
	Career coaching/consultation	1	20
	Family, friends, and relatives	2	40

6.7 Comparison of Skills between Employed and Unemployed Youth

In addition to training and job assistance, both employed and unemployed youth were asked to self-assess their technical, problem-solving, communication, teamwork, leadership, adaptabilities/resilience, and consideration for others on a scale of 1-5, with 1 indicating poor and 5 indicating excellent (Table 16). On average, unemployed youth ranked lower than employed youth in self-assessment skills. The results further show that employed youth ranked high in all self-assessment skills.

Table 16: Selected skills of employed vs. unemployed youth

Skills	Employed	Unemployed
Technical	3.72	3.6
Problem-solving	3.83	3.63
Communication	4.06	3.87
Teamwork	4.22	3.99
Leadership	4.17	3.65
Adaptability/resilience	4.00	3.75
Consideration of others	4.11	4.04

7. YOUTH ASPIRATIONS, OPPORTUNITIES, AND BARRIERS TO EMPLOYMENT: GENDER ASSESSMENT

7.1 Factors that attract female youth when seeking employment in Kiambu County

From the FGDs, the factors that attract female youth when seeking employment are:

1. Less physically involving jobs

Female youths are attracted to less physical jobs. For example, in construction sites, females will be attracted to carrying water to cure the floors instead of mixing and carrying concrete which is physically demanding.

2. Personal safety

Female youth are attracted to working areas that assure them of their security and safety. They are attracted to areas that are safe from sexual, physical, and emotional harassment. They prefer working in areas that have a legal system and policies that address issues to do with harassment. Companies that advocate against any form of harassment at the workplace are attractive to them.

3. Hygiene and Sanitation

Female youth hold matters to do with hygiene with high regard. A company with proper hygiene systems, for example, the number of washrooms available for women and spaces that are free of dirt will attract more women.

4. Welfare inclusivity

Female youth are attracted to companies and organizations that tend to address personal issues such as pregnancy and maternity. Companies that have policies that address these issues will attract more female youth than those that do not. For example, a company that gives a care package to pregnant women and also allows them to go on leave while maintaining their jobs would attract more female youth. Female youths that are married or have children deem it important to get into organizations that are considerate of their situations.

5. Passion and Interest

Jobs that align with the career interests and passions of the female youths will attract them and influence their productivity at work. Female youths have diverse interests and career pathways that suit them and, thus, they will only be attracted to jobs that match their interest and passions.

7.2 Challenges that hinder the entry and success of Female Youth in Employment in Kiambu County

1. Prejudice and Chauvinism

Male chauvinism and prejudice were major barriers that the majority of female youth from Kiambu County faced. A majority argued that job opportunities were only available to male youth in the county. They argue that there are few opportunities to pursue work and hence most are left stranded and jobless. They felt that the male youth were prioritized more as opposed to them as they were seen as inferior and did not deserve most opportunities as the male youth did.

2. Sexual Harassment

This was identified as one of the major barriers for female youth to successfully get to wage employment. A majority of the female youth argued that most employers were unwilling to employ them without sexual favors. Some had incidences where they had refused employment

opportunities because the employers demanded sex before offering them these opportunities. As a result, the majority are left jobless.

3. Discouragement and Societal Misogyny

Some female youths felt demoralized by the continuous discouragement from their immediate family who felt that some jobs weren't suitable for them. Jobs, especially in construction - a predominantly male-oriented sector, are often perceived as more inclined to the males discouraging a majority of females from enrolling and applying for them.

4. Dressing Restriction

Some of the female youths felt like dressing codes expected by employers were too restrictive. Therefore, they often see it as a challenge for them to get employed in such areas as they will not be free to dress how they please. Therefore, they would prefer joblessness until they find an organization or company that is more accommodating.

7.3 Barriers for Female Youth in obtaining Information about Employment, Internship, and Mentorship in Kiambu County

1. Corruption

Taking many forms such as bribery, corruption is used to access information within the centers. Female youth complained that information was passed sparingly and only to members of a certain family or tribe. At times, one was requested to give out handouts to access information.

2. Lack of Awareness of Information Centers

A majority of female youths from Kiambu County were unaware of the information centers that could provide information on available job opportunities and mentorship. Thus, most dominantly depend on information from social media.

3. Location of available Centers

With a majority of the centers being located in town centers, the youth needed money to pay for transport to access the centers. Due to a lack of funds, a majority fail to access these centers.

7.4 Factors that attract Disabled Youth when seeking Employment in Kiambu County

1. Location of Company

Longer distances to work will discourage a majority of the youth as they prefer working in companies that are easily accessible. Therefore, a majority will be attracted to working areas that are closer to their residential places as they would spend less time and money on transport.

2. Disability Inclusion Policies

Companies that have well-established recruitment systems and allocate a certain percentage of jobs for PWDs will attract more disabled youth. Such companies often advocate equality among their workers. The majority of disabled youth prefer working in organizations where there is equal treatment of employees.

3. Amenities

Companies that have the necessary amenities and equipment to ease work for the disabled youth will automatically attract more of them. Such equipment includes access points for those with wheelchairs, and braille machines for the blind, among others. The majority lack enough funds to purchase such equipment and companies offering them attract more disabled youth.

7.5 Challenges that hinder the entry and Success of Disabled Youth in Employment in Kiambu County

1. Lack of Education

Many of the disabled youth in the county do not have equal access to education and training as their parents keep them at home due to stigma. As a result, they may lack basic education which is essential in the employment search.

2. Employers' Perceptions

Many employers, especially organizations that do not have relevant policies, do not have the patience to deal with PWDs. Some of them judge them based on their disability and not on their job performance. This leads to frustration and lower self-esteem making the majority ignore job offers.

3. Stigmatization

People with disabilities often face stigmatization, especially if their disabilities are visible. Some of the employees are isolated by their peers who fear that the disability might be transmitted.

7.6 Barriers for Disabled Youth in obtaining Information about Employment, Internship, and Mentorship Programmes in Kiambu County

1. Discrimination

Disabled youth are often discriminated against when visiting information-sharing facilities. They are often perceived as a nuisance and in most cases are often ignored. In such cases, it becomes a challenge to access information in such centers as they are not attended to and if attended to, it's not to their satisfaction but rather to get rid of them.

2. Location of the Centers

With a majority of these centers located in major towns, it becomes a challenge for disabled youth (especially the physically handicapped) to travel to the centers to access information. Thus, a majority do not receive information about available jobs, or, at times, it reaches them when it's outdated.

8. CONCLUSIONS AND KEY RECOMMENDATIONS

8.1 Conclusion

From the Mombasa LMA, the following can be deduced:

8.1.1 Private Sector

The trade sector ranked the highest economic sector for youth employment in Kiambu County. The sector with the greatest potential for job growth was agriculture. The sectors with the greatest growth potential were manufacturing and hospitality. The best environment for youth employment was in the creative sector. The trade and hospitality sectors scored best in terms of gender equality. The number of SMEs participating was greatest in the trade sector. The trade industry was, likewise, thought to have decent work. The respondents believed that the agriculture and trade sectors were most aligned with the county's CIDPs.

The private sector employers reported a great mismatch of skills between the skills needed in their organizations and the skills possessed by the trainees from HEIs. It was also reported that youth were not interested in some sectors that had employment opportunities. The youth viewed farming jobs as dirty and tiring. Youth were not interested in plumbing and dressmaking - which had employment opportunities. The employers reported that it was challenging getting youth employees with integrity, good communication skills, and resilience. There was also a reported high labor turnover among youth employees.

Concerning future employment, the construction industry indicated the need for about 2000 employees in the next five years. Though some private sector employers had employed PWDs, most of the organizations did not have policies on gender, PWDs, and marginalized groups. There was no discrimination in hiring. All the organizations offered internships and are willing to partner with EY to offer mentorship and industrial placement for HEIs students.

8.1.2 TVET Institutions

The findings reveal that the main factor determining the type of courses offered by the TVETs is the demand by the labor market. According to the results, a majority of the TVETs did not have the capacity for career guidance. To supplement government and student fees as the main sources of funding for the TVETs, the institutions were willing to offer commercialized tailor-made short courses. The private sector predominantly collaborated with TVETs through industrial placements. All of the institutions conduct industrial placements of students through attachment and internship with a majority of the students being placed in public institutions. All the TVETs indicated that they did not have the capacity and mechanisms to conduct LMAs but were interested in learning how to conduct one. According to the results, most of the institutions in Kiambu County did not have policies on gender and PWDs.

8.1.3 County Government

The County Government was found to design and implement several interventions for promoting youth employment. These include partnership with banks, capacity-building and training platforms, job referral networks, formation of youth groups, provision of seeds/seedlings and entrepreneurship start-up kits, advertisement of youth projects and services, agricultural information dissemination, availing county tenders to youth, hosting business competitions, reduction of monthly business permit fees for the youth, and the provision of working tools.

8.1.4 Youth

A majority of the youth have only attained a secondary level of education (male youth 44 percent and female youth 35 percent). More female youths have accessed college education than males. Most of the unemployed youth have attained a secondary school level of education but lack job skills. The greatest challenge unemployed youth face when seeking wage employment is the unavailability of jobs. Most employed youths are employed in the private sector but casual jobs indicate the transitional nature of these jobs.

Female youths are attracted to less physical jobs and organizations that assure them of their security and safety free from sexual, physical, and emotional harassment. Male chauvinism and prejudice were major barriers that female youths from Kiambu County face. Most jobs in the county were gender-specific with most deemed as male jobs.

Youth living with disabilities need access to information on available jobs and equal and fair treatment at the workplace. Thus, organizations should provide amenities for PWDs and avoid discrimination and stigmatization.

8.2 Key Implications for USAID Empowered Youth (EY)

1. EY should collaborate with the private sector in Kiambu County to place students in internships, attachments, and jobs. Since the construction sector had the greatest potential for youth employment, the program should target organizations in this sector.
2. EY should enhance the partnerships between TVETs and the private sector through establishing joint activities such as curricula review and development of industry-specific short courses for commercialization.
3. EY should build the capacity of TVETs staff in career guidance and LMA.
4. The program should build the capacity of the youth in soft and life skills especially CV-writing, application letter-writing, and requirements for attending interviews.
5. EY should support county departments in strengthening the interventions promoting youth employment. The program should also offer technical backstopping of staff in county departments in conducting LMA.
6. The county government should increase access of youth to TVET training through catering to fees for tertiary education.

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- County Government of Kiambu (2020) County Annual Development Plan 2021-2022
- Kenya National Bureau of Statistics. (2019). 2019 Kenya population and housing census Vol. IV: Distribution of Population by Socio Economic Characteristics.

ANNEXES

Annex I. List of Meetings

Youth	1. Eight FGDs and 133 IDIs of youth
Youth-serving organizations	NCBA CLUSA (Kiambu representatives)
National and County Government Departments	<ol style="list-style-type: none"> 1. Gender and Cultural Services 2. ICT 3. Tourism 4. Youth and Sports 5. Agriculture 6. Livestock and Livestock Production 7. Public Participation 8. State Department for Gender 9. State Department for Youth Affairs 10. Roads, Transport, Public Works, and Utilities 11. Environment and Solid Management 12. Education (TVETs)
TVETs	<ol style="list-style-type: none"> 1. Nyaga VTC 2. Ndenderu VTC 3. Kamirithu VTC 4. Thogoto VTC 5. Kinoo VTC 6. Miramar International College 7. Mangu VTC 8. Gatundu Town VTC 9. Karatu VTC
Employers/Private Sector	<ol style="list-style-type: none"> 1. Elysian Hotel 2. Brackenhurst Conference and Retreat Centre 3. Mum's Hotel 4. Ruiru Rainbow Resort 5. Verona Hotel and Conference Center 6. Githunguri Dairy Farmers' Cooperatives 7. Centrofoods Industries Limited 8. Grada farmers Limited 9. Kega Fashion 10. Thika Cloth Mills 11. Universal Corporations Limited 12. Land mark Holdings 13. Electrical Engineer and Supervisor 14. Prazis Engineering Company 15. Juakali (Welding) 16. Unity Homes 17. Metrotrans Limited 18. Kikuyu Selfridges Supermarket

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.

	Very Limited	Limited	Moderate	Above moderate	Extensively
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					
Work ethics					
Adaptability/resilience					
Emotional intelligence					
ICT Skills					

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

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

2. Yes

1. No

If No Go to G4

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

.....

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

i. The number of staff.....

ii. Level of training.....

G4. If No, to G1 above, is the TVET interested in strengthening 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

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

Do you have any questions?

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

1. **YES,** 2. **NO**

County

Section A: Personal information

A1. Age.....

A2 Location (county).....

A3 What is your highest level of education?

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

A4. Sex (Observation)

1. Female 2. Male

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

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

.....

A7. Where do you reside?

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

A8. Are you employed?

1. Yes, 2. No

If Yes answer sections C and D

If No answer sections B and D

Section B: Unemployed Youth

B1. Are you searching for employment?

1. Yes, 2. No

B2. If yes in B1, what sector are you searching for employment?.....

B3. If yes to B1, what steps have you taken to seek employment?

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

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

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

6. More than 1 year

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

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

B7. Have you ever declined any job offer?

1. Yes
2. No

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

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

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

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

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

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

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

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

1. No
2. Moving to city

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

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

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

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

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

Section C: Wage Employed Youth

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

C2. What type of organization do you work for?

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

C3. What is the nature of your employment?

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

C4. At what level of employment are you?

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

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

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

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

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

C8. what skills did you have at entry level?

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

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

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

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

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

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

1. Yes,
2. No

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

1. Higher
2. Lower

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

1. Satisfied
2. Dissatisfied

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

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

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

1. Yes,
2. No
3. Not sure

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

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

C18. Would you consider moving to find other work?

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

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

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

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

1. Yes
2. No

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

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

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

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

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

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

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

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

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

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

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

1. Completion of vocational training
2. Completion of secondary education

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

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

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

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

C29a I am satisfied with my contract situation because:

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

C29b I am not satisfied with my contract situation because:

1. It does not give me the job security that I need
2. It does not give me the flexibility that I need
3. I do not get the same benefits as other employees

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

Section D: Skills assessment

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

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

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