

USAID Empowered Youth

KISUMU COUNTY

LABOR MARKET ASSESSMENT

REPORT



Submitted: July 2022

CONTENTS

| | |
|--|-------------|
| LIST OF TABLES..... | iv |
| LIST OF FIGURES | v |
| LIST OF ABBREVIATIONS..... | v |
| EXECUTIVE SUMMARY..... | viii |
| 1. INTRODUCTION..... | 1 |
| 1.1 Background Information..... | 1 |
| 2. LMA OBJECTIVES, METHODOLOGY, AND TOOLS..... | 2 |
| 2.1 Objectives of the LMA..... | 2 |
| 2.1.1 Demand-side of the LMA..... | 2 |
| 2.1.2 Supply-side of the LMA | 2 |
| 2.1.3 Local Government's capacity to monitor the Labor Market for Youth | 3 |
| 2.2 LMA Principles | 3 |
| 2.3 LMA Tools | 4 |
| 2.4 Data Analysis and Reporting..... | 5 |
| 2.5 Conclusion Drawing and Verifications..... | 5 |
| 2.6 Limitations and Constraints of the LMA | 5 |
| 3. PRIVATE SECTOR ANALYSIS..... | 5 |
| 3.1 Sector Ranking | 5 |
| 3.2 Sector Analysis | 6 |
| 3.2.1 Tourism and Hospitality..... | 6 |
| 3.2.2 Service..... | 7 |
| 3.2.4 Manufacturing & Processing..... | 8 |
| 3.2.5 MSMEs..... | 9 |
| 3.2.6 Agriculture..... | 10 |
| 3.2.7 Private Sector Employment Forecasting | 11 |
| 4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT | 13 |
| 4.1 Context and Overview..... | 13 |
| 4.2 County Departmental Analysis | 13 |
| 4.2.1 Department of Public Participation..... | 13 |
| 4.2.2 Department of Finance and Economic Planning..... | 14 |
| 4.2.3 Department of Vocational Education and Training | 15 |
| 4.2.4 Department of Information Communication and Technology..... | 15 |



| | | |
|-----------|--|-----------|
| 4.2.5 | Department of Trade and Enterprise Development..... | 16 |
| 4.2.6 | Department of Tourism, Arts, Culture, and Sports..... | 16 |
| 4.2.7 | Department of Agriculture, Irrigation, Livestock and Fisheries..... | 17 |
| 4.2.8 | Department of Youth and Social Services..... | 18 |
| 4.2.9 | Kisumu City Management Board..... | 19 |
| 4.2.10 | Department of Water, Environment, Natural Resources and Climate Change..... | 19 |
| 4.3 | County Government’s Capacity to conduct LMA..... | 19 |
| 5. | TVETs ANALYSIS (CAPACITY MAPPING)..... | 20 |
| 5.1 | Introduction..... | 20 |
| 5.2 | Education and Training Programs in TVETs..... | 20 |
| 5.3 | Sources of Funds for TVETS..... | 21 |
| 5.4 | Factors Determining the type of Courses offered by the Institutions..... | 22 |
| 5.5 | Internship and Industrial Attachments..... | 22 |
| 5.5.1 | Main challenges with acquiring internship slots with Private sector firms for TVETs students | 23 |
| 5.6 | Opportunities for Career Guidance and Development Services..... | 23 |
| 5.7 | Engagement of TVETs with the Private Sector..... | 25 |
| 5.8 | Opportunities for the Development and Delivery of Tailor-made Short Courses..... | 25 |
| 5.9 | TVETs Capacity to Conduct LMAs..... | 26 |
| 5.10 | SWOT analysis of TVETs..... | 27 |
| 6. | THE DYNAMICS OF YOUTH EMPLOYMENT IN KISUMU..... | 28 |
| 6.1 | Demographic Characteristics of Youths..... | 28 |
| 6.2 | Youth preferred Sectors, Jobs, and Skill-sets..... | 30 |
| 6.3 | Steps and Duration of Employment Search..... | 33 |
| 6.4 | Wage Expectations for Unemployed Youth..... | 35 |
| 6.5 | Challenges facing Unemployed Youth when seeking Wage Employment..... | 35 |
| 6.6 | Employed Youth in Kisumu..... | 37 |
| 6.6.1 | Characteristics of Employed Youth..... | 37 |
| 6.6.2 | Duration to getting employed..... | 38 |
| 6.6.3 | The skillset of employed youth..... | 38 |
| 6.6.4 | Youth employee turnover rates..... | 39 |
| 6.6.6 | Compensation for employed youth..... | 41 |
| 6.6.7 | Challenges facing employed youth in finding wage employment..... | 42 |
| 6.6.8 | Skills Assessment of Employed and Unemployed Youth..... | 43 |

| | |
|---|-----------|
| 7. GENDER ASSESSMENT ON YOUTH ASPIRATIONS, OPPORTUNITIES, AND BARRIERS TO EMPLOYMENT..... | 44 |
| 7.1 Context and Overview..... | 44 |
| 7.2 Factors that Attract Female Youth when seeking Employment..... | 44 |
| 7.3 Factors that attract Youth with Disabilities when seeking Employment..... | 45 |
| 7.4 Challenges that hinder the entry and success of Female Youth in Employment..... | 45 |
| 7.5 Challenges that hinder the entry and success of Youth with Disabilities in Employment..... | 46 |
| 7.6 Barriers for Female Youth in obtaining information about Employment, Internship, and Mentorship Programs..... | 46 |
| 7.7 Barriers for Youth with Disabilities in obtaining Information about Employment, Internship, and Mentorship Opportunities..... | 47 |
| 7.7.1 Opportunities available in the county for female youth and youth with disabilities..... | 47 |
| 7.8 Pathways for enhancing Employment Opportunities for Female and Youth with Disabilities... | 47 |
| 8. CONCLUSIONS AND KEY RECOMMENDATIONS..... | 48 |
| Conclusions..... | 48 |
| Implications of USAID Empower Youth..... | 49 |
| 9. BIBLIOGRAPHY..... | 52 |
| References..... | 52 |
| Annex 1. List of Meetings..... | 52 |
| Annex 2: LMA TVETs Enrolment..... | 53 |
| Annex 3: Interviews Schedule for County KIIs..... | 54 |
| Annex 4: TVET/HEIs Capacity Mapping Tool..... | 57 |
| Annex 5: Employer Guiding Questions..... | 65 |
| Annex 6: Youth FGD Schedule..... | 67 |
| Annex 7: Youth In-Depth Interview Tool..... | 69 |

LIST OF TABLES

| | |
|--|----|
| Table 2: Sector ranking in Kisumu County..... | 6 |
| Table 3: Private sector summary and sectoral employment forecasting..... | 12 |
| Table 4: Summary of County Government Interventions for Promoting Youth Employment..... | 13 |
| Table 5: Level of importance of the following career development services in your institution..... | 24 |
| Table 6: Short-courses TVETs are willing to offer and commercialize..... | 26 |
| Table 7: SWOT Analysis of TVETs..... | 27 |
| Table 7: Opportunities for TVETs in County Government and Private Sector..... | 27 |
| Table 9: Duration of looking for employment..... | 34 |
| Table 10: Wage expectations of unemployed youth..... | 35 |

| | |
|--|----|
| Table 11: Modes of job assistance of unemployed youth..... | 37 |
| Table 12: Duration to getting current employment..... | 38 |
| Table 13: Factors contributing to job attrition, dissatisfaction, and refusal | 40 |
| Table 14: Satisfaction as a result of Pay for employed youth | 41 |
| Table 15: Wage expectations of employed youth | 41 |
| Table 16: The training preferences and job assistance of employed youth..... | 43 |
| Table 17: Frequency (mean values) of performing selected skills of employed youth vs. unemployed youth | 43 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1: Quality of training per course | 20 |
| Figure 2: Funding mechanisms in TVETs | 21 |
| Figure 3: Factors determining types of courses offered in TVETs..... | 22 |
| Figure 4: Organizations offering industrial placement opportunities | 23 |
| Figure 5: Trainers for career guidance | 24 |
| Figure 6: Areas of TVET engagement with the private sector | 25 |
| Figure 7: Youth sex by age group..... | 29 |
| Figure 8: Youths' highest level of education by sex..... | 29 |
| Figure 9: Youth employment status by highest education level | 30 |
| Figure 10: Youth employment status by age group | 30 |
| Figure 11: Employment preferences for unemployed youths..... | 31 |
| Figure 12: Types of jobs youth are searching..... | 32 |
| Figure 13: Skillset of unemployed youths..... | 33 |
| Figure 14: Steps taken to look for employment | 34 |
| Figure 15: Challenges facing Unemployed Youth when seeking Wage Employment | 36 |
| Figure 16: The training and job assistance preferences of unemployed youth | 36 |
| Figure 17: Type of organization employed..... | 37 |
| Figure 18: Nature of Employment..... | 37 |
| Figure 19: Youth level of employment..... | 38 |
| Figure 20: Skills possessed and lacked by employed youth at entry level | 39 |
| Figure 21: Job attrition (hope to change job) | 39 |
| Figure 22: Job retention (willingness to stay in job)..... | 39 |
| Figure 23: Willingness to migrate for work..... | 40 |
| Figure 24: Incidence of job refusal..... | 40 |
| Figure 25: Challenges facing employed youth in finding wage employment..... | 42 |

LIST OF ABBREVIATIONS

| | |
|-------------|------------------------------------|
| CCTV | Closed-Circuit Television |
| CBO | Community-based Organization |
| CIDP | County Integrated Development Plan |



| | |
|-------------------|---|
| EGU | Egerton University |
| FAO | Food and Agriculture Organization |
| FGD | Focus Group Discussion |
| GDP | Gross Domestic Product |
| GESI | Gender, Equity, and Social Inclusion |
| GIZ | The German Agency for International Cooperation |
| HEIs | Higher Education Institutions |
| HTCs | High-touch Counties |
| ICTA | ICT Authority |
| ICT | Information and Communications Technology |
| IDI | In-Depth Interview |
| KES | Kenya Shillings |
| KII | Key Informant Interview |
| KMA | Kenya Maritime Authority |
| KNBS | Kenya National Bureau of Statistics |
| LMA | Labor Market Analysis |
| MOU | Memorandum of Understanding |
| MSMEs | Micro, Small, and Medium Enterprises |
| MSU | Michigan State University |
| NCBA CLUSA | National Cooperative Business Association CLUSA International |
| NGO | Non-Governmental Organisation |
| NITA | National Industrial Training Authority |
| NYBA | National Youth Bunge Association |
| PPPs | Public Private Partnerships |
| PWD | Persons with Disabilities |
| SACCO | Savings and Credit Cooperative |
| SMEs | Small and Medium Enterprises |
| SPSS | Statistical Package for the Social Sciences |



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|--------------|--|
| ToR | Terms of Reference |
| TVETA | Technical And Vocational Education and Training Authority |
| TVETs | Technical and Vocational Education and Training Institutions |
| EY | USAID Empowered Youth |
| UN | United Nations |
| VTCs | Vocational Training Centers |
| YEI | CAP Youth Empowerment Institute |

EXECUTIVE SUMMARY

Most Sub-Saharan African countries are grappling with youth unemployment despite several governmental and non-governmental initiatives aimed at addressing the problem. Youth unemployment is a result of the youth bulge, a slow growth labor sector as well as a mismatch between education and training and labor market requirements. To address this mismatch, the government has invested in TVET education as a pathway to skilling the youth.

This LMA report highlights the key opportunities and challenges for youth employment in high-growth sectors in Kisumu County. The selection of the key sectors was based on the following criteria: employment creation or job growth, growth potential or sustainability, the existence of enabling environment, sector youth friendliness, gender inclusivity, participation of SMEs, the ability of the sector to provide decent work, and sector alignment to the county integrated development program. The informal sector was ranked first, followed by tourism, agriculture, and manufacturing.

The segment of focus in the tourism and hospitality sector was the hotel industry. Males constituted the majority of the employees in the sector as employers in the county considered the jobs in the industry to be more suitable for male employees. The minimum education qualification in the hotel industry was a certificate. The industry also requires skills such as the ability to speak a foreign language, customer care, and creativity. The key employment challenge that this industry faces is labor migration. Most youthful employees lacked sufficient soft skills such as honesty, communication, and patience.

The key sub-sectors in the service industry were security services, employment bureaus, savings and cooperative services, and construction services. The security services sector had great potential for youth employment due to increased demand for security services. However, the sector also recorded limited interest from female youth which was attributed to the nature of the job. The required education level was secondary education. The construction industry faced the challenge of attracting youth to the sector due to the physical nature of the job. The security industry also reported that youth did not have the required skills and there was a high employee turnover due to the perception that security jobs were demeaning and it was for school 'drop-outs'.

The construction industry recorded a high labor turnover as a result of better employment prospects. The majority of the employees in the construction industry were also male and the minimum required education level was secondary education. The bureau reported several challenges in recruiting youth employees which included: difficulty in getting the right skills demanded by employers, laxity, lack of commitment to work, limited technical skills, and need for close supervision.

The key sub-sectors in the manufacturing and processing sector interviewed were cereal milling, plastic recycling, and manufacturing. The manufacturing sector also reported a low representation of the female gender in employment as female youth preferred clerical duties - which had few opportunities. The demanded technical skills in the industry were milling, baking, and machine operation. Clerical skills were also needed.

The milling industry faced a challenge in attracting youthful employees. Milling, baking, marketing, mechanical, and accounting were the key wanting skills in the industry included. Due to a mismatch in skills, the industry had to conduct continuous on-the-job training. The plastic recycling industry reported

a lack of technical skills hence requiring on-the-job training for the specialized machines. They attributed this challenge to a lack of specialized training on machine operation in the TVET institutions.

The circular bio-economy sector was found to be an upcoming industry in the MSMEs sector with the biogas industry having potential for youth employment due to the abundance of feed stock in form of water hyacinth and sugarcane bagasse. It was observed that prospective employees in the infant biogas industry lacked circular and bio-economy, marketing and soft skills, and a positive attitude towards the job. The industry also has to contend with inadequate funding for expansion.

The sectorial analysis established that the service, manufacturing, SMEs, and agriculture sectors have the potential for youth employment. The current employment numbers were 2,800 (service), 744 (manufacturing), 25 (SMEs), and 50 (agriculture). For the predicted future (next 5 years): 11,000 (service), 230 (manufacturing), 3,500 (SMEs), and 47,200 (agriculture).

The Kisumu County Government had several initiatives promoting youth employment. These included gender mainstreaming policies, job market linkages, Youth Self-Employment Development Fund, industrialization and special economic zone policies, internships, capacity-building for youth groups, product market linkages, PWD inclusion strategy, and waste management equipment distribution. However, the County Government did not have a proper mechanism to conduct LMAs to monitor labor markets.

Nine TVETs were interviewed. Concerning the quality of training, the study found that each TVET had at least nine training programs, the number of students per course per year was 70, and the number of lecturers per course was five. All institutions offered courses accredited by TVETA. The predominant industrial engagement strategy for the TVETs was through internships and attachments.

There was a clear gender preference for programs. Most female youths were enrolled in hairdressing and beauty therapy while their male counterparts were enrolled in motor vehicle mechanics, building and construction, and electronic engineering. Demand by the labor market was the key factor determining courses offered in TVETs. Enrolment in the VTCs was low due to the youth's negative attitude towards VTCs. Other challenges include inadequate staff, over-reliance on government funding, and inadequate capacities to train in future-oriented competencies.

The dynamics of youth employment indicated that the majority of the male youth interviewed had only attained secondary school education as opposed to the majority of female youth who had attained college education level. Concerning educational level acting as a precursor of employment, the results indicated that the cluster of youth who had only attained secondary education was the most employed (at 42 percent) and at the same time, most unemployed (43 percent). Most of the unemployed youth (52 percent) were searching for jobs in the SME sector as hotel staff (waiters and cooks).

The skill possessed by most of the unemployed youth was communication skills (24 percent) as their core employability skill, which is relevant in the hotel sector given that their jobs entail frequent communication with a different caliber of customers. Moreover, most of the unemployed youth (24 percent) believe getting an education and training is the best way for gaining competence in the labor market. Furthermore, most of them (33 percent) indicated that they have been searching for employment for between 3-6 months and 24 percent noted that they have been searching for jobs for more than one year. 21 percent

indicated that they were searching for jobs for between six months - one year. These results indicated that there are limited job opportunities for youth in the labor market and they have to wait to get job opportunities.

46 percent of the employed youth in Kisumu County were employed in the private (formal) sector followed by 37 percent in the NGO sector and 13 percent were employed in the SME sector. Four percent of the youth were employed in the public sector. Of the employed youth, 44 percent were employed on contractual terms. In addition, a majority of the employed youth (83 percent) secured entry-level jobs. Interestingly to note is that 63 percent are still at entry-level jobs in the various organizations that they work in. With regards to job attrition and retention, 88 percent of the employed youth agreed that they hoped to change their current jobs. Additionally, 67 percent were unsatisfied with their jobs. These findings indicate that most youths have high labor turnover which was attributed to low salary payments from the employers.

Youths have several aspirations when it comes to employment. Female youths prefer jobs with less physical activity. Further, flexible work arrangements appeal more to young women since they desire a healthy work-life balance. Female youth are adamant and tenacious about working in fields where they may advance their careers with policies that support their personal development. Female youth are typically drawn to businesses and workplaces where there are more women than men.

Finally, youth with disabilities prefer working for businesses or organizations that have the necessary resources, amenities, and equipment to make their lives as bearable as possible. More young people with disabilities are drawn to businesses and organizations that have rules that shield them from stigma and discrimination. Young people with disabilities prefer to work in departments run by other people with impairments. Equal job prospects, pay, and career progression opportunities are attractive to young people with disabilities. When job openings or vacancies arise, they prioritize working for organizations that support their individual growth.

The key implications of the LMA on EY: 1) Linkage of TVETs with the private sector for job placements, attachments, internships, apprenticeships, and access to modern training equipment; 2) Supporting the formation of alumni associations and strengthening the capacity for career guidance and conducting tracer studies in TVETs; 3) Supporting TVETs in the development and delivery of short courses; 4) Increasing access to TVETs training and employment opportunities for youth; 5) Supporting the development of County Employment Compact through PPPs to enhance youth employability and job information access; 6) Establishing centers of excellence for career development and peer-to-peer learning; 7) Capacity-building of the private sector in the formulation of GESI policies; 8) Provision of entrepreneurship support for youth entrepreneurs through mentorship, and facilitation for start-up and acceleration, and; 9) Skilling the youth in soft and life skills.

I. INTRODUCTION

I.1 Background Information

Kenya is a 'young' country, with 31 percent of the population being in the age bracket of 18 to 35 years (KNBS, 2020). Despite the youth being a key demographic group of the Kenyan population, the majority of them are left exposed to a myriad of socio-economic challenges key among them being unemployment. The majority of Kenyan youth drop out of school or graduate without the requisite skills for employment. The country's slow economic growth cannot meet the demand for formal employment. Another stumbling block is the shortage of formal employment options for youth.

Every year, thousands of youth graduate from various HEIs and are ready to enter the workforce. However, a majority do not successfully enter the job market. In Kenya, the unemployment problem is largely a 'youth problem' (UNDP, 2013). According to the most recent figures, Kenyan youth aged 15 to 34 years have a 10 percent unemployment rate, while those aged 15 to 24 years have a 12 percent unemployment rate (KNBS, 2020). Concerning sex, female unemployment is higher than male unemployment, which is a major indicator of the extent to which females lack income-generating options (UNDP, 2016).

The total population of Kisumu County is 1,155,574. Youth are estimated to account for approximately 60 percent of the total county's population, 40 percent of whom are unemployed (KNBS, 2019). Despite these obstacles, various options have yet to be accessed, investigated, or otherwise underutilized that have the potential to improve the financial well-being of many youths. Youth are innovative and opportunistic in developing livelihood options (Moitui, 2019) and hence are well placed to capitalize on opportunities found in the various sectors of the economy.

The USAID Empowered Youth (EY) program (a consortium of MSU, EGU, USIU-A, NYBA, and NCBA CLUSA) aims at increasing the economic prospects for Kenyan adolescents between the ages of 18 and 24 and adolescent girls between the ages of 15 and 19, as well as strengthening youth-serving organizations.

Beginning with six HTC's (i.e., Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega) at the beginning year and expanding to 20 low-touch counties in subsequent years, EY will result in strengthened youth networks and enhanced economic prospects. As a foundational activity, EY conducted an LMA in Kisumu County in June 2022. Through this LMA exercise, EY sought to gather empirical evidence on the business and socio-economic opportunities available for youth across the six HTC's. This report details the key findings and implications for programming for EY in Kisumu County.

2. LMA OBJECTIVES, METHODOLOGY, AND TOOLS

2.1 Objectives of the LMA

EY conducted a gender dis-aggregated LMA focused on youth employment, in collaboration with county officials, TVETs, and youth representatives in Kisumu County.

Specific objectives of the LMA were:

2.1.1 Demand-side of the LMA

- Identify and rank formal and informal (self-employed) economic sectors/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 private employers, and female and male self-employed individuals, in each high employment expansion sector/sub-sector and determine the present and future demands for skills required in each sector/sub-sector in the formal and informal segments.
- Identify public employers in each high employment expansion sector/sub-sectors and determine the present and future demand for skills required in each growth sector/sub-sector in the formal and informal segments.

2.1.2 Supply-side of the LMA

- For each high youth employment expansion opportunity sector/sub-sector identified on the demand side, assess to what extent female and male youth have the required skills and competencies. 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 best mentorship opportunities could be expanded.
- Building on and supplementing the six county landscape analysis reports.
- 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 skillsets 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 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 are there.
- 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?

2.1.3 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 country government offices interested in strengthening their LMA and monitoring capabilities? What indicators would they like to track more effectively? What training do country staff need to be able to monitor labor markets for the youth?

2.2 LMA Principles

The LMA was based on three core principles:

1) Market Driven: The LMA used a market-driven strategy throughout the data collection process since EY's livelihoods initiatives need to address local circumstances. EY first identified county sectors for young people to engage in employment and self-employment

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

- *High-growth sector selection* to identify sectors with the potential for youth employment
- *Development of tools for LMA implementation:* They conducted surveys and acted as facilitators and note-takers for FGDs.
- *Community mobilization:* They collaborated with community leaders to organize KIIs, gathered other youth to participate in FGDs, and identified key private sectors with the potential for youth employment.
- The youth were also part of the *respondents in the LMA.*

3) Community-led: EY and the consultant collaborated with county governments and important stakeholders to plan FGDs, KIIs, and surveys of 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 them.

2.3 LMA Tools

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

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

1) Employer KII tool

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

Due to the uniqueness of economic activities in the county, in addition to pre-identified targeted sectors of interest to EY, the employer survey did not employ random sampling. The LMA aimed to target employers from prioritized sectors which included; tourism and hospitality, manufacturing and processing, construction, service, agriculture, and the financial sector. A total of 12 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 and the consultant in coordination with youth-serving organizations in the county. Eight FGDs and 66 IDIs were conducted for participants between 15-24 years of age.

3) County and TVET KIIs (qualitative)

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

2.4 Data Analysis and Reporting

Quantitative information from the individual interviews was analyzed through SPSS and Excel 2016. Tabulations (for frequency and percentage distributions), descriptive analyses by the relevant variables, and cross-tabulations were used to disaggregate the information across various variables and sub-categories of variables. To identify how the analysis results 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.
- 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 Conclusion Drawing and Verifications

No judgments were drawn solely on a single viewpoint. Close attention was paid to the reporting modes outlined in the ToR.

2.6 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. There was no adequate time to visit all the private sector organizations, county departments as well as HEIs.

3. PRIVATE SECTOR ANALYSIS

3.1 Sector Ranking

The selection of the key sectors in Kisumu County was based on the following criteria: *Employment creation or job growth, growth potential or sustainability, the existence of enabling environment, sector youth-friendliness, gender inclusivity, participation of SMEs, the ability of the sector to provide decent work and sector alignment to the CIDP*. Based on employment creation, the agricultural sector ranked highly as compared to other sectors while in terms of growth potential, the informal sector was ranked highest. Agriculture was also ranked the highest in providing an enabling environment in the sector. The tourism sector was the most

youth-friendly sector while the manufacturing sector was the most gender-inclusive. Most SMEs participated in the informal sector while the tourism sector provided decent work for the youth. The agricultural sector is the most aligned with the CIDPs. Overall, the informal sector ranked highest, followed by tourism, agriculture, and manufacturing (see table 2).

Table 1: Sector ranking in Kisumu County

| Sector | Informal sector | Tourism | Manufacturing | Agriculture |
|-----------------------------|-----------------|-------------|---------------|-------------|
| Employment creation | 2.82 | 2.00 | 2.27 | 2.91 |
| Growth potential | 3.00 | 2.36 | 2.09 | 2.45 |
| Enabling environment | 2.45 | 2.64 | 2.27 | 2.27 |
| Youth friendliness | 2.27 | 3.00 | 2.55 | 1.82 |
| Gender inclusivity | 2.36 | 2.27 | 3.09 | 1.82 |
| Participation of SMEs | 3.45 | 2.00 | 2.00 | 2.27 |
| Provision of decent work | 2.55 | 2.73 | 2.55 | 2.00 |
| Sector alignment with CIDPs | 1.80 | 2.60 | 2.20 | 2.80 |
| Overall | 2.61 | 2.44 | 2.36 | 2.39 |

3.2 Sector Analysis

3.2.1 Tourism and Hospitality

The segment of focus in the tourism and hospitality sector was the hotel industry. The hotel interviewed showed the potential for youth employment. The hotel started with six employees and currently has 45 employees (23 males and 22 females). Males were the majority due to the nature of work within the hospitality industry. Many (43) were above 25 years and two are between 18-24 years. All employees were on permanent contract terms of employment. Most jobs in the hotel industry required a diploma and/or certificate level of education.

1. Employee preferences and skills demand

Filling vacancies in the hotel industry is mostly done through advertisements, referrals from relatives and friends, and social media. The industry prefers employees over 24 years but not over 35. There is no preference for gender but it was noted that they have a higher preference for married employees and those experienced in housekeeping, food, and beverage, as well as chefs. The industry also demands knowledge of a foreign language, customer care, and creativity skills.

2. Labor challenges

The hotel industry reported that it faces challenges in form of a lack of technical skills, especially in marketing hence the constant need to retrain its staff. There was also a reported lack of soft skills such as honesty, communication, and patience, especially among youthful employees.

3. Employment interventions

The hotel industry conducts staff re-trainings to ensure that they have competent staff. Additionally, the industry ensures its staff has job security through the provision of renewable contracts.

3.2.2 Service

The key sub-sectors in the service industry were security services, employment bureau, SACCO services, and construction. The security services sub-sector has a lot of potential for youth employment due to increased demand for security services. From the interviews, one of the organizations indicated that they started with only one employee in 2001 and currently has 2,800 employees with branches in Bungoma, Kitale, Homabay, Nakuru, Kibwezi, Nakuru, Kihancha, Busia, and Kapenguria. The company is growing and currently has 150 vacancies at the operational level (i.e., security guards). At the same time, it projects an employee demand of 2,200 employees before the end of the year.

The employees in the security industry are equally distributed between the age of 18-24 years and above 25 years. However, in terms of gender, about 1,960 are males while 840 are females. The low female number was attributed to the risky nature of the job. The required education level for job entry is a form four certificate. Apart from security guard jobs, other jobs include CCTV installations as well as technical staff. The jobs are mostly advertised through social media, radio, and notices in administrative offices such as chiefs' offices. The company is ready to partner with EY on internships and training on negotiation skills, financial management, and customer care.

The employment bureau interviewed had 470 (353 male, 117 female) employees. Concerning age, 188 employees are above 30 years while 282 are between 20-30 years. Out of the 470 employees, 230 are on contract and 240 are casuals in both middle and operational management. In the next year, 120 vacancies will be available out of which 40 are contractual positions and 80 in casual positions. The minimum entry level for employment linkages was form four and secondary school for contract and no formal education certification for casual positions.

The SACCO interviewed had 10 employees (four are in the age bracket of 18-24 years) with the majority being female (eight employees). The entry-level requirement was a Diploma and Certificates with job opportunities in sales and marketing. The construction company interviewed had 30 employees (all are above 25 years with 25 employees being male). The company indicated that it had 30 vacancy positions (10 internships and 20 at the operational level). The construction industry is emerging as a great job creator for youth in Kisumu County with the entry-level requirement being a form four certificate. However, the industry recorded a high labor turnover as employees leave once better employment prospects turn up.

I. Employee preferences and skills demand

The predominant recruitment avenues used in the security industry are advertisements on local radio stations, social media, and through local government administrators and politicians. Concerning hiring preferences, youth above 25 years, male workers, married men, unmarried females (due to the nature of the security job which may require night shifts), and those who have completed secondary school were

preferred. The industry requires consistency in behavior, physical fitness, commitment, and a good mindset in prospective hires.

The employment bureau interviewed advertises through various media in case of vacancies and they prefer linking youth who have the following qualities to employees: Youth between 20-30 years, secondary school and TVET education level for contract employment and no formal schooling for casual positions. They also demand employer-specific technical and soft skills. The cooperative industry prefers to employ youth between 18-24 years with TVET education level who are skilled in financial management.

Employers in the construction industry prefer youths over 25 years, males, and married people who have completed secondary training and vocational training. The prospective employers advertise for employment opportunities in educational institutions and also get referrals from relatives and friends. They demand industry-specific technical skills as well as soft skills such as employment etiquette.

2. Labor challenges

The employment bureau reported several challenges in recruiting youth such as difficulty in getting the right skills demanded by employers, laxity and a lack of commitment to work among youth, limited technical skills, and youth requiring close supervision. The construction industry faced the challenge of attracting youth to the sector. It was reported that youth want quick cash but are lax at work. The security industry also reported that youth did not have the required soft skills, and there was a high employee turnover due to the perception that security jobs were demeaning. They reported that sometimes, they have urgent vacancies yet they cannot get the employees.

3. Employment interventions

The key employment interventions reported in the service sector were focused on improving the status of youth currently in employment. This was done through on-job training and compensation as per the labor laws.

3.2.4 Manufacturing & Processing

The key sub-sectors in the manufacturing and processing sector covered in this LMA were the cereal milling company and plastic recycling and manufacturing. The cereal millers have been a predominant industry in Kisumu County. The two interviewed companies had a total of 744 employees with the majority being male at 586. This was attributed to the physical nature of the jobs in the companies. The majority of the employees were at the operational level. The plastic recycling industry reported a reduced employee number from 60 to 20 in just a decade. This was attributed to the low demand for recycled plastic in the market. The entry-level jobs require a form four level of education. The companies conduct on-the-job training after recruitment.

1. Employee preferences and skills demand

The milling industry recruits prospective employees from advertisements, referrals from friends and relatives, walk-ins for casual jobs, and through liaison with the employment bureau. The industry prefers young workers below the age of 35 years for continuity of the business. The technical skills demanded in the industry are milling and baking and machine operation and clerical skills. The plastic recycling industry also seeks employees through advertisements and social network referrals. The industry requires machine operation skills and communication skills in prospective employees.

2. Labor challenges

The milling industry reported facing challenges in attracting employees with adequate industry-required technical and soft skills. The employees lacked milling, baking, marketing, mechanical, and accounting skills. Due to the industry-skills mismatch, the industry conducts continuous retraining. The plastic recycling industry reported a lack of technical skills hence requiring retraining on the specialized machines. They attributed this challenge to a lack of specialized training on machine operations at TVET institutions.

3. Employment interventions

The employment interventions in the milling industry focused on creating more conducive work environments for youth through retraining, salary increments, promotion, and adherence to labor laws. The plastic recycling industry provided credit facilities to its employees.

3.2.5 MSMEs

The circular bio-economy sector was found to be a prominent upcoming industry in the MSMEs sector. In Kisumu County, the biogas industry had the potential for youth employment due to the abundance of feedstock in form of water hyacinth and sugarcane bagasse. The interviewed company employed 20 individuals 18 of whom were between 18-24 years. However, all of them were men and this was attributed to the hands-on and physical nature of the job. The entry education level in the industry was only secondary school certification as training was offered in the job.

1. Employee preferences and skills demand

Hiring in the industry takes place predominantly through friends and family referrals. The preferred employees are youth between 18-24 years, males who have completed secondary school, good attitude toward work, and have no marital status preference.

2. Labor challenges

The infant biogas industry reported a lack of marketing and soft skills and a bad attitude toward waste recycling work. The industry also has to contend with inadequate funding for expansion.

3. Employment interventions

The key employment intervention in this sector is the focus on youth-led employment and partnership with the county government to increase youth employability.

3.2.6 Agriculture

In the county, the agricultural value chains with opportunities for youth employment were poultry and dairy. The poultry company interviewed started with one employee but currently has eight employees, all between the ages of 18-24 years. All the employees are male since it was reported that women in that age bracket considered jobs in the poultry sector to be dirty and employees were required to stay on the farm. Female employees are unable to do so due to gender roles. In addition, female workers are not allowed by their parents or spouses to stay out late. The industry has no stringent employment requirements as it even employs youth with primary-level education. The poultry subsector has a high potential for youth employment due to quick returns and high demand for eggs and chicken.

The dairy farm interviewed started with one employee and currently has nine employees with only one female employee handling sales. All employees are casual workers. The farm employs youth with no schooling and currently has expansion plans and envisions producing 500 liters per day. The opportunity for dairy production lies in the demand for milk as most of the milk in the county comes from neighboring Nandi County. The fisheries cooperative society interviewed had 50 members, 30 members are above 25 years and 20 members are between 18-24 years, 49 members are male and one is female due to the nature of the job. A majority of the employees have a form four level of education.

1. Employee preferences and skills demand

The fisheries cooperatives usually identify new members through referrals. Preferred members should be males over 25 years. There's no education level preference. The skills demanded are fishing and financial management. The poultry farm advertises for available positions in addition to seeking referrals from EGU and Bukura Agricultural College. Employers prefer unmarried male employees between the age of 18-24 years since they have to spend the night at the farm. They should have also completed primary education for casual jobs. Feeding the chicken and cleaning the chicken sheds are the most important technical skill required in this sector. Veterinary professionals are also in short supply and the owner relies on experienced farmers for advice on the treatment of some poultry diseases. On the other hand, the dairy sector gets walk-in employees. They have no preference for age and marital status but consider uneducated male employees since they will train them to the required standards. They require youth with a passion for dairy production and skills in animal husbandry and veterinary sciences.

2. Labor challenges

The fisheries subsector reported facing a critical labor productivity challenge due to the use of inefficient fishing technology. The sub-sector also had challenges in attracting youth. The poultry sector faced limited access to finances for expansion as well as a lack of veterinary services, limited technical skills among youth, and limited soft skills. The youth showed limited keenness on the job, difficulty in following instructions, lack of commitment and innovation, and poor decision-making. The dairy sector reported that many youths lack practical animal husbandry skills. They also lacked finances for expansion and veterinary services.

3. Employment interventions

The fisheries cooperative provided savings and marketing services to its members to boost their employment benefits. The poultry farm motivated its employees by providing housing and better salaries to retain them. One farm had partnered with the neighboring Sinyolo Girls High school plans to set up chicken cages in the school which could be used for training and the eggs can be used in the school kitchen. The business was keen on partnering with EY in terms of providing mentorship for youth who would wish to venture into poultry production. The business offers consultancy services at KES 45,000. The dairy farm interviewed offered on-the-job training to its employees.

3.2.7 Private Sector Employment Forecasting

From the sectorial analysis, the LMA identified service, manufacturing, SME, and agriculture as key sectors that have the potential for youth employment. From the employment numbers provided in the KIIIs, future job opportunities in each sector were conducted using the following approaches:

- a) Through Key Informant forecasting based on planned future company expansion plans
- b) Use of Labor productivity, gross domestic product, and sectoral contribution to the gross domestic product

In this method:

$$N_s = \frac{Y_s}{\beta}$$

Where;

N_s = Future sectoral employment number

Y_s = Future Sectoral contribution to the national gross domestic product

$\beta = y/n$ = current labor productivity = individual worker's contribution to the current sectoral output where;

y = current sectoral contribution to the national gross domestic product

n = current number of employees in the sector

Using the KII employment forecast method, the security sub-sector is expected to create 11,000 new employment opportunities in the next 5 years (table 3). This is because the interviewed companies in the study estimated annual demand of 2,200 employees. The milling industry is expected to create 230 jobs in the county in the next 5 years. This was established using labor productivity, gross domestic product,

and sectoral contribution to the gross domestic product. According to the KNBS 2021 economic survey, the sector recorded a growth of 6.2 percent. Assuming that industrial growth is proportional to employment requirements, this translates to annual employee number growth of 46 employees in the sector.

The biogas sub-sector in the SME sector is expected to create 3,500 youth jobs in the next five years. This is because the County Government of Kisumu constructed a biogas plant at Ahero VTC, Nyando Sub-County that serves as a demonstration unit for 700 students annually. The students are expected to continue learning the technology and spread it to the villages where a majority of Kisumu County residents experience challenges in accessing clean energy. Assuming all these students join the labor force as biogas specialists, then the sub-sector will create an additional 700 jobs annually.

The fisheries sector in the county is expected to create 47,200 new jobs in five years. Kenya's fishing industry contributes about 0.5 percent of the national GDP which is expected to have an average annual growth of 5.4 percent in the next five years. This was reached by adopting the use of labor productivity, gross domestic product, and sectoral contribution to the gross domestic product. The current employment in the sub-sector is 500,000 which translates to labor productivity of KES 92,000/= per employee from a GDP contribution of approximately KES 46 billion. This implies that the employment from a five-year GDP contribution will be approximately 684,000. Considering that Lake Victoria contributes about 80 percent of the fish production in Kenya, 47,200 of the jobs will come from the lake region.

Table 2: Private sector summary and sectoral employment forecasting

| Sector | Industry | Current employment number | Future Employment number (5 years) | Current and future demand for jobs/skills | TVETs |
|---------------|----------------------------------|---------------------------|------------------------------------|---|--|
| Service | Security | 2,800 | 11,000 | Soft skills | Seme & Akado VTC |
| Manufacturing | Millers | 744 | 230 | Plumbing, driving, baking, and electrical | Kisumu National Polytechnic, Katito VTC & Seme VTC |
| SMEs | Circular and Bio-economy; Biogas | 25 | 3,500 | Biochemistry, electrical gas supply, water hyacinth harvesting, plumbing, marketing | Kisumu National Polytechnic |
| Agriculture | Fisheries | 50 | 47,200 | Aquaculture, Fish feed formulation, pond, and fish | Kisumu National Polytechnic |

4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT

4.1 Context and Overview

Since the introduction of the devolution, the County Government plays an important role in enhancing employment opportunities in Kenya. This is because the county acts as an employer or enabler to promote investment by the private sector through the provision of enabling environment for investment. Additionally, the County Government also implements various initiatives to improve youth employment as illustrated in table 3 below.

Table 3: Summary of County Government Interventions for Promoting Youth Employment

| Interventions | Targeted Sector |
|---|-------------------------------------|
| Gender mainstreaming policy | Formal |
| Sexual Gender-Based Violence (SGBV) policy | Formal |
| ICT hubs | Informal and Formal |
| Job market linkages | Formal |
| Youth development fund | Informal: MSMEs |
| Industrialization policy and special zone policy | Formal |
| Internships | Formal |
| Capacity building for youth groups | Informal: MSMEs |
| Product market linkages | Informal: Horticulture |
| People with disability inclusion strategy | Formal and Informal |
| Innovation | Informal: MSMEs |
| Waste management equipment distribution | Informal: MSMEs in Waste management |
| Access to Government Procurement Opportunities (AGPO) | Formal: Women, youth, and PWDs |

These initiatives are conducted by various departments within the structure of the County Government either solely by the departments or in collaboration with other youth employment stakeholders. The section below highlights the different initiatives, policies, and stakeholders involved in promoting youth employment in different departments within Kisumu County Government. It also highlights the opportunities for partnership between the County Government and the private sector to encourage private investments.

4.2 County Departmental Analysis

4.2.1 Department of Public Participation

According to this Department, areas that mostly employ youth are finance (specifically in the budget planning process) as trainers and village administrators. Other areas that have the potential for youth employment include ICT (software and hardware), artisan, manufacturing, and agribusiness. From the

interview, the current skills levels of graduates from HEI that are needed to work in these subsectors include:

- ICT (computing)
- Public administration
- Writing skills, especially in report and proposal development
- Communication
- Graphic design

The Department has several interventions to link youth with wage and self-employment. Some of these interventions include:

- Providing employment information through civic education
- Gender mainstreaming policies through advocacy for the incorporation of youth and PWDs in jobs within the county
- Targeting youth as implementers of different initiatives under the climate change policy on food security
- Promoting urban agriculture with emphasis on youth employment

Apart from the youth employment in different departments, the County partners with other key stakeholders that promote wage and self-employment among the youth such as the GIZ-Agrijobs 4 Youth project which aims to enhance improved recruitment and retention of youth especially women in wage employment. Concerning the relationship between skills acquired from training institutions and market demands, the Department noted that training institutions mostly focused on the theory with minimal practicals. This forces the Department to focus on on-job training for the recruited youth. Concerning the Department's capacity to conduct an LMA, it was noted that the Department did not have the capacity on conducting any. The Department indicated an interest in monitoring such labor market indicators as labor force participation rate, employment by sector, and youth unemployment.

4.2.2 Department of Finance and Economic Planning

This Department is mandated to coordinate development planning, mobilization of public resources, and ensure effective accountability for use of the resources. It implements financial and economic policies in the County. The Department indicated that some of the key sectors that have the potential for youth employment include *jua kali* (cottage industry) (mostly male youth), hotel and tourism (mostly female youth as waitresses and male youths as chefs), building and construction (male), and hairdressing (especially women). It was emphasized that most youths are in the *jua kali* sector because they do not have any other alternatives. Moreover, most youth would prefer to go into entrepreneurship through self-employment. However, they do not have the resources to venture into the sector.

The key skills that youth need to have to successfully get employed in this department include planning, data collection, data analysis, and report writing. Monitoring and evaluation proficiency and computer literacy are other important skills that the youth need to successfully get into this Department. The Department indicated that some of the key stakeholders that promote wage and self-employment of youth

include *jua kali* entrepreneurs, hotel entrepreneurs, real estate companies, contractors (building and construction), and blacksmiths. The Department also emphasized the skills mismatch concerning most HEIs focusing on the theoretical art of learning and leaving out the practical component.

4.2.3 Department of Vocational Education and Training

According to this Department, some of the sectors that mostly employ youth include hospitality, beauty (with a focus on salons, barber shops, and beauty parlors), mechanics, and building and construction. Hospitality, building and construction, and beauty have great potential to increase youth employment. Some requirements to work in these sub-sectors include professional qualifications (i.e., certificates), plumbing, leadership, entrepreneurship (business management), and communication skills.

Concerning the promotion of youth employment, the Department is employing trainers, funding County VTCs and partnering with TVETs to offer programs meant to equip graduates with quality and relevant skills. Other stakeholders that promote wage and self-employment among youth include:

- Pamoja CBO – Facilitates linkages, collaboration, and coordination between individuals, organizations, and relevant government departments with vulnerable groups (e.g., youth, PWD, and young mothers).
- CAP Youth Empowerment Institute (YEI)– Trains youth out of school in job entry-level skills. CAP YEI training is operationalized using the Basic Employability Skills Training (BEST) model. The NGO has a demonstration center that trains 124 students in hospitality, security systems & guarding, and electrical and electronics.

On the relationship between skills acquired from training institutions and market demands, the Department indicated that HEIs mostly focused on the theoretical part missing out largely on the practical part hence most of the youth employed need on-the-job trained. The Department could not conduct an LMA. The key indicators that they would be interested in assessing were labor productivity, employment by sector, employment in the informal economy, and labor force participation rate.

4.2.4 Department of Information Communication and Technology

According to this Department, youth employment opportunities are mostly in innovation specifically in research and development, system design, end-user support, and networking. Web design, online jobs, and cyber security are the areas that have the potential for growth in youth employment. The current skills levels of graduates from HEIs that are needed to work in these subsectors include a good background in (ICT), effective problem-solving and data handling skills, and an understanding of programming languages.

The Department has established Rotary Youth Business Incubation and Innovation whose objective is to provide an enabling environment that fosters innovation and incubation among the youth. Within the center, Ajira Youth Empowerment Centre (an ICT innovation hub) offers free training on digital skills and access to digitally-enabled jobs through the Ajira Digital Program. The Department has also partnered with ICTA and trained youths in digital skills. Generation Kenya is among the key stakeholders that promote wage and self-employment by offering short courses on financial services and sales. The Department also indicated that most youths lacked the necessary practical skills needed in the job market.

4.2.5 Department of Trade and Enterprise Development

This Department aims at promoting business and trade in the County. According to the Department, the sectors that most youths are employed include manufacturing (for example, in steel centers like Jumbo which has employed 600 male youth, and Ceramic Tiles which has employed 2,500). Agribusiness is another area and specifically in horticulture and sugar value chains. The County has designated a special economic zone. Once functional, the zone is projected to have an employment capacity of 1,000 workers. Sectors that have the potential for growth of youth employment include the *jua kali* and fish (cage farming) industries. The main skills required for youth to tap into these opportunities are attitude change in terms of readiness to learn and effective communication.

The Department has further put in place mechanisms/enabling environments that aim to help youth access both self and wage employment. Some of those interventions include:

- Enhancing youth enterprises through a development fund (KES 600 million) issued by KCB Bank to the youth.
- Automated job application systems
- Enacting business-friendly policies such as industrialization and special zone policies that create avenues for youth employment

Among the key stakeholders that promote wage and self-employment among the youth include:

- USAID Kenya/East Africa – Implementing [Small Business Development Centers](#) which promotes small business development programs (informal/formal employment).
- GIZ – Promotes youth employment in agri-business. The organization has partnered with a leading job placement agency (Brighter Monday), to secure jobs for youths in the agri-business sector. It is also training youth in agribusiness to build their capacity to take up jobs in that sector. Some of the opportunities that the project is focusing on include value addition, Internet of Things (IoT) and marketing.
- Food and Agriculture Organization (FAO) – Supporting Kisumu County Government in implementing the FAO Urban Food Agenda and Green Cities Initiative. It is also training youth on entrepreneurial skills, focusing on specific food value chains i.e., fish, vegetables, and poultry. The objective of this program is to improve youth skills to foster their employment possibilities.

On the relationship between skills acquired from training institutions and market demands, the Department noted that training institutions mostly focused on theory missing out largely on practical experience hence most of the youth employed need to be trained and taught on the job. The Department monitors the labor market for youth through employment statistics reports.

4.2.6 Department of Tourism, Arts, Culture, and Sports

The Department highlighted that most youths are employed in the tourism and hospitality sector in hotels (where female youth work as waitresses while male youth as chefs), tour operations, boat business (in the blue economy), and in creative space (film making and visual art). The sector has great untapped potential

for youth employment. Some of the skills needed to get employment opportunities in this sector include teamwork, good communication skills, discipline, proficiency in hospitality management, and food and beverage skills.

Some initiatives that the department has put in place to enhance youth wage and self-employment include:

- Partnership with the private sector to increase youth employability
- Provision of internship opportunities – the Department offers five opportunities for every cohort quarterly
- MICE – the Department organizes events that hire youth

Among the key stakeholders that promote wage and self-employment among the youth include the hotel industry, tour operators, and wildlife services. The key challenge facing youth employment is the focus on the theoretical aspect in colleges which hinders them from getting real experiential learning. The Department has limited capacity to conduct LMA for youth and they need to be trained on the following indicators: labor force participation, youth unemployment, and underemployment.

4.2.7 Department of Agriculture, Irrigation, Livestock and Fisheries

According to this Department, youth employment is mostly in the fish industry, especially fish marketing, value addition, and cage production. The youth are also employed in other value chains such as horticulture, poultry, juice processing, transportation, and beekeeping. Cage farming, fingerling production, urban fish farming, fish value addition horticulture, and poultry production have the greatest potential for youth employment. Some of the important skills that are required in this sector include agri-entrepreneurship, marketing, agribusiness, and human resource management.

Some of the key interventions/enabling environments that the Department has put in place to promote wage and self-employment include:

- Implementation of affirmative action programs to incorporate youth in all the activities of the department
- Distribution of inputs such as poultry and fingerlings to youth to engage in agribusiness
- Capacity-building programs to create an entrepreneurial mindset for youth to start and own their businesses
- Market linkage by connecting the youth to lucrative markets
- AGPO program that supports the participation of enterprises owned by women, youth, and persons with disabilities in government procurement opportunities
- Internship programs
- Providing entry-level job opportunities unlimited to job experience

Among the key stakeholders that promote wage and self-employment among the youth include youth groups, fish farms, Dunga beach, KCB Bank, Chicken Basket, and Seke Farmers' Co-Operative Society. As indicated by the Department of Tourism, Arts, Culture, and Sports, most youths from the HEIs lack practical skills for the job market. In addition, the Department indicated that they did not have any capacity

for conducting an LMA for youth and would like to receive training. Some of the indicators that they were interested in include the status in employment, employment by sector, and labor productivity.

4.2.8 Department of Youth and Social Services

This Department advocates for youth employment as seen in the Department's management. Out of the 21 directors, 14 are in the youth bracket of 18 to 35 years. Youths are employed both directly and indirectly in different sectors. The Department directly employs youth in the county inspectorate team (90 percent of the youth are involved in the issuance of tickets in the County) and in road maintenance where employment opportunities are given to 10 youth per ward. From the 35 wards, Kisumu County employs 350 youth in road maintenance. In addition, agriculture (the poultry program) and ICT (both in software and hardware handling) have great potential for employing most youth.

The requisite skill levels of graduates needed to work in these subsectors include community development, communication, and problem-solving.

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

- Kisumu County Youth, Women and Persons with Disabilities Act, 2015. The act has established County Revolving funds which aim to help women, youth, and PWDs access affordable loans.
- Partnership with Kisumu County youth technical groups
- Enhancing advertising through youth champions and success stories
- Inclusion of people with disability
- Capacity building-mentorship program
- Access to Government Procurement Opportunities (AGPO)
- Enhancing public-private sector partnership

Among the key stakeholders that promote wage and self-employment among the youth include:

- NGOs (Plan International, Practical Action, Pamoja Trust, Tinada) – They train and create entry-level jobs for the youth.
- The National Government
- Kisumu County Women, Youth, and PWD Fund (Gave KES 3.2 million to youth, women, and PWD groups. Over 327 youth groups benefited.)
- The Coca-cola Company
- KCB Bank

On the relationship between skills acquired from training institutions and market demands, the informant interviewed noted that training institutions mostly focused on the theory hence largely missing out on practical skills. Most of the youth employed need on-the-job training.

4.2.9 Kisumu City Management Board

According to the Board, the enforcement, revenue collection, environment (cleaning and greening the city), ICT, finance operators, and the county inspectorate teams are the areas in which youth are mostly employed. However, enforcement, ICT, and artisan are areas that have the potential for youth employment growth.

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

- Greening of the city
- Giving waste collection jobs and tenders to youths
- Enforcement
- Urban aesthetics
- Supporting innovation

The city management board has a mechanism to monitor the labor market for the youth, through the revenue department's electronic database.

4.2.10 Department of Water, Environment, Natural Resources and Climate Change

Under this Department, youth are mostly employed indirectly in the greening of the city, tree nursery production, solid waste management, and tree planting. Organic fertilizer production, waste recycling, tree planting, and waste collection are the areas that have great potential for youth employment. Some of the current skills needed to work in these subsectors include specialization in solid waste management, forestry, and marketing skills for tree seedling sales.

The key interventions/enabling environment put in place to promote wage and self-employment under this department include:

- Developing material recovery units/centers in the County
- Provision of capital to operate businesses for aggregators and recyclers
- Providing bailers and shredders for plastic value addition

The key stakeholders that promote wage and self-employment among the youth include recyclers including Mr. Green, WEEE Center, CBOs, transporters, and aggregators.

4.3 County Government's Capacity to conduct LMA

The Kisumu County government did not have a proper and established mechanism to conduct labor market assessment. All the departments visited were willing to be trained and supported in implementing a labor market assessment system. They suggested the following areas for capacity-building:

1. The LMA process: Methodology, tool development, and analysis
2. ICT training on the development of county labor market tracking system
3. Monitoring, reporting, and evaluation of labor market indicators such as labor force participation rate, employment by sector, unemployment, youth unemployment, labor productivity, etc.

5. TVETs ANALYSIS (CAPACITY MAPPING)

5.1 Introduction

In the recent past, there have been ongoing reforms by the Kenyan Government to increase enrollment in TVET institutions. 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. This section highlights the capacity, key challenges, and opportunities in Kisumu County TVETs.

5.2 Education and Training Programs in TVETs

Nine TVETs including Kisumu National Polytechnic, Ramogi Institute of Advanced Technology (RIAT), Kisumu Institute of Community Development Training, Seme Technical Training Institute, Kianja Vocational Training Centre, Katito Vocational Training Centre, Kisumu YMCA Vocational Training Centre, Akado Vocational Training Centre and National Industrial Training Authority (NITA) were sampled. Concerning the quality of training per course, the study found that each TVET had at least nine training programs. The number of students per course per year was 70 and the average number of lecturers per course was five (see figure 1). 82 hours were allocated for study per course with 17 hours for theoretical classes and 65 hours for practical lessons indicating that there is more focus on practical and less on soft skills and life skills.

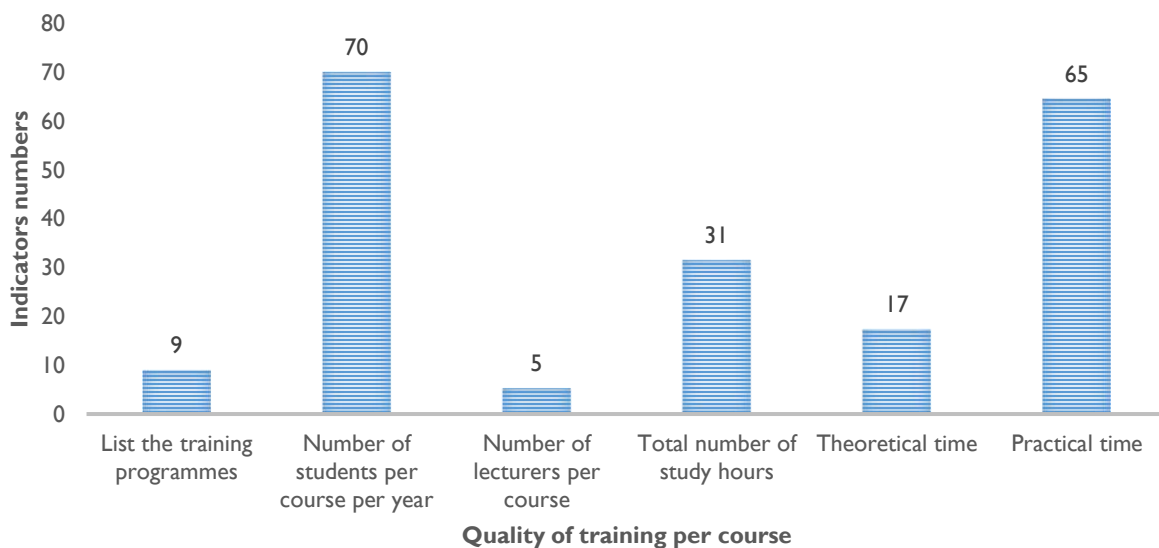


Figure 1: Quality of training per course

All institutions offer courses accredited by TVETA and the qualification of trainers ranges from diploma to degree and masters (for national polytechnics). All the institutions integrate the ICT component in all courses offered as a common unit. However, a majority of the TVETs are not using online training platforms and virtual tools for training. Institutions allowed at least three months as a course requirement for internships and industrial attachment where students are placed in both public and private organizations. The choice of programs in TVETs is gender biased with female youth enrolment being higher in food and beverage, hairdressing and beauty therapy, clothing, textile, and design, and dress-making while male counterparts' enrolment is higher in motor vehicles mechanics, building and construction, electronic engineering, and plumbing. The existing programs and curricula are not enough to meet the requirements of the private sector. This is because the private sector requires a labor force with soft and life skills. In most of the TVETs, there is a lack of training programs that are geared toward these skills and the ability of the students to adapt to changes and trends in technology in the labor market systems.

5.3 Sources of Funds for TVETS

The main source of funds for most TVETs was both government and student fees (at 66 percent) as shown in figure 2 below. The government funds come in form of county government bursaries. Some TVETs get funds from donors and private sector funding through the provision of scholarships and donor project implementation in the TVETs.

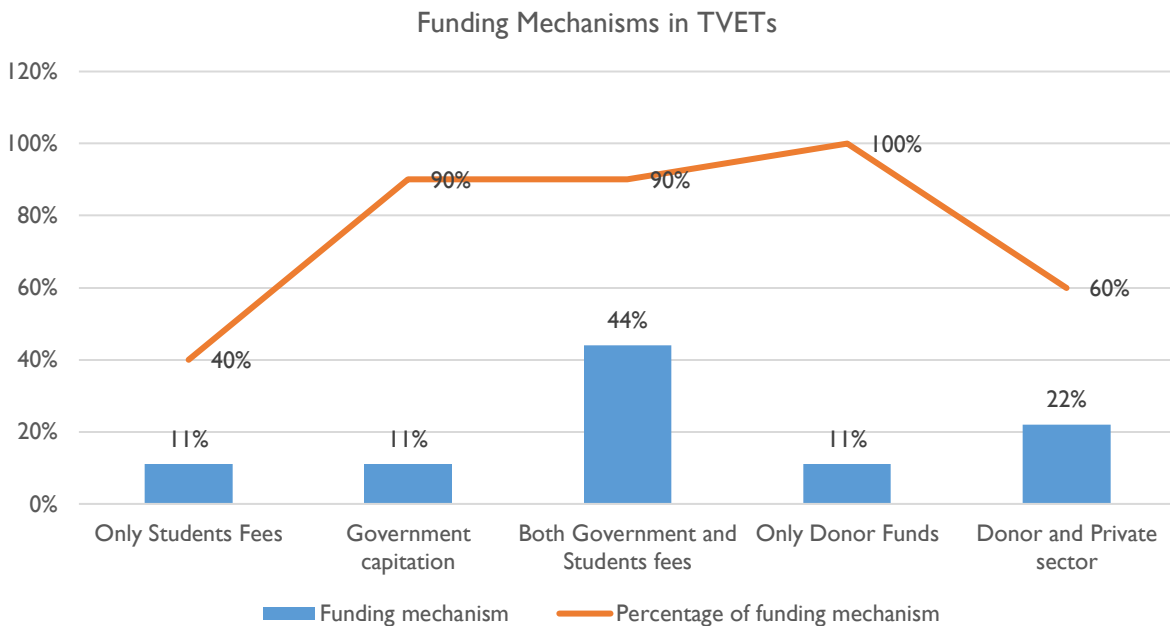


Figure 2: Funding mechanisms in TVETS

Despite the TVETs receiving funding from different agencies, resources are inadequate, and there are not enough qualified teachers or instructors in a majority of these institutions. In addition, there are gaps between skills and labor market needs, especially in teaching using modern technologies and imparting

future skills. Most of these institutions are teaching using outdated equipment/technology thus there is “technology shock” when graduates enter the job market, as they do not have the technical skills required to operate the modern equipment and machinery in the industries.

5.4 Factors Determining the type of Courses offered by the Institutions

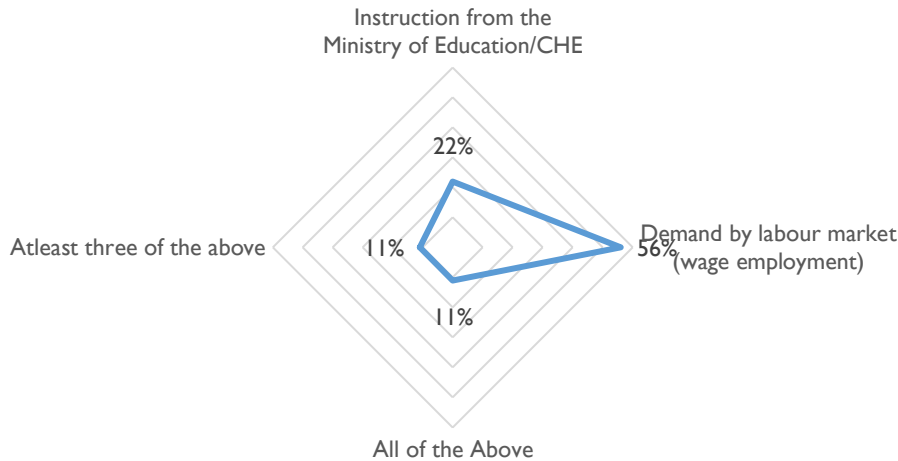


Figure 3: Factors determining types of courses offered in TVETs

Demand by the labor market (at 56 percent) was one of the key factors that determine the type of courses the TVETs offer and the number of students they admit followed by instructions from the Ministry of Education (at 22 percent) (see figure 3). This is a great opportunity for the private sector and TVETs to partner in offering tailor-made courses geared towards the demand of the labor market systems.

5.5 Internship and Industrial Attachments

All the institutions allow at least 3 months’ attachment as a course requirement for all certificate and diploma courses. 44 percent of the students go for internships and attachments in public organizations and 22 percent of them go to private organizations as illustrated in figure 4 below. Most of the youth seek jobs in the private sector. This implies that the internships do not necessarily prepare the students for the market-demanded skills in their preferred sectors of employment.

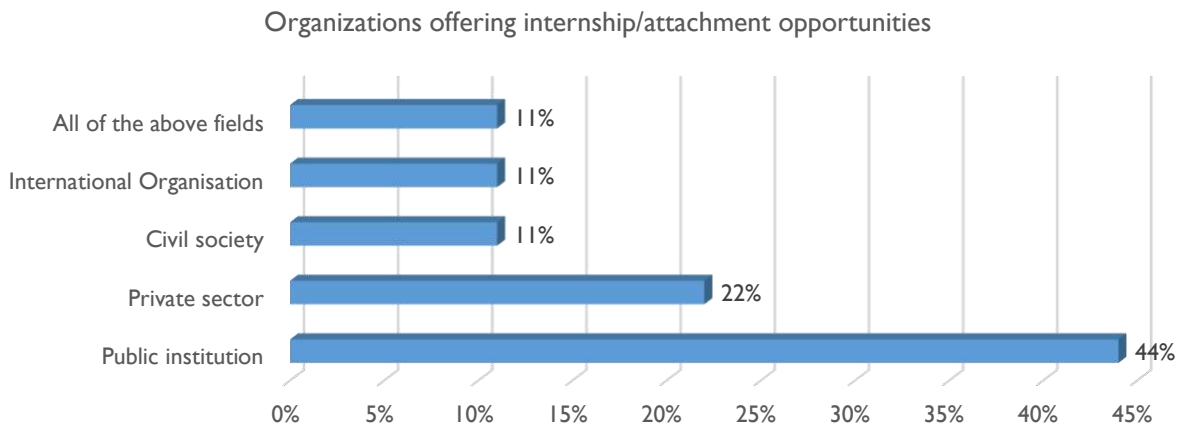


Figure 4: Organizations offering industrial placement opportunities

5.5.1 Main challenges with acquiring internship slots with Private sector firms for TVETs students

The constraints to acquiring internship slots were identified to be inadequate accommodation of trainees unavailability of slots, bureaucracies in the organization, competition for internship slots from HEIs, course mismatch, limited attachment opportunities, and transportation problems.

5.6 Opportunities for Career Guidance and Development Services

Career guidance and development services are very important avenues to help students in making wise career decisions. The students get to know about their employment aspirations, objectives, and desires and understand how to tailor their careers for the labor market. The survey indicated that the majority of the TVETs (67 percent) had career guidance offices as this was a requirement by the government. However, most of them indicated that their students rarely visited their offices for career assistance. 56 percent of the institutions depended on departmental trainers as their career guides, but there were opportunities for visiting lecturers and outside trainers who were also offering career guidance (22 percent) (see figure 5). However, resources are lacking, and there are not enough qualified teachers or instructors to offer career guidance to students.

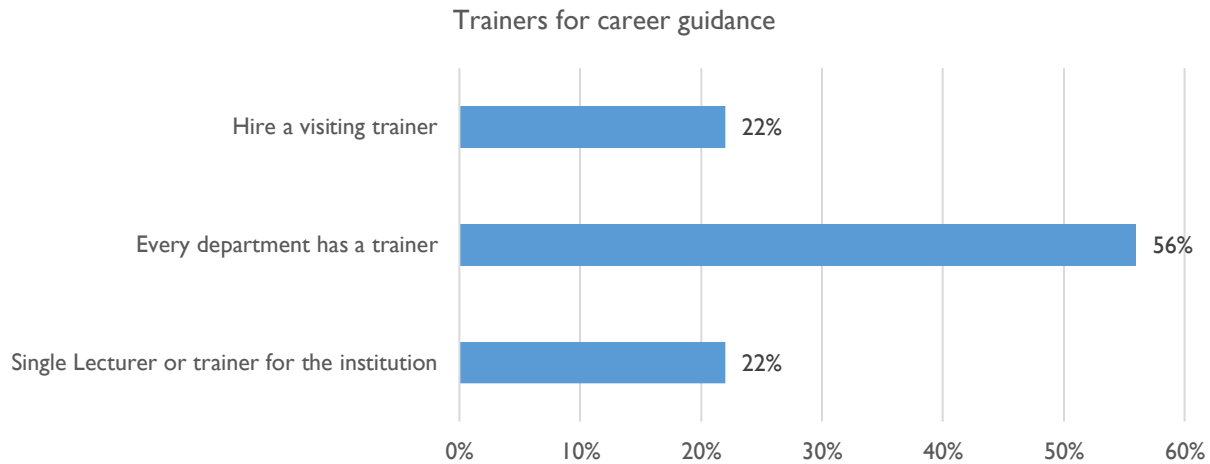


Figure 5: Trainers for career guidance

The level of importance of different career development services in the TVETs is provided in table 5 below. The institutions focused on computer, communication, and teamwork as common competencies. While the most prioritized job placement services were job attachments. This indicates that there are some opportunities to support the TVETs in enhancing their career development services and improving the marketability of their graduates.

Table 4: Level of importance of the following career development services in your institution

| Career development services (percentage) | Very Limited | Limited | Moderate | Above moderate | Extensively |
|---|--------------|---------|----------|----------------|-------------|
| a) Competences and skills training | | | | | |
| Communication | 22.20 | 0.00 | 11.10 | 33.30 | 33.30 |
| Interview Preparation | 33.30 | 0.00 | 33.30 | 22.20 | 11.10 |
| CV writing | 22.20 | 11.10 | 33.30 | 11.10 | 22.20 |
| Team Work | 33.30 | 11.10 | 11.10 | 11.10 | 33.30 |
| Computer skills | 22.20 | 11.10 | 22.20 | 0.00 | 44.40 |
| b) Job placement services | | | | | |
| Attachment | 11.10 | 0.00 | 11.10 | 22.20 | 55.60 |
| Internships | 11.10 | 11.10 | 11.10 | 33.30 | 33.30 |
| Career expos | 22.20 | 11.10 | 11.10 | 33.30 | 22.20 |
| Job advertisements | 22.20 | 11.10 | 11.10 | 22.20 | 33.30 |
| Remote working centers | 33.30 | 11.10 | 11.10 | 22.20 | 22.20 |
| Work-study | 11.10 | 11.10 | 44.40 | 0.00 | 33.30 |

5.7 Engagement of TVETs with the Private Sector

Partnership between TVETs and the private sector is one pathway that could enhance the employability of youth and reduce skill mismatch in the labor market. All the TVETs interviewed were engaging with the private sector in different aspects (Figure 6). Some of the ways of engagement included curriculum reviews and recommendations, internship/attachments (33 percent), and career guidance lessons (22 percent). These results indicate that there is industry participation in TVETs curriculum design and program delivery. However, there is a need to strengthen the collaboration between the two entities.

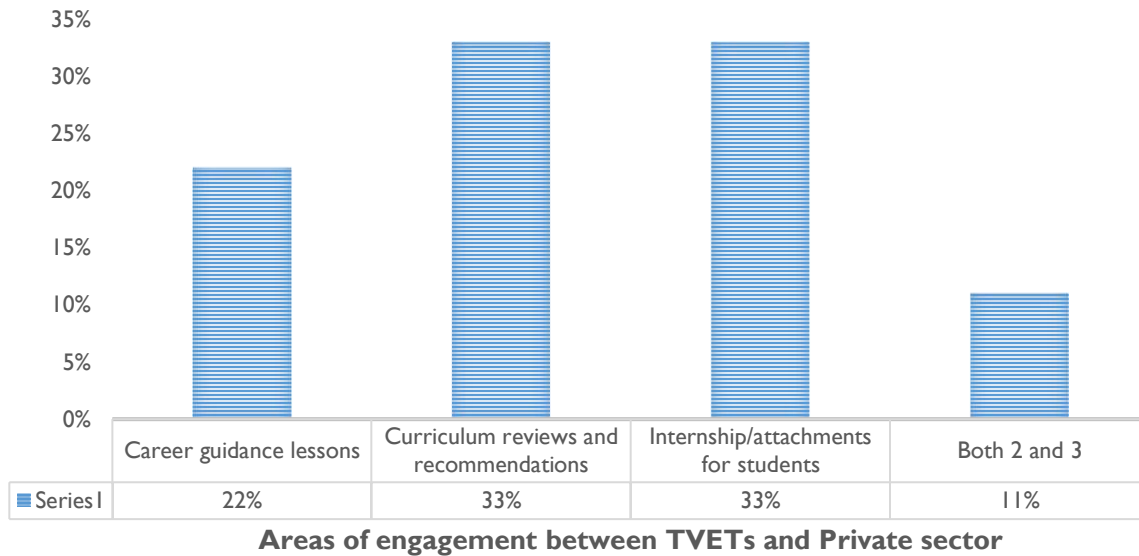


Figure 6: Areas of TVET engagement with the private sector

The TVETs administrators suggested practical lessons using modern equipment from the private sector, linking graduates to jobs, research and development, innovation, sponsorship, apprenticeship, collaborative training exchange programs, and part-time tutoring as other areas of engagement between the TVETs and the private sector.

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

TVETs are well positioned to partner with the private sector and other industry partners in developing market-based short courses. Some of the factors that TVETs consider before introducing a new course include:

1. Approval by TVETA
2. Availability of students
3. Availability of funds
4. Availability of physical resources
5. Availability of trainers

6. Market demand

All the TVETs are willing to offer tailor-made short courses and training in partnership with the private sector (Table 5). Moreover, they strongly consider the commercialization of their short courses to supplement government capitation. Table 5 gives some of the short courses that TVETs were considering.

Table 5: Short-courses TVETs are willing to offer and commercialize

| Short-courses |
|---|
| 1. Certificate in Food and Beverage Production, Sales, and Science |
| 2. Artisan certificate in plumbing |
| 3. Certificate in General Agriculture |
| 4. Artisan Certificate in Masonry |
| 5. Certificate in Fashion Design & Garment Making |
| 6. Certificate in Computer Application Packages |
| 7. Certificate in Driving (BCE/FG) |
| 8. Certificate in Painting and decoration |
| 9. Certificate in Hospitality management |
| 10. Certificate in Hairdressing and Beauty Therapy |
| 11. Vocational Certificate in Entrepreneurship & Innovation |
| 12. Certificate in life skills |

5.9 TVETs Capacity to Conduct LMAs

Tracking students who have been absorbed in the labor market is a key avenue for HEIs to know if they are producing the right candidates for the labor market or not. This will also enable them to structure their programs to produce relevant graduates. The survey assessed the capacity of the TVETs to monitor the labor market for their graduates and the results indicate that most of the TVETs do not have the proper and structured mechanism to conduct this process. However, they were using the following methods to track their students:

- Former students
- Employers who place their students for attachments and internships
- Students' WhatsApp groups
- Visiting organizations that have the potential to employ TVETs graduates

From the above, TVETs require capacity-building in conducting LMAs for their graduates. They suggested that the staff need training in LMA research methodology, trend analysis, data analysis, and M&E to track all indicators for the labor market. Some of the indicators they were interested to monitor include:

1. Labor force participation rate
2. Employment by sector
3. Employment in the informal economy
4. Part-time workers
5. Employment by occupation
6. Youth unemployment
7. Persons outside the labor force
8. Time-related underemployment

9. Poverty, income distribution, employment by economic class, and working poverty

5.10 SWOT analysis of TVETs

An analysis of the various aspects of strengths, weaknesses, opportunities, and threats was conducted from the findings in the previous discussions. This analysis intended to consolidate and build on existing strengths and opportunities and at the same time address current and anticipated weaknesses and threats. The SWOT analysis of the TVETs in Kisumu County can be summarized as follows:

Table 6: SWOT Analysis of TVETs

| Strengths | Opportunities |
|--|--|
| <ul style="list-style-type: none"> All institutions offer courses accredited by TVETA National support for strengthening education systems | <ul style="list-style-type: none"> Sufficient government funding Private sector and industry interest and willingness to engage with TVETs Increased demand for skilled labor by the private sector Large youth population |
| Weaknesses | Threats |
| <ul style="list-style-type: none"> Career guidance is not fully established in all institutions. Tracer study is not structurally conducted. The institutions do not have structured mechanisms to monitor the labor market for youth. There is a weak linkage with the labor market. Lack of soft skills courses | <ul style="list-style-type: none"> Gender-specific course preferences Limited female representation in STEM courses A negative perception of TVETs-low enrolments Limited human resource capacity especially trainers |

A situational analysis was also conducted to identify the key opportunities for TVETs in County Government and Private Sector and the results are summarized in Table 7.

Table 7: Opportunities for TVETs in County Government and Private Sector

| Industry | Opportunity for skills development | Opportunity in county | Opportunity in Private Sector |
|-----------------------|--|--|---|
| Security | Short courses in soft skills Certificate courses in security studies | Internships and job placements with the county security wardens | Internships and job placements Short course for retooling of security officers in security companies |
| Cereal Millers | Certified short courses in Plumbing, driving, baking, and electrical and electronics courses | Funding for short courses delivery Youth funds for facilitating self-employment in Plumbing, driving, baking, | Internships apprenticeships, and job placements Practical training using the modern private sector equipment |

| | | | |
|---------------------------------|--|--|--|
| | | electrical and electronic courses | Short courses for staff retooling |
| Circular and Bio-economy | Short courses in Bio-chemistry, electrical and electronic, gas supply, marine ecology, plumbing, and marketing | Funding for short courses delivery Youth funds for facilitating self-employment in Circular and Bio-economy Internships and job placements | Internships apprenticeships, and job placements Practical training using the modern private sector equipment Short courses for staff retooling |
| Fishing | Short courses in Aquaculture, Fish feed formulating pond and fish cages construction, and fish processing | Funding for short courses delivery Youth funds for facilitating self-employment in fishing | Internships apprenticeships, and job placements Practical training using the modern private sector equipment Short courses for staff retooling |
| Informal Sector | Short courses in entrepreneurship | Funding for short courses delivery Youth funds for facilitating self-employment in fishing | Apprenticeships Practical training using the modern private sector equipment Short courses for staff retooling |

6. THE DYNAMICS OF YOUTH EMPLOYMENT IN KISUMU

6.1 Demographic Characteristics of Youths

The demographic characteristics under consideration were age, gender, education level, and status of employment. The distribution of gender between the age groups of the interviewed youth is shown in figure 7 below. In both genders, youth between the age of 20-24 years were the highest. Females between the age of 20-24 years accounted for 85 percent of the total respondents of females while 68 percent of the same age group accounted for the male youth. This is because the youth between 20-24 years are the ones who are mostly seeking employment since those of 19 years and below are still in school.

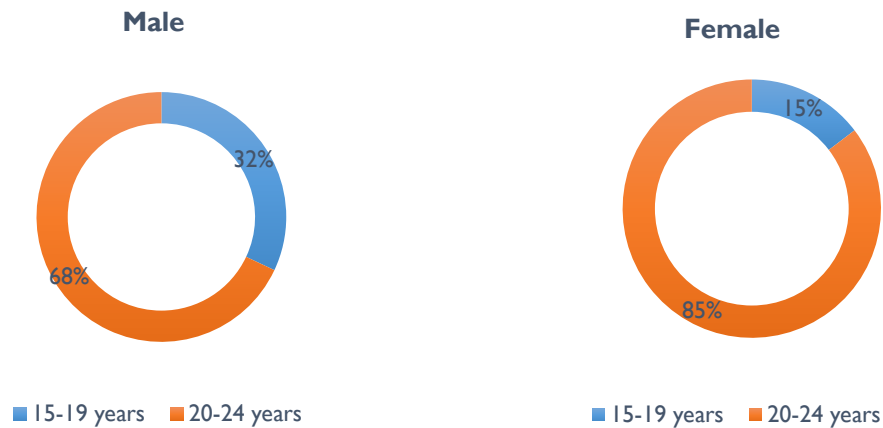


Figure 7: Youth sex by age group

The education attainment of youth is illustrated in Figure 8. Most of the male youth had attained secondary school level of education as opposed to their female counterparts who had attained college education level. For the male youth, the transition from secondary to tertiary education is difficult as they face pressure from society to start providing for their families and help in generating family income. Most of them are also eager to venture into wage employment at an early age due to peer pressure. In contrast, female youth have a smooth transition in all their education levels due to support from their families. Additionally, affirmative action in empowering the girl child favors them in terms of education as opposed to their male counterparts.

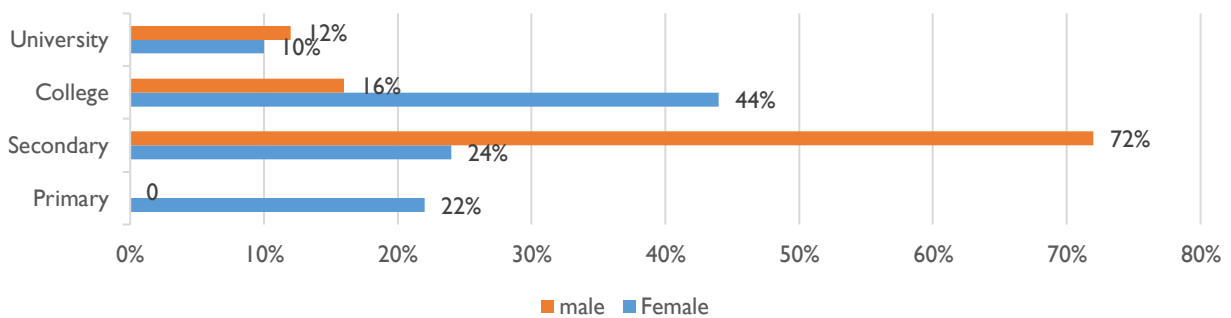


Figure 8: Youths' highest level of education by sex

Concerning the relationship between education and employment (Figure 9), the results indicated that the group of youth who had attained a maximum of secondary level education were most affected by unemployment (at 43 percent) and at the same time, the group that most benefited from accessing employment (at 42 percent). This is attributed to key employers of youth such as the security industry only requiring secondary level education and the other key employers of youth in the county such as the manufacturing sector requiring college training in specific fields.

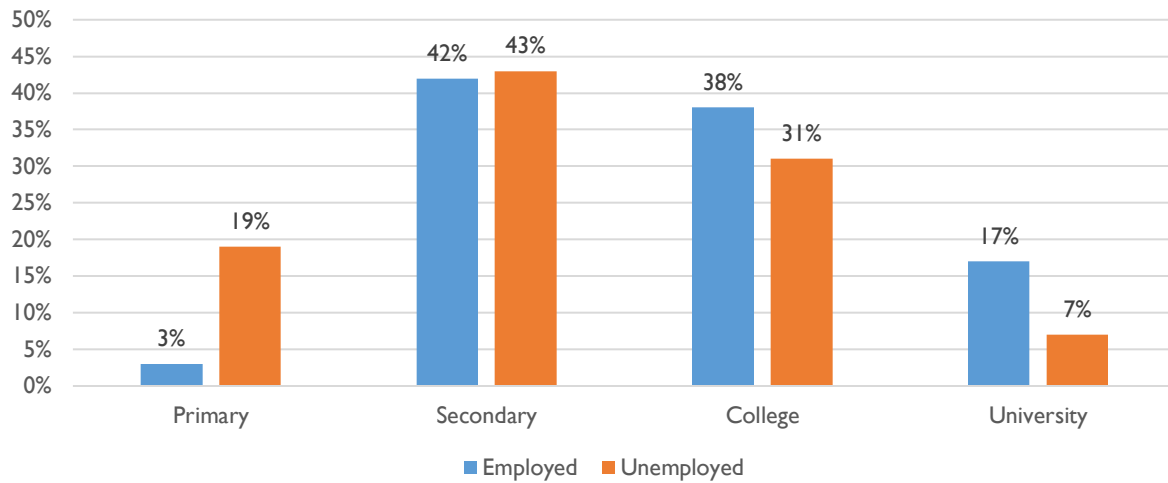


Figure 9: Youth employment status by highest education level

The comparison of the youth employment status by age group is given in Figure 10. The majority of the youth between the ages of 20-24 were employed (at 88 percent). This is because youth aged between 15-19 years in the county are mostly still in secondary school and hence are not looking for jobs in the labor market.

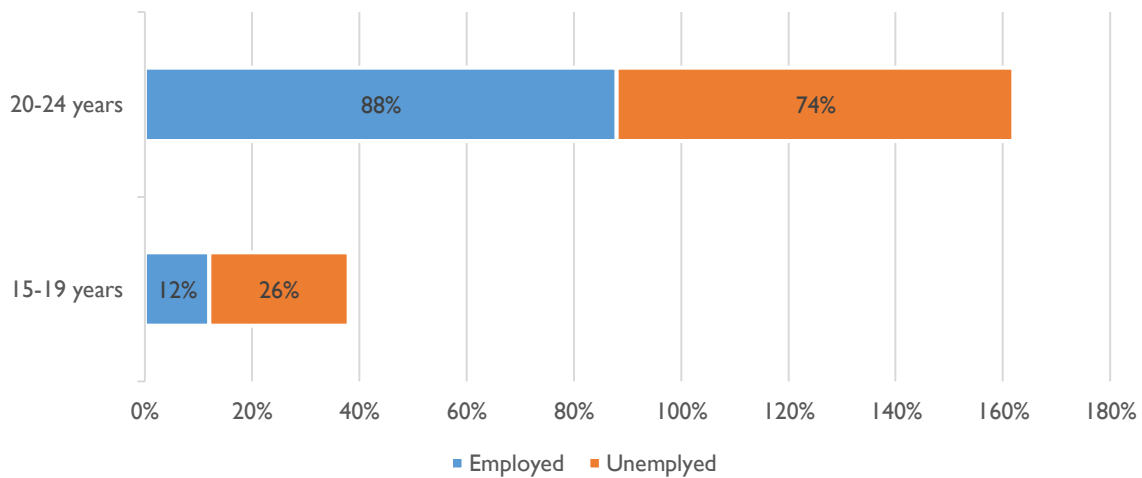


Figure 10: Youth employment status by age group

6.2 Youth preferred Sectors, Jobs, and Skill-sets

Among the unemployed youth interviewed, all of them (42) were searching for employment in the sectors provided in Figure 11. About half of the unemployed youth (52 percent) were searching for jobs in the SME sector. This is attributed to the fact that most of them were from four-leavers without a college

education and thus lacked the skills for employment in the formal sector. Moreover, the rate of unemployment in Kisumu County has led most of the youth to be innovative and creative to start their businesses.

Other sectors that youth seemed to prefer when searching for jobs were the transport, hospitality, and tourism sectors (14 percent). These sectors are considered youth-friendly as most of the jobs are flexible, have minimum skill requirements and supervision, and are diverse. Even though the agriculture and manufacturing and processing sectors are considered key sectors for youth in wage and self-employment, the majority of them do not prefer looking for jobs in such sectors since they have high levels of supervision, are too formal, and require high levels of skill sets apart from casual jobs in these sectors.

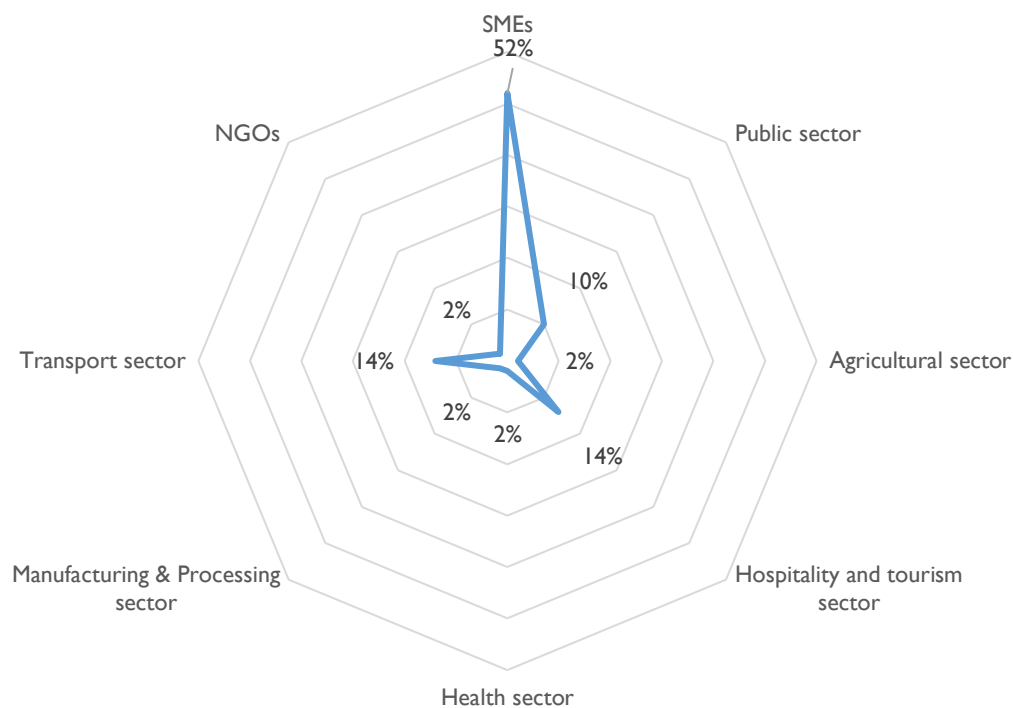


Figure 11: Employment preferences for unemployed youths

As shown in Figure 12 below, most of the youth were searching for jobs as hotel staff (waiters and chefs) (at 17 percent) followed by business managers (at 14 percent) and in the County Government (at 12 percent).

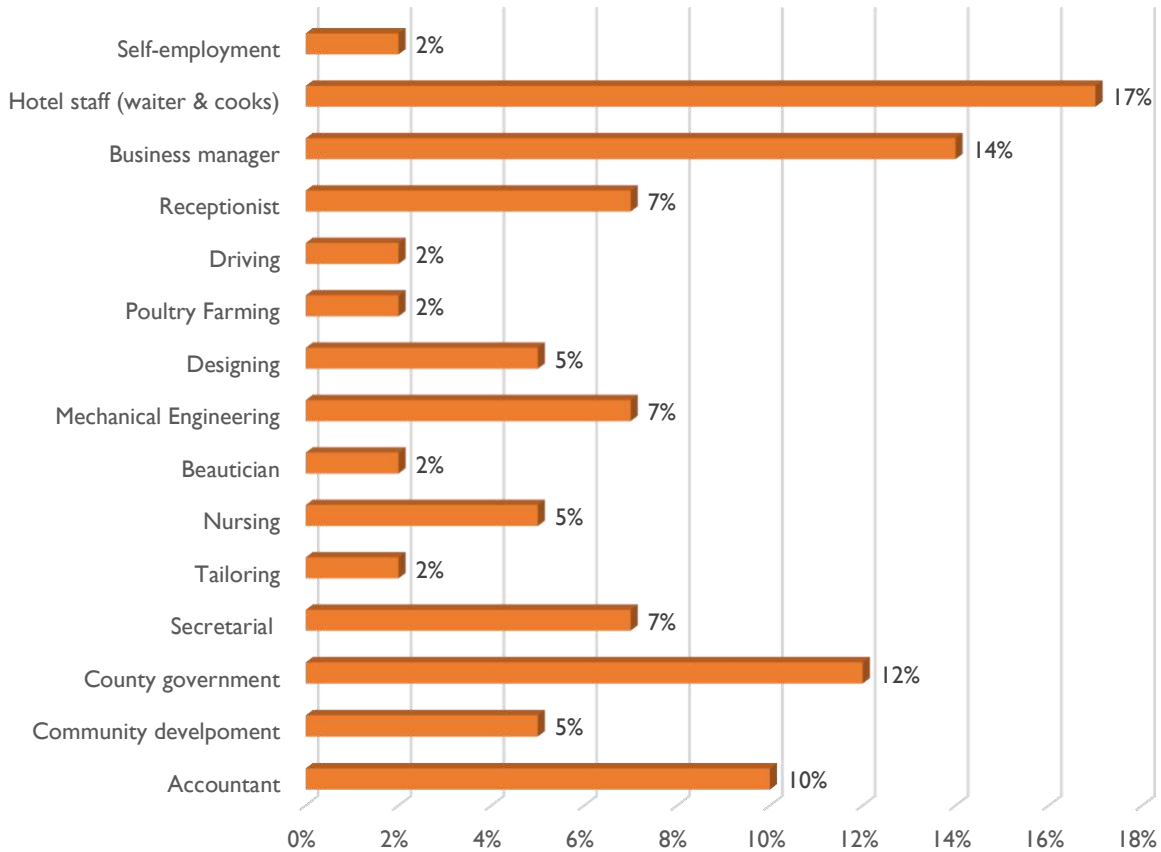


Figure 12: Types of jobs youth are searching

A further 12 percent of the unemployed youth interviewed were skilled in driving (Figure 13). In all the three most preferred sectors, the transport department is key to running their operations hence with youth possessing such driving skills, it is easier for them to get employment as riders for delivery of food to hotel customers and drivers in both private and government offices.

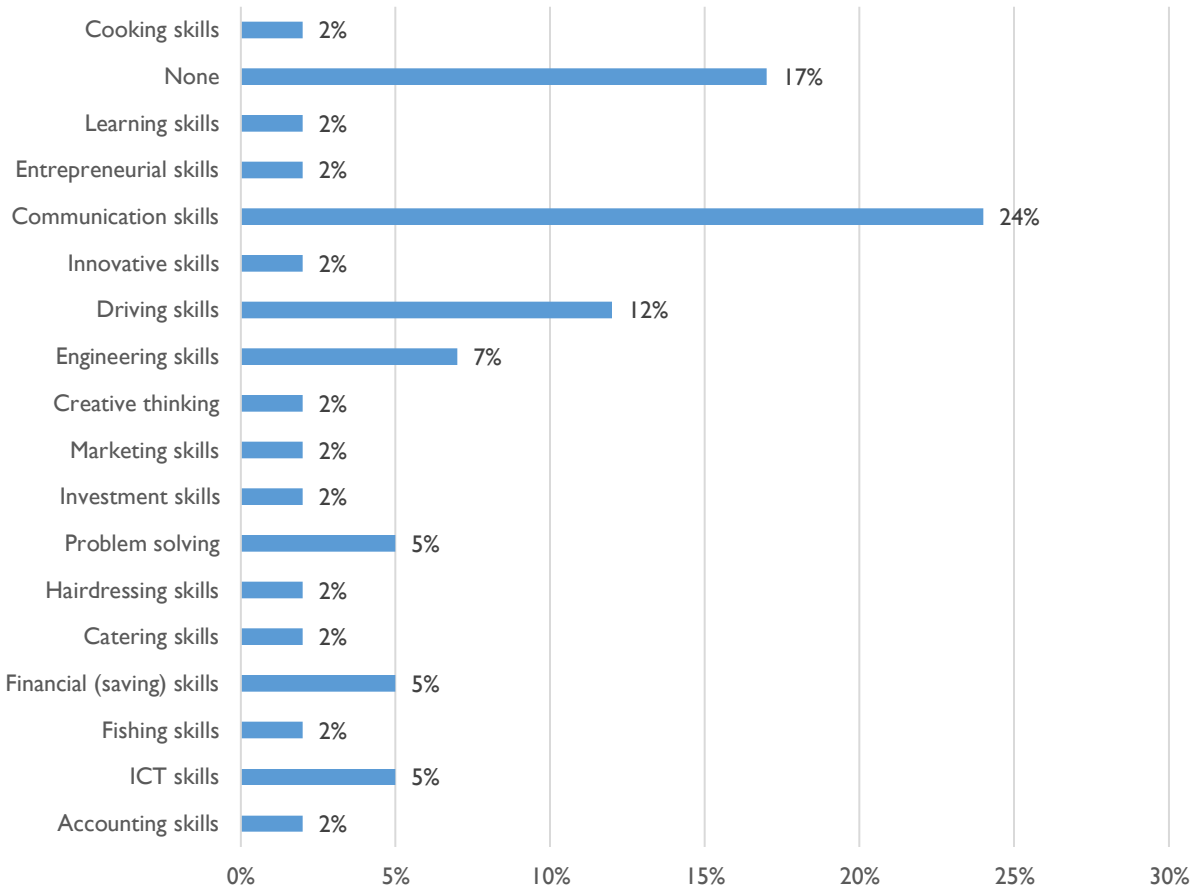


Figure 13: Skillset of unemployed youths

6.3 Steps and Duration of Employment Search

From Figure 14, 24 percent of the unemployed youth consider going to school to get an education and training as a pathway to secure employment. This is a result of the desire by the youth to get into wage employment which requires a certain level of skill. For the youth to acquire employment, they need to know about jobs available and the skillsets required. They may require assistance to get this information. 21 percent of the youth interviewed seek assistance from friends, family, relatives, and colleagues when searching for employment. Only five percent of the youth had registered signed up in employment bureaus. This is likely because most of the jobs currently require job referrals and networks for one to be able to secure employment. Most youths do not use employment platforms when searching for jobs thus the need for training on different platforms where they can easily get job opportunities.

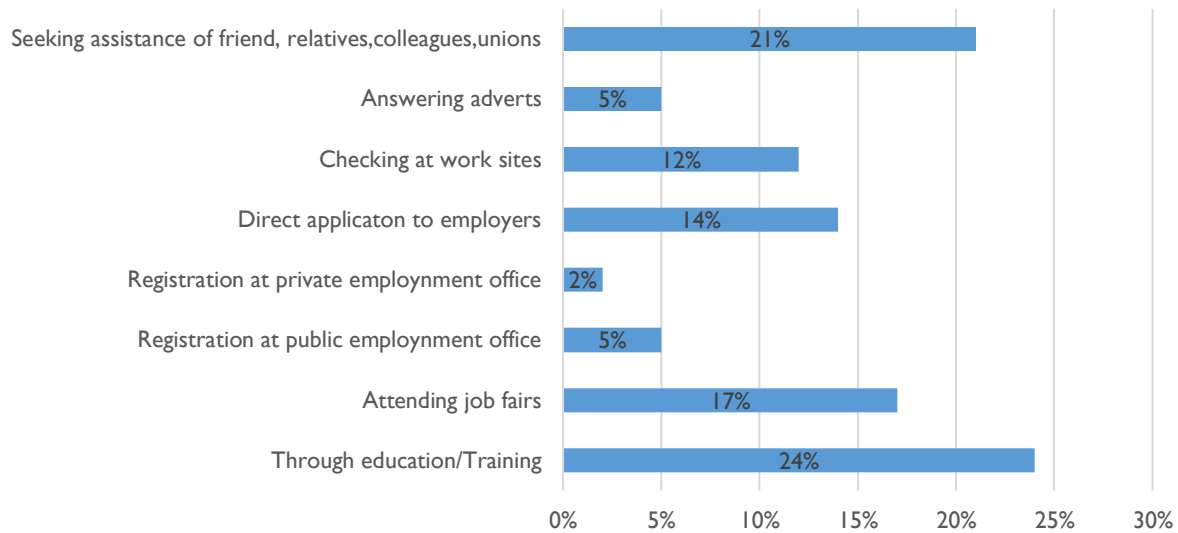


Figure 14: Steps taken to look for employment

As shown in Table 9, the unemployed youth interviewed were asked about how long they have been looking for jobs. 33 percent of them indicated that they have been searching for employment for between 3-6 months. 21 percent were searching for jobs for between 6 months-one year while a further 24 percent noted that they have been searching for jobs for more than a year. This shows that inasmuch as jobs are scarcely available, most of the youth were resilient enough to keep looking with the hope of securing one in the future. This often leaves youth idle and can easily result in skill depreciation, requiring re-skilling which might be costly for them. Employers also tend not to select candidates who have been out of the job market for long as they consider hiring them costly due to the re-skilling them.

Table 8: Duration of looking for employment

| Duration | Frequency | Percentage |
|------------------|-----------|------------|
| less than a week | 2 | 5 |
| 1-4 weeks | 1 | 2 |
| 1-2 months | 6 | 14 |
| 3-6 Months | 14 | 33 |
| 6 months- 1 year | 9 | 21 |
| more than 1 year | 10 | 24 |
| Total | 42 | 100 |

6.4 Wage Expectations for Unemployed Youth

The mean wage expectation for the unemployed youth in Kisumu County was KES 16,988/=. In comparison to gender, the minimum wage expectation of the female youth was KES 16,352/= while for the male unemployed youth was KES 18,133/= which was higher compared to that of females. The wage expectation varies by education level as given in Table 10. The highest wage expectation was from the university graduate youth at KES 31,667/= while the lowest wage expectation was by youth who had attained primary school education level at KES 10,250/=. This indicates that as one progresses with their education, their wage expectation is higher as a result of skills training and exposure. This could be an explanation for the higher unemployment rates experienced by graduates compared to youth who have completed other educational qualifications.

Table 9: Wage expectations of unemployed youth

| Wage Expectations | Mean (KES) |
|---|-------------------|
| Mean wage expectations for unemployed youth | 16,988 |
| Minimum wage expected by unemployed youth by gender | |
| <i>Female</i> | 16,352 |
| <i>Male</i> | 18,133 |
| Minimum wage expectations of unemployed youth by highest education level | |
| <i>Primary</i> | 10,250 |
| <i>Secondary</i> | 18,778 |
| <i>College/TVETs</i> | 15,269 |
| <i>University</i> | 31,667 |

6.5 Challenges facing Unemployed Youth when seeking Wage Employment

Unavailability of jobs and no work experience were indicated as the greatest challenges facing job acquisition at 19 percent (Figure 15). A plausible justification for this is that a majority of the youth get trained on courses/skills that are not relevant to the current job opportunities in the market. As such, most of them fail to secure jobs due to high competition for jobs. Another challenge that was highlighted was the lack of education and required skills (at 17 percent). The majority of the youth interviewed noted that most of the jobs required certain levels of education which they did not possess hence locking them out of wage employment. The lack of required skills also made them miss out on opportunities. On skills mismatch, the youth noted that what was being taught and trained in school and at HEIs was very different from what the job market demands.

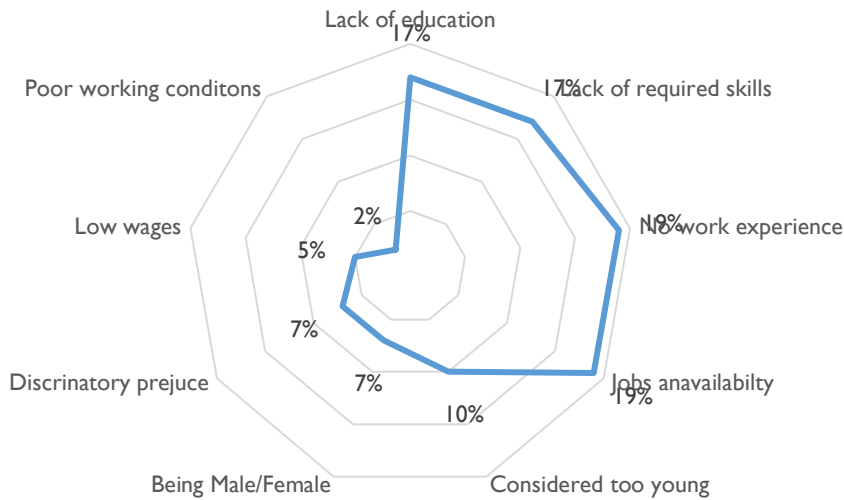


Figure 15: Challenges facing Unemployed Youth when seeking Wage Employment

The unemployed youth were aware that they lacked certain skills, which could be acquired through additional training. From Figure 16, 86 percent of the youth agreed that additional training would be beneficial in helping them find a job. A further 48 percent felt that TVET training courses would be most helpful in finding employment, while 40 percent supported university education.

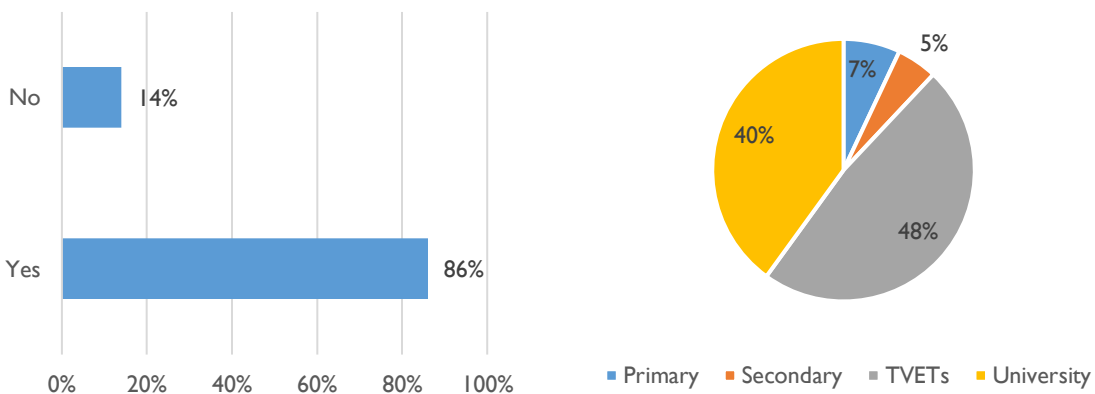


Figure 16: The training and job assistance preferences of unemployed youth

As seen in Table 11, 25 percent of the youth (10) had received job search assistance (50 percent from friends and relatives) followed by career coaching/consultation (at 20 percent) while the rest (10 percent) received job assistance from internship and apprenticeship, networking/job search workshops and training/classes.

Table 10: Modes of job assistance of unemployed youth

| Ways of job assistance | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Internship and Apprenticeship | 1 | 10 |
| Networking/Job search workshops | 1 | 10 |
| Training/classes | 1 | 10 |
| Career coaching/consultation | 2 | 20 |
| Friends, and relatives | 5 | 50 |
| Total | 10 | 100 |

6.6 Employed Youth in Kisumu

6.6.1 Characteristics of Employed Youth

46 percent of the interviewed youth in Kisumu County were employed in the private sector followed by the NGO sector (at 37 percent) while 13 percent were employed in SMEs as shown in Figure 17. 4 percent of the youth are employed in the public sector. Of these employed youth, 44 percent were employed on a contractual basis (see Figure 18).

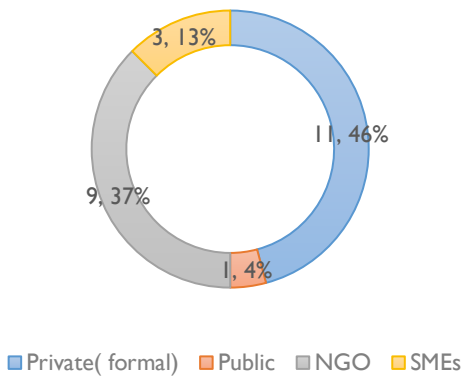


Figure 17: Type of organization employed

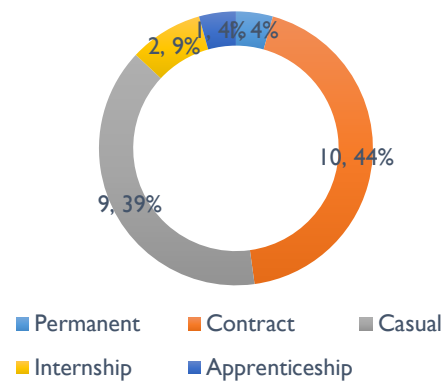


Figure 18: Nature of Employment

A majority of the employed youth (83 percent) secured entry-level jobs but with minimum career progression (Figure 19).

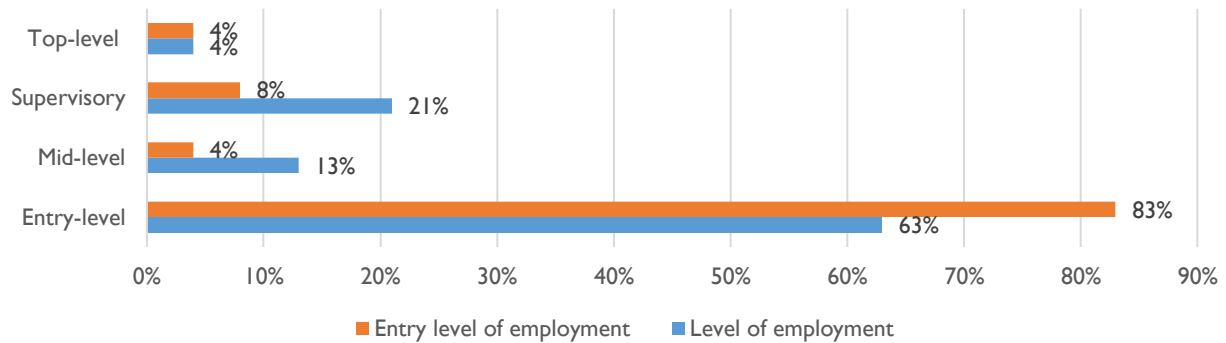


Figure 19: Youth level of employment

6.6.2 Duration to getting employed

33 percent of the employed youths interviewed indicated that they had searched for jobs for more than one year, 25 percent stated that they had job hunted for between 3-6 months while 16.7 percent had searched for jobs for between 1-2 months (Table 12). Based on the results, a sound intervention in developing a platform for advertising available jobs and sector recruiting will assist the youth in their bid to secure wage employment.

Table 11: Duration to getting current employment

| Duration | Frequency | Percent |
|------------------|-----------|------------|
| 1-4 weeks | 2 | 8.3 |
| 1-2 months | 4 | 16.7 |
| 3-6 Months | 6 | 25 |
| 6 months- 1 year | 4 | 16.7 |
| more than 1 year | 8 | 33.3 |
| Total | 24 | 100 |

6.6.3 The skillset of employed youth

The employed youth in Kisumu County had communication skills (at 25 percent) followed by managerial and ICT skills at 13 percent respectively when they joined wage employment. However, a majority of them lacked managerial and problem-solving skills (at 29 percent respectively) as shown in Figure 20.

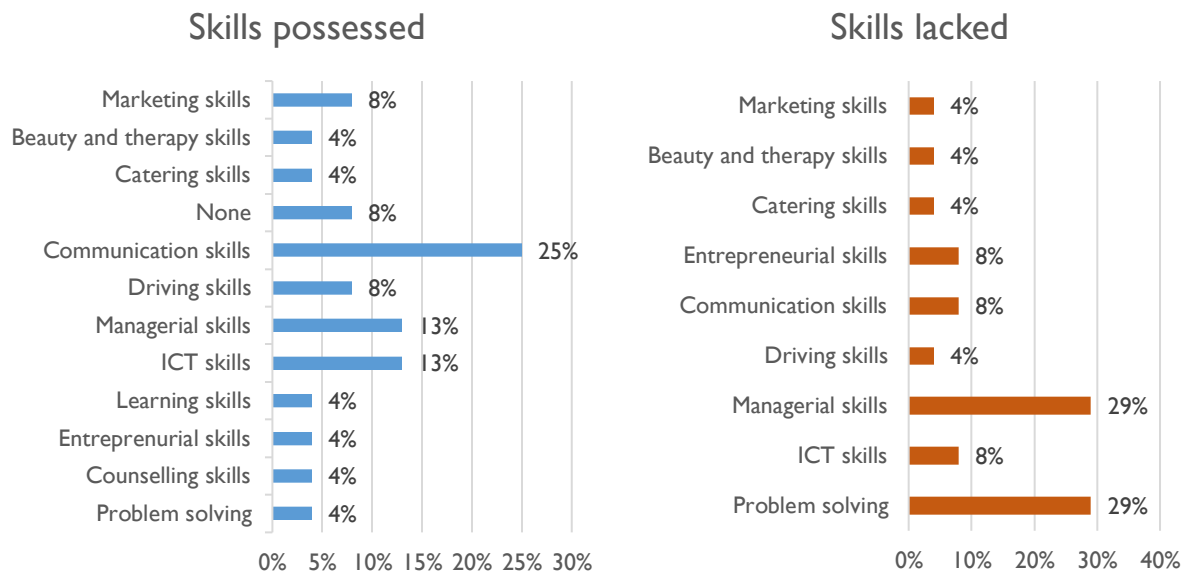


Figure 20: Skills possessed and lacked by employed youth at entry level

6.6.4 Youth employee turnover rates

The youth employee turnover rate was a key point of the study given the nature of most youth. Figure 21 highlights that 88 percent of the youth hoped to change their current jobs indicating dissatisfaction or the desire for career progression. Figure 22 indicates that 67 percent were unsatisfied with their jobs. These results indicate that there is high attrition and low retention rate among youth employees and there is a need to design interventions that would retain youths in jobs.

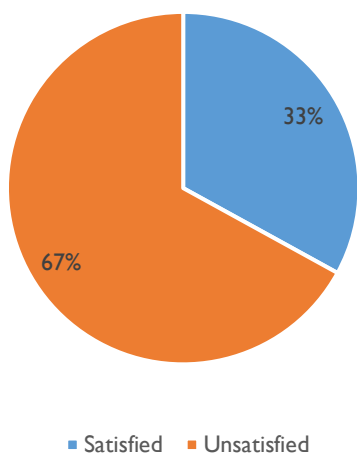


Figure 21: Job attrition (hope to change job)

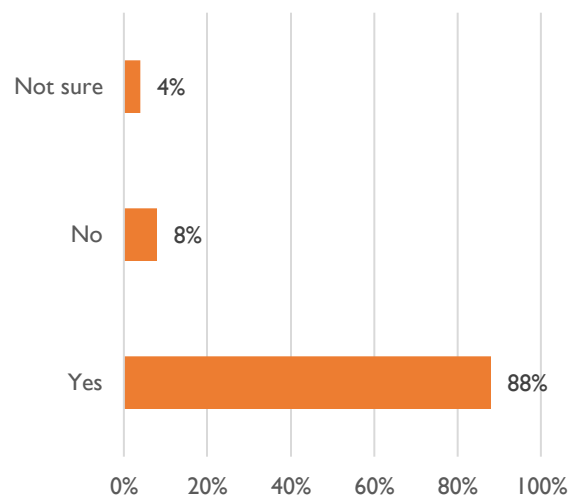


Figure 22: Job retention (willingness to stay in job)

As shown in Figures 23 and 24, 54 percent of the interviewed employed youth indicated that they have ever had an incidence of job refusal. A further, 38 percent specified that they may move to other towns to search for better employment opportunities while 33 percent noted that they were willing to move to other countries in search of jobs. Most youths have high labor mobility so long as they satisfy their employment needs.

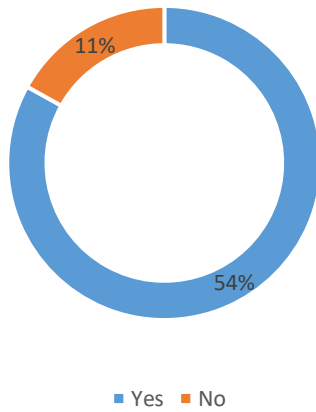


Figure 24: Incidence of job refusal

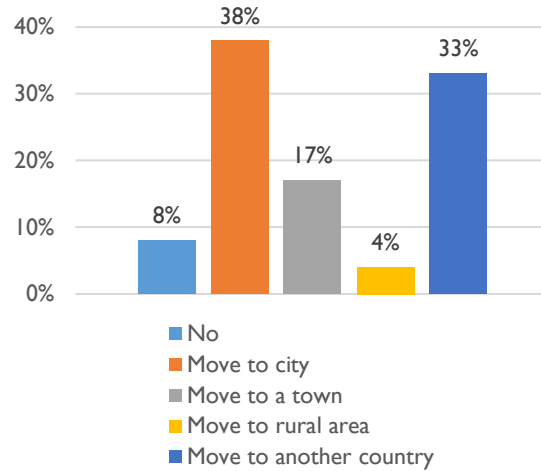


Figure 23: Willingness to migrate for work

Employed youth in Kisumu County indicated that the main reasons why they were willing to change their current jobs were attributed to the need for higher pay and better career prospects which their current jobs did not provide as shown in Table 13. Of the 33 percent of employed yet dissatisfied youth, 31 percent indicated that they were being underpaid and had limited career prospects in their current jobs while 19 percent indicated that poor management was a key contributor to their dissatisfaction. Out of the 54 percent of employed youth who had refused a job, 54 percent cited that they had been offered low wages and this led to their job refusal while 31 percent highlighted that the jobs had unmatching qualification levels. 15 percent indicated that the jobs had no possibilities for advancement.

Table 12: Factors contributing to job attrition, dissatisfaction, and refusal

| Reasons for changing job | Frequency | Percentage |
|---|-----------|------------|
| Higher pay | 9 | 41 |
| Better work conditions | 2 | 9 |
| Better career prospects | 9 | 41 |
| Combine work with family responsibilities | 2 | 9 |
| Reasons for job dissatisfaction | | |
| Underpay | 5 | 31 |
| Unsupportive boss | 2 | 13 |
| Limited career growth | 5 | 31 |
| Lack of life-work balance | 1 | 6 |

| | | |
|---------------------------------------|---|----|
| Poor management | 3 | 19 |
| Reasons for job refusal | | |
| Low Wages | 7 | 54 |
| No possibility for advancement | 2 | 15 |
| Unmatching qualification Level | 4 | 31 |

6.6.6 Compensation for employed youth

The main motivator for keeping youth in employment was related to compensation. The average salary for employed youth in Kisumu County is below KES 10,000/= (see Table 14). External pay inequity in the industries affected retention since 83 percent of employed youth indicated that their salaries were not at par with their colleagues' salaries at the same job level. This leads to demotivation.

Table 13: Satisfaction as a result of Pay for employed youth

| Salary | | Frequency | Percentage |
|---------------------------------------|-----------------|-----------|------------|
| Average salary per month | Below 10,000 | 15 | 63 |
| | 10,000 - 20,000 | 7 | 29 |
| | 20,000 - 30,000 | 2 | 8 |
| | Total | 24 | 100 |
| Salary at par with colleagues | Yes | 4 | 17 |
| | No | 20 | 83 |
| | Total | 24 | 100 |
| If not, is it higher or lower? | Higher | 1 | 5 |
| | Lower | 20 | 95 |

Concerning minimum wage expectation, the employed youth indicated an average pay of KES 25,714/= for females while the average expected pay for males was KES 30,000 (see Table 15). The general average wage expectation for the employed youth is KES 27,500/= which is far higher than their current average pay (below KES 10,000/=). This could be one of the possible reasons why youth have low motivation and are highly mobile.

Table 14: Wage expectations of employed youth

| Expectation | Mean (KES) |
|---|------------|
| Mean wage expectations for employed Youth | 27,500/= |
| Minimum wage expected by employed youth by gender | |
| <i>Female</i> | 25,714/= |
| <i>Male</i> | 30,000/= |
| Minimum wage expectations of employed youth by the highest education level | |
| <i>Primary</i> | 20,000/= |

| | |
|----------------------|----------|
| Secondary | 32,000/= |
| College/TVETs | 25,556/= |
| University | 22,500/= |

From Table 15, university graduates expect lower salaries than youth with diplomas or certificates. This could be because of limited opportunities for graduates in the job market hence willing to start with lower salaries as compared to other groups. In addition, most job opportunities are entry-level and do not require any qualifications hence the high demand for diploma graduates and form leavers.

6.6.7 Challenges facing employed youth in finding wage employment

The employed youth were asked to state the most important challenges they faced when searching for wage employment. The three main challenges include unavailability of jobs (25 percent), no work experience (25 percent), and low wage (17 percent) (Figure 25). A limited number of job opportunities is a major constraint for youth employability. Designing pathways that increase job opportunities that do not require years of experience is very important to improve the employment prospects of youth in Kisumu County.

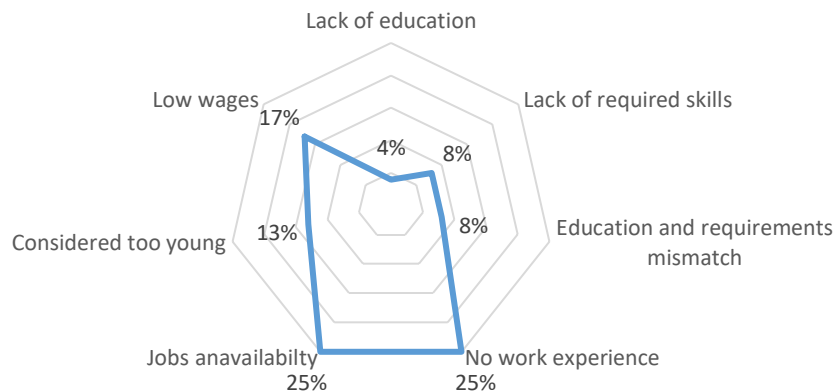


Figure 25: Challenges facing employed youth in finding wage employment

Table 16 presents results on the training preferences and job assistance of employed youth. 54 percent of the youth interviewed believe that the education/training that they gained is useful for their current job. Further, 42 percent of the youth felt that entrepreneurship training was necessary to start and own businesses for self-employment. The youth were asked if they have ever received any job assistance and 54 percent (13 youths) had received job assistance in the form of career coaching/consultation (at 45 percent) Friends and relatives (at 18 percent), internships and apprenticeships (at 18 percent) and training and classes (at 18 percent).

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

| | | Frequency | Percentage |
|---|---|-----------|------------|
| Education/training gained usefulness | Very useful | 13 | 54 |
| | Somewhat usefulness | 10 | 42 |
| | Not useful | 1 | 4 |
| Level of education useful in job finding | Completion of vocational training | 5 | 20.8 |
| | University | 1 | 4.2 |
| | Apprenticeship with an employer | 3 | 12.5 |
| | Entrepreneurship training to start own business | 10 | 41.7 |
| | Foreign language | 2 | 8.3 |
| | Professional training | 3 | 12.5 |
| | Job search assistance | Yes | 11 |
| | No | 13 | 54 |
| Types of job assistance | Internship and Apprenticeship | 2 | 18 |
| | Career coaching/consultation | 5 | 45 |
| | Family, friends, and relatives | 2 | 18 |
| | Training and classes | 2 | 18 |

6.6.8 Skills Assessment of Employed and Unemployed Youth

In addition, 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 17). On average, unemployed youth ranked lower than employed youth. Interestingly, there is no significant difference between the self-assessment of technical, problem-solving, communication, teamwork, leadership, adaptability/resilience, and consideration for others between the employed and unemployed youth. This shows that employed youth ranked higher in technical, communication, and teamwork skills than unemployed youth. On the contrary, unemployed youth have higher mean scores in leadership, adaptability/resilience, and consideration for others as compared to employed youth.

Table 16: Frequency (mean values) of performing selected skills of employed youth vs. unemployed youth

| Skills | Employed | Unemployed |
|--------------------------------|----------|------------|
| Technical | 3.96 | 3.71 |
| Problem-solving | 3.75 | 3.76 |
| Communication | 4.25 | 4.12 |
| Team work | 4.58 | 4.19 |
| Leadership | 3.92 | 4.10 |
| Adaptability/resilience | 3.79 | 4.10 |
| Consideration of others | 4.21 | 4.33 |

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

7.1 Context and Overview

Gender Assessment formed a vital component of the EY LMA and is intended to highlight gender-specific aspirations, opportunities, and barriers to youth employment in Kisumu County. In this report, the results have been disintegrated by gender. In this section, we examine the key factors that attract female youth and youth with disabilities in seeking employment, challenges/barriers that hinder the entry and success of female youth and youth with disabilities in employment, and opportunities available in the County for female youth and youth with disabilities and offer several specific recommendations for getting greater numbers of women into employment.

7.2 Factors that Attract Female Youth when seeking Employment

1. **Type of work:** Female youth have a preference for less physical work. This is attributed to their vulnerabilities and energy levels.
2. **Flexible working hours:** Female youth are attracted to flexible working hours as they seek a good work-life balance to take care of family responsibilities due to gender roles. This is crucial as it enables them to carry out duties efficiently without having to sacrifice one role over the other. For the female youth who are mothers, flexible working hours allow them to be physically and emotionally available for their children.
3. **Passion and interests:** Female youth are attracted to wage employment that is aligned with their passion and interests. This allows them to enjoy their work, improve creativity at work, boosts their productivity levels, and increases their enthusiasm at work and efficiency.
4. **Good working conditions:** Female youth are attracted to non-toxic physical or psychological working environments as it allows them to work freely without being victimized. They are interested in working areas that are free of 'stress' in that there is no constant pressure from their employers and where they are given their personal space to work. They also prefer working in organizations where their safety is assured and health is prioritized with good hygiene and sanitation facilities.
5. **Career growth and exposure:** Female youth insist on and are persistent in working in organizations that have equal opportunities for career growth and policies that enable them to grow as individuals. They are attracted to areas that will allow them to grow their employment and career network and also expose them to future better employment opportunities. They are interested in working in organizations that make use of their skills and work experience.
6. **Gender ratio:** Female youth are generally attracted to companies and working environments that have more women as compared to men. This is because such organizations have better gender policies and equal employment opportunities. They also feel that women understand them better in terms of their welfare and it's easier for them to air out their opinions and be involved in decision-making processes within these companies.

7.3 Factors that attract Youth with Disabilities when seeking Employment

1. **Resources and amenities:** Youth with disabilities prefer working in companies/organizations which have enough resources, equipment, and amenities that make their life comfortable. For instance, companies should have ramps and lifts in place to ease movement. Companies that provide youth with disabilities with relevant amenities attract more of them for work as opposed to those that do not.
2. **Non-discriminatory and inclusion policies:** Companies and organizations that have policies that protect youth with disabilities from stigmatization and discrimination attract them. This is because the youth are assured of their personal safety from any form of harassment either physical or mental. Besides ensuring equal and fair treatment for the youth with disabilities at work, it also protects them from any form of injustice at work and promotes their esteem level at work.
3. **Management:** Youth with disabilities prefer working in organizations managed by fellow employees with disabilities. They feel that a disabled employer will accommodate their interests and prioritize their welfare. They also wish to work in a company where there is a grievance handling procedure and wish to be involved in decision-making processes.
4. **Career growth and opportunities:** Career growth and equal opportunities have been prioritized by youth with disabilities. The youth are attracted to equal job opportunities and salaries as well as equal chances for growth in their careers. They consider working in companies that foster their growth as individuals and prioritize them in case of open or vacant job opportunities.

7.4 Challenges that hinder the entry and success of Female Youth in Employment

1. **Gender discrimination:** Female youth are often victims of discrimination due to the societal misconceptions, cultural practices, and norms that often perceive the African woman as property. Female youth are viewed as incapable of getting involved with any wage or employment opportunities. The types of jobs and salary expectations are often dictated to them. Some are even denied jobs and are later married off. Those that gain employment get it closer to their homes. Some employers also have a preference for the male youth terming them as more capable and productive than their female counterparts. This usually leaves many female youths with limited career options and opportunities in the labor market.
2. **Sexual harassment:** This was identified by a majority of the female youth in the county as a major challenge to getting absorbed in employment. Sexual harassment occurs in many forms with common instances being remarks on an individual's body and clothing, unwelcome physical advancements, and demanding sex as a mode of payment for female youths to get jobs. Female youth indicated that job acquisition depended on their willingness to have sex with potential employers.
3. **Pregnancy discrimination:** This occurs when a female youth is treated unfairly based on their pregnancy or maternity leaves. Most employers were not willing to allow pregnant female youth to leave work for maternity purposes with employers perceiving them as inconsistent and ungrateful for the work opportunities offered to them. Most end up losing jobs due to this form of discrimination. It is also a challenge for the female youth who are hopeful of starting their own families in the future for fear of losing jobs. Thus, most may end up missing opportunities available

in the labor market for fear of being discriminated against, causing a majority of the female youth to remain unemployed.

4. **Gender Violence:** Some female youth indicated that their husbands prohibited them from getting employment and in cases where they disobeyed, then the husbands resorted to violence. For those who were employed, they indicated that there were instances when their husbands punished them when they got home late from work.

7.5 Challenges that hinder the entry and success of Youth with Disabilities in Employment

1. **Discrimination and Stigmatization:** Youth with disabilities are often victims of discrimination on their disabilities. Society and employers usually perceive them as liabilities who are unable to work. They are usually not prioritized when it comes to employment opportunities and most are not considered productive and fit to work for any organization and company. Many are forced to depend on their families with others choosing to become beggars in towns to provide for themselves. This has led to fewer of them being absorbed into employment while the majority of them remain unemployed and unskilled.
2. **Location of the job:** With a majority of the companies and organizations offering work located in towns within the county, a lot of youth with disabilities from rural areas find it quite hard to access these working places. Most of them come from humble backgrounds and are unable to afford daily transport to the towns resorting to staying at home. Others lack the relevant equipment to aid their movement from one place to another such as wheelchairs.
3. **Limited Opportunities:** Insomuch as there is an affirmative action, there are still limited employment opportunities set aside for the youth with disability. For quite some time, they have been sidelined from work opportunities available within the county. This has led to fierce competition for the available opportunities which are unable to sustain the rising number of unemployed youth within the county. The majority end up unemployed and prefer staying at home homes where it's difficult to access them.

7.6 Barriers for Female Youth in obtaining information about Employment, Internship, and Mentorship Programs

1. **Gender Discrimination:** Female youth noted that most information on the type and nature of work is withheld and preserved for the male youth within the centers. This is attributed to notions and misconceptions within the society that some jobs are purely for males and, as a result, females are not socially expected to take part in them.
2. **Limited mentorship programs:** There are limited mentorship programs within the county that offer information and career advice to the female youth. As a result, a lot of female youth within the County are not aware of the right channels and offices to visit to get information about employment and internship and apprenticeship opportunities. Therefore, a lot of them miss out on plenty of information and advertisements on jobs available in the county.
3. **Ignorance:** Among the challenges to obtaining information among the female youth, ignorance has been labeled as a core barrier. Some of the female youth are unwilling to visit the

centers/facilities for job information citing they are not “worthy of their time”. Others often chose to disregard any information passed to them on internship and employment opportunities.

4. **Corruption:** This may occur in many forms within offices dealing with the dissemination of information. It may occur as nepotism, tribalism, and asking for favors such as money to pass information. The female youth noted that some information centers and facilities had withheld information for personal gain. This makes it difficult for the youth to freely access information that is meant to benefit them.

7.7 Barriers for Youth with Disabilities in obtaining Information about Employment, Internship, and Mentorship Opportunities

1. **Discrimination:** Youth with disabilities have difficulties in obtaining relevant information on opportunities available. Most are sidelined based on their disabilities as they are seen as unworthy, unable, and as liabilities. Most find centers involved with the dissemination of information unfriendly and hostile to them.
2. **Location of the center/facilities:** With the majority of the youth with disability found in the rural areas, they are unable to access these facilities as most tend to be located in urban centers and towns far from the rural areas. At times, information reaches them when it’s obsolete due to the long distance between them and the facilities. At times they lack the means to allow them to visit such facilities in the town.

7.7.1 Opportunities available in the county for female youth and youth with disabilities

a) Female Youth

Female youth are innovative and have exceptional communication skills, which boost their efficiency in hospitality jobs such as catering, baking and pastry, housekeeping, fast food sale, beauty, and grocery vending. Other opportunities available for female youth are in agriculture, especially poultry and vegetable farming.

b) Youth with disabilities

Persons with disabilities need inclusive mainstream employers. As the working landscape shifts to a more flexible, remote, and less traditional one, some of the job opportunities available for youth with disabilities include receptionists, grocery vending, salons and beauty parlors, poultry farming, baking, and pastry. These jobs are less physical and do not require lots of movement.

7.8 Pathways for enhancing Employment Opportunities for Female and Youth with Disabilities

1. **Partnership with organizations that specialize in disability services:** Disability organizations are uniquely equipped to anticipate challenges and propose solutions. Such organizations are instrumental in locating disabled youths with adequate skills, connecting them to programs with specialized transportation services, and, in some instances, even providing additional sources of

financial support. Partnerships with such organizations will offer various creative and resourceful approaches for integrating the youths into employment.

2. ***Establishing a Youth and Women, Recruitment and Job Placement Service:*** Some challenges in finding employment may be the result of social bias, discrimination, corruption, nepotism, and prejudice toward people with disabilities, youths, and vulnerable women. Establishing a program that hires and offers on-the-job training for youth with disabilities and women with the support of a job coach will help address the gap.
3. ***Developing and enforcing a policy of inclusion and non-discrimination:*** The practice of integrating individuals with disabilities and young people into the labor force is increasingly common, yet many co-workers and managers remain unaware or doubtful of the competencies of this undervalued labor pool. Consequently, the employment of disabled youth can be significantly improved by creating a work environment policy that fosters inclusion and non-discrimination. In addition to supporting an inclusive work culture among co-workers, this approach also removes barriers confronting individuals with disabilities.
4. ***Establishing capacity-building and capital support initiatives for start-ups:*** With more learned and informed youths, vast internet connectivity, and mobile phone ownership, there is a need to encourage youths to develop startup ideas and finance such initiatives. This can be done using gender-sensitized service providers who will assist in reinforcing gender stereotypes. This will further generate employment for other youths or women in society.

8. CONCLUSIONS AND KEY RECOMMENDATIONS

Conclusions

Across all the sectors surveyed, men constituted the largest proportion of employees, and this was attributed to an existing notion of the jobs being more suitable for men. Women interviewed indicated that they preferred working environments with existing gender policies. All the companies interviewed lacked gender policies. This may explain the limited female representation in the labor force. There is an increasing demand for semi-skilled and high-skilled workers in most sectors. The construction, MSME, and security sector only required a minimum of secondary school education and soft skills as they offered on-the-job training.

On the other hand, the hotel and manufacturing industry required certification for technical roles such as technicians, machine operators, quality control personnel, bakers, chefs, translators, and clerical staff. Most youths are motivated by high pay and career growth which promotes attrition. Sectorial analysis established that service, manufacturing, SMEs, and agriculture are the key sectors that have the potential for youth employment in Kisumu County.

The Kisumu County Government had several initiatives for promoting youth employment. These include gender mainstreaming policing, job market linkages, youth self-employment development fund, industrialization policy and special zone policy, internships, capacity building for youth groups, product market linkages, a PWD inclusion strategy, and waste management equipment distribution. However, the

Kisumu County Government did not have the proper and structured mechanism to conduct labor market assessments to monitor labor markets.

The most common method for employers to find workers are direct recruitment through informal channels such as walk-ins and friends and family referrals. Most employers stated that they provide basic job entitlements by complying with the labor laws. They also offered in-job staff retooling. The staff retooling was however attributed to a skill mismatch between what is taught in HEIs and the industry requirement. This was particularly the case in the manufacturing and processing sector where it was reported that the machines used in TVETs training are outdated hence machine operators and technicians have to be retrained. The agricultural sector reported that agricultural trainees lack field experience and are hence prone to make mistakes.

Cooperation between TVET and the industry is still limited. The predominant avenue for industry engagement is through industrial attachments which only benefit a few. Moreover, access to internship positions was a big challenge for the majority of students. The disconnect between the industry and TVETs is further demonstrated by the TVET's lack of capacity to conduct LMA. The County Government which is a major stakeholder in youth employment and TVETs could not also conduct LMA. The TVETs interviewed offered a variety of industry-oriented courses and were also willing to offer short courses. Females in Kisumu County were the largest beneficiaries of college education as most male youths had only attained secondary education. However, females still avoided Science, Technology, Engineering, and Mathematics (STEM) courses and majorly went for cosmetology courses.

The MSMEs were found to be potential employers for creating opportunities for youth employment. All the major industries in the study started as micro, small, and medium enterprises. The circular and bio-economy, agriculture, and fisheries sectors have a huge capacity to create platforms for youth self-employment. However, the predominant problem facing most entrepreneurs in Kisumu County was access to start-up and acceleration capital financing. Moreover, there was also limited entrepreneurial training among the youth.

Implications of USAID Empower Youth

1. Linkage of TVETS with the private sector for job placements, attachments, internships, apprenticeships, and access to modern training equipment:

The LMA established a great discord in terms of the technology used in TVET training and the technology in industrial production. Therefore, it is paramount for TVETs to collaborate with the private sector in training to ensure that the trainees are competent in working with modern production technologies and processes. EY can establish public-private partnerships between TVETs and the private sector through the implementation of job placements, attachments, internships, apprenticeships, and student challenge activities.

2. Supporting the formation of alumni associations, strengthening the capacity for career guidance, and conducting tracer studies in TVETs:

EY should offer technical backstopping to TVETs and the County Government to establish platforms for assessing and evaluating the labor market. This will help the TVETs in adopting curricula best suited to equip students with market-demanded skills and the County Government

in designing and implementing market-driven employment initiatives. TVETs should also be capacitated on offering career guidance to ensure that students take labor market-oriented courses and also get exposed to available employment opportunities. The alumni associations can also serve these two roles in addition to providing a data source for labor market analysis.

3. Supporting TVETs in the development and delivery of short courses:

TVETs are best placed to offer short courses in industry-required technical and soft skills such as aquaculture, circular bio-economy, and baking. EY should capacitate these TVETs to undertake demand-driven courses, integrated with soft skills and life skills. EY should play an integral role in the development and delivery of short courses that will be offered to TVET students, out-of-school, and employed youth. Partner HEIs in EY team should act as mentors, and facilitators, and provide linkages to support skill development and maximize wider socio-economic opportunities available through the short courses.

4. Increasing access to TVET training and employment opportunities for youth:

EY can enhance access to TVETs by supporting career open days organized at TVETs to promote and support existing programs (such as entrepreneurship) that support low-skilled jobseekers by providing assistance related to obtaining grants or other available resources. EY could also support the curricula review process in TVETs.

5. Developing a County Employment Compact through PPPs to enhance youth employability & job information access:

EY should establish formal linkages between all key stakeholders of youth employment in Kisumu County. The program should bring together the county-based private sector to round table discussions in collaboration with the County Government and TVETs. This will create synergy in action and a pool of resources to improve youth employment. Equal representation of both public and private sector actors in all key economic and social sectors of the County should be observed. An example of such an action is setting up joint education programs and career fairs with the County and private sector to ensure more youths are absorbed in TVETs.

6. Establishment of centers of excellence for career development and peer-to-peer learning:

EY should set up centers and platforms that facilitate youth-led mentorship and career development. The centers should focus on the delivery of competencies and skills training in communication, interview preparation, resume writing, teamwork, and computer applications. The center should also act as a link for job placement services which will include attachments, internships, career expos, job advertisements, remote working centers, and work-study. HEIs in EY should establish peer-to-peer learning programs where their students mentor TVET students. This will enable the transfer of technical and soft skills from university students and employed youth to TVET students and out-of-school youth which will increase the economic prospects of youth.

7. Capacity-building of the private sector in the formulation of gender policies and policies for PWDs

The study indicated the insufficiency of gender policies in the private sector. There was also a limited representation of PWDs and females in the industries. As indicated by the two groups, the presence of such policies will incentivize them to seek employment in the private sector. EY should therefore offer technical backstopping in the development and implementation of these policies in the private sector.

8. Provision of entrepreneurship support for youth entrepreneurs through mentorship, and facilitation through start-up and acceleration funds:

The LMA established that there exist numerous entry points for MSMEs in the various economic sectors in the County as figured by the presence of successful enterprises. However, the existing MSMEs reported that constrained access to financing and entrepreneurship skills such as marketing limits their success and employment potential. EY should, therefore, initiate youth capacity-building programs in entrepreneurship and provide them with access to business capital and market linkages. Moreover, special attention needs to be given to the numerous self-employment opportunities available in the circular, bio-economy sector of the county through the availability of water hyacinth and agricultural industry bio-waste which are being operated by youth.

9. Skilling the youth in Soft and life skills:

It was noted that there were emerging employment opportunities for youth from the LMA. However, most youths lack some market-driven skills for successful employment. There is a need to provide basic digital skills training for youth since future jobs will need a lot of digitalization and automation. The EY team should consider initiating training and mentorship programs that aim to improve interpersonal skills, soft skills such as communication, and technical skills.

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Annex I. List of Meetings

| | |
|---------------------------------------|--|
| Youth | (8 FGDs and 65 IDIs) |
| | <ol style="list-style-type: none"> 1. United destiny shapers CBO Nyalenda B. Kisumu East 2. Happy life CBO – Manyatta social Justice 3. Youth group in Nyang’oma Masogo – Muhoroni 4. Obunga Youth Group – Obunga-Nyawita, Kisumu Central 5. Kolwa Central Youth Group – Kisumu East 6. Nyakach CBO – North Nyakach 7. Nyalenda Young Turks – Kisumu East, Nyalenda A 8. Railways, Baraka- manyatta, Kowango – Kona Mbaya, Polyview. |
| Youth-serving organizations | NCBA CLUSA (Mombasa representatives) |
| National and County Government | <ol style="list-style-type: none"> 1. Department of Finance and Economic Planning 2. Department of Public Participation 3. Department of Vocational, Education and Training 4. Department of Information Communication and Technology 5. Department of Trade and Enterprise Development 6. Department of Tourism, Arts, Culture and Sports 7. Department of Agriculture, Irrigation, Livestock and Fisheries 8. Department of Youth and Social Services 9. Department of Kisumu City Management 10. Department of Water, Environment, Natural Resources and Climate Change |
| TVETs | <ol style="list-style-type: none"> 1. The Kisumu National Polytechnic 2. Ramogi Institute of Advanced Technology (RIAT) 3. Kisumu Institute of Community Development Training 4. Seme Technical Training Institute 5. KIANJA Vocational Training Centre 6. Katito Vocational Training Centre 7. Young Men's Christian Association (YMCA) 8. AKADO Vocational Training Centre 9. National Industrial Training Authority (NITA) |
| Employers/Private Sector | <ol style="list-style-type: none"> 1. Wigot Gardens |

2. Pride Kings Security Services
3. Reddy Consultants Limited
4. United Millers Limited
5. Mombasa Maize Millers Limited
6. Vyatu Limited
7. Biogas International Limited
8. Kibos Dairy
9. Dunga Fisheries Cooperative Society
10. Kamsa Poultry
11. Africa Rebuilding SACCO
12. Monk Construction Homes

Annex 2: LMA TVETs Enrolment

| LMA HEIs Enrolment | | | | | | |
|--------------------|-------------|------|--------|-------|---------------------|---------------|
| | Institution | Male | Female | Total | Contact Person | Contact |
| 1 | Akado VTC | 200 | 222 | 422 | Martin Owino | +254720877176 |
| 2 | Katito VTC | 194 | 139 | 333 | Antony Hongo | +254729950332 |
| 3 | KICD | 156 | 188 | 344 | Phelesia Wagude | +254722561597 |
| 4 | Seme VTC | 115 | 105 | 220 | Jared Ochieng Hasea | +254724159928 |
| 5 | RIAT TTI | | | 5938 | Charles Yogo | +254722251969 |
| 6 | KNP | 6088 | 3953 | 10041 | John Messo | +254723431888 |
| 7 | YMCA VTC | 55 | 153 | 208 | Pamela Kaleka | +254721900829 |
| 8 | NITA | | | | Mary | +254722489540 |
| 9 | Kianja VTC | 13 | 18 | 31 | Frank Ojwang | +254720179305 |

Annex 3: Interviews Schedule for County KIIs 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. 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. 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
- c) What training do county staff need to be able to monitor labor markets for female and male youth?

Annex 4: 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. On a weekly basis 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?

iii. Number of staff.....

iv. Level of training.....

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

I. Yes

0. No

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

- xviii. Labor force participation rate
- xix. Employment-to-population ratio
- xx. Status in employment
- xxi. Employment by sector
- xxii. Employment by occupation
- xxiii. Part-time workers
- xxiv. Hours of work
- xxv. Employment in the informal economy
- xxvi. Unemployment
- xxvii. Youth unemployment
- xxviii. Long-term unemployment
- xxix. Time-related underemployment
- xxx. Persons outside the labor force
- xxxi. Educational attainment and illiteracy
- xxxii. Wages and compensation costs
- xxxiii. Labor productivity
- xxxiv. 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 5: Employer Guiding Questions
Script for Oral Consent

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

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

Do you have any questions?

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

1. YES, 2. NO

County:

Characteristics of the organization

A1. Name of the enterprise

A2. Address of the enterprise.....

A3. Location of the enterprise.....

Guiding questions.

1. How many employees do you have in your company?
2. How many are youth (18-24) years?
3. What is the ratio of males to females? Or How many are males and how many are females?
4. In what positions are the females concentrated (if few then list them)
5. Where do you see the organization in the next five years?
6. How many employees will you need in the future (specify the department)?
7. What plans do you have for your company for you to be able to absorb more employees?
8. Does your organization have any policy in place that addresses gender considerations in employment (Specifically recruitment of female employees)?
9. If Yes, to 8, what policy do you have in place?

10. Does your organization have any policy in place that specifically targets people with disabilities and marginalized categories in employment?
11. If Yes, to 10, specify the policy.
12. What are the most important skills (technical skills) required by the organization?
13. In addition to the technical skills required for this job, what other skills does the organization require?
14. What is the challenge in finding the right skill for the jobs in the organization?
15. What is the minimum education level required for entry-level jobs in the organization?
16. Do you offer internships/apprenticeships? If yes, how many 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 6: Youth FGD 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.

Your name will not be associated with your responses and when this research is discussed or published no one will know that you were in the study. The 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 to help me make sure I accurately capture 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?

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 7: Youth In-Depth Interview Tool
Script for Oral Consent**

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

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

Do you have any questions?

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

- 1. YES, 2. NO**

County

Section A: Personal information

A1. Age.....

A2 Location (county).....

A3 What is your highest level of education?

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

A4. Sex (Observation)

1. Female 2. Male

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

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

.....

A7. Where do you reside?

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

A8. Are you employed?

1. Yes, 2. No

If Yes answer sections C and D

If No answer sections B and D

Section B: Unemployed Youth

B1. Are you searching for employment?

1. Yes, 2. No

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

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

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

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

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

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

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

B7. Have you ever declined any job offer?

1. Yes
2. No

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

1. The wages offered were too low
2. Work was not interesting
3. The location was not convenient
4. Work would not match my level of qualifications
5. Work would require too few hours
6. Work would require too many hours
7. Waiting for a better job offer
8. There was no contract length offered or contract
9. The 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 skills that 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 in?

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, to (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. Wages offered were too low

2. Work did not match my status
3. Work was not interesting
4. 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

D1. 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 | | | | | |