

USAID Empowered Youth

MOMBASA COUNTY

LABOR MARKET ASSESSMENT



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LIST OF ABBREVIATIONS

CCTV	Closed-Circuit Television
CBO	Community-based Organization
CIDP	County Integrated Development Plan
EGU	Egerton University
EPZ	Export Processing Zones
EY	USAID Empowered Youth
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
IOT	Internet of Things
KENHA	Kenya National Highways Authority
KES	Kenya Shillings
KII	Key Informant Interview
KIRDI	Kenya Industrial Research And Development Institute
KNBS	Kenya National Bureau of Statistics
LMA	Labor Market Analysis
MICE	Meetings, Incentives, Conference, Exhibitions
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
ToR	Terms of Reference
TTI	Technical Training Institutes
TVETA	Technical And Vocational Education and Training Authority
TVETs	Technical and Vocational Education and Training Institutions
EY	USAID Empowered Youth
UNDP	United Nations Development Programme
VTC	Vocational Training Center
YEI	CAP Youth Empowerment Institute

EXECUTIVE SUMMARY

This labor market assessment (LMA) report highlights the key opportunities and challenges for youth employment in high-growth sectors in Mombasa County. The highlights are derived from the findings of the assessment conducted in Mombasa County in June 2022 by the USAID Empower Youth program. The sector ranking by different stakeholders indicates that tourism and hospitality is the key sector that has great potential for youth employment in Mombasa County. The apparel industry has also risen to be a gender-inclusive sub-sector that has great potential for future youth employment. Moreover, in the next five years, the apparel industry is expected to create 8,500 new employment opportunities.

The future demand for skills and jobs varies by industry. For the hotel industry, the skills that will be in demand are housekeeping, culinary, service (food and beverage waiters), and administration. The cement and iron rolling industries demand mechanical, electrical, and electronics, security management, vehicle automation, in-house transformation, carpentry, mechatronics, and robotics skills in prospective employees while the apparel industry demands employees skilled in garment making and machine maintenance. The vehicle spare parts industry demands employees skilled in welding, turning, electrical, motor vehicle mechanics, and mechanical engineering while the security services industry is looking for prospective employees skilled in surveillance and alarm installation in addition to security guards.

The manufacturing and processing sector reported that the need for employees is decreasing as manufacturing becomes increasingly automated, thus the iron rolling and cement industries did not anticipate major employment growth. The COVID 19 epidemic had a huge impact on the transportation and logistics industry, although this problem, combined with the development of inland dry ports, considerably reduced the demand for more workers in the industry. According to the private sector, TVETs have failed to train their students on modern technologies and equipment, resulting in graduates who don't match industry needs. Moreover, the private sector identified poor attitudes toward work among the youth, especially those from coastal areas. In addition, the majority of the youth lack soft skills and prefer few working hours. They have a desire for quick cash and do not want to start at entry-level jobs. Furthermore, the youth demonstrated an apparent unwillingness to be mentored.

Despite having employees of different gender and disabilities, a majority of the private sector companies did not have gender and disability policies. However, there were various initiatives to mainstream issues of gender and disability. This includes installing ramps and providing breastfeeding and milk-expressing rooms specifically for female staff. Through MOUs and other official channels,

the private sector had a formal collaboration with TVETs institutions. This was mostly accomplished through programs for management trainees, internships, and apprenticeships.

The County Government designs and implements several interventions for promoting youth employment. These include job opportunity linkages, youth training on product development and innovation, employment centers, ICT clinics, TVET fee waivers, gender mainstreaming training for employers, people with disabilities policy employment formulation and implementation, technical backstopping for TVETs' in curriculum development, and career guidance, agricultural training by county extension officers and agricultural shows.

Female youth prefer working areas where they are assured of their security from both physical and sexual harassment. Companies that have a gender policy on employment and promotion will be highly considered by female youth as opposed to those that do not have such. Most female youths prefer "soft jobs" that require less physical effort. Moreover, a female youth will highly consider working in areas where the working hours allow her to attend to other family commitments. There are fewer entry-level jobs available for the female youth in the labor market. Concerning challenges facing entry into the job market, the female youth indicated that most of the jobs advertised require a certain level of experience which they lack in most cases. The preferred work environment for youths living with disabilities was in organizations that provide tools and amenities that assist them in carrying out their allocated duties. Additionally, they are attracted to work close to their residential areas.

Since a majority of Mombasa youth come from low-income families and live in poverty, they have difficulty accessing education. This has a significant impact on the rising low education levels and skill gaps in the county. A majority of the young people in the county have secondary-level schooling. The youth in this category are the group most affected by unemployment and, at the same time, the biggest beneficiaries of employment. Compared to their male counterparts, more female youngsters have completed their college education.

Most of the unemployed youth are actively searching for employment opportunities in the manufacturing and processing sector since they felt it was rather difficult to get absorbed in the tourism and hospitality sector as it was more demanding in terms of skills required, minimal available opportunities, and employer's perspective on the youth. However, they lacked the technical skills demanded in these jobs.

Most of the unemployed youth cited a lack of skills as the reason for their unemployment. The majority of the unemployed youth agreed that relevant additional training would be essential in helping them find jobs. They prioritized training from the TVETs as important in getting employment as they are more affordable and the duration of the training is friendlier to them than other institutions.

The majority of the youth are employed in the private sector in large enterprises and MSMEs. These youth took more than one year to be absorbed in the predominant entry-level positions. Among the skills that the majority of employed youth possessed at entry included poultry husbandry, cooking, communication, and masonry. However, most of the employed youth cited that they lacked financial management skills. Most of the youth reported that they are unsatisfied with their current jobs and they would wish to change their jobs soon to those with better remuneration in other towns and cities.

The factors that determine the type of courses offered by the TVETs include the availability of students, market demand, and approval of TVETA. Most of the institutions conduct industrial placements of students through attachment and internship with a majority being placed in the private sector. More female students were placed in the industry as preferred by employers. TVETs predominantly engaged with the private sector through placement. The private sector had little contribution to curriculum development. All the institutions were willing to offer commercialized tailor-made short courses. The key factors that influence them in starting a new course include the availability of students, market demand, and approval by TVETA. The majority of the institutions did not have a mechanism and capacity to monitor the labor market and conduct training needs assessments and tracer surveys. However, all the institutions stated that they were willing to be trained to conduct the above activities.

The LMA has several significant implementation implications for EY, including 1. Increasing partnerships between TVETs and the private sector for access to cutting-edge training tools and employment, attachments, internships, and apprenticeships; 2. Increasing the capability of performing tracer studies and career counseling in TVETs; 3. Aiding TVETs in creating and delivering short courses; 4. Expanding youth's access to TVET training and job prospects; 5. Creating a County Employment Compact using Public-Private Partnerships (PPPs) to improve youth employability and access to job information; 6. Establishing centers of excellence for peer-to-peer learning and career development; 7. Building the private sector's capacity to create policies that promote equality for women and those with disabilities; 8. Providing youth entrepreneurs with entrepreneurship support through mentoring, facilitating start-up and acceleration funds, and; 9. Training young people soft and life skills.

I. INTRODUCTION

Mombasa County is located in the South Eastern part of the Coastal region of Kenya. The County enjoys proximity to an expansive water mass as it borders the Exclusive Economic Zone of the Indian Ocean to the East. The population currently stands at 1,208,333 consisting of 610,257 males and 598,046 females as per the 2019 population census (KNBS 2019). The 2022 projected population of youth aged between 15-24 years by KNBS is 308,103 consisting of 132,197 males and 175,906 females (County Government of Mombasa County Treasury, 2020).

According to the Center for Justice, Governance and Environmental Action (CJGEA-KENYA), the main economic activity, which accounts for 68 percent of wage employment, is tourism. The County serves as the nation's tourism hub. Fort Jesus, white sand beaches, water sports, Mombasa Marine National Park, nature trails, historical and cultural landmarks, and multiple top-notch hotels are just a few of the many tourist attractions.

Fishing, sisal, sugarcane, cashew nut, coconut, and animal husbandry are additional economic sectors. Cement, clothing, food processing, salt and sand production, as well as petroleum refining, have all established bases in the county. The county also has the largest seaport in the country, a major international airport, and a well-established road and railway network.

Economic growth in Mombasa County (and the Coast more generally) lags behind the national average, although Mombasa County is the second-largest city in Kenya and home to Mombasa Port - the eighth-busiest port in Africa and gateway to the East African Trade Network. The unemployment rate amongst youth in Mombasa is estimated at around 44 percent which is 21.2 percent higher than the national average thus, denying Mombasa the economic benefits that its demographics should offer (Rasmussen and Dziwengo, 2017).

Due to unemployment, youth employment programs are increasingly popular as a way to reduce poverty and reduce incentives for youth to resort to drug and alcohol abuse, or violent extremism and conflict. EY (a consortium of Michigan State University, Egerton University, USIU, National Youth Bunge Association, 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 high-touch counties (HTCs) (Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega) at the initial phase 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, the EY conducted an LMA in Mombasa 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 HTCs. This report details the key findings and implications for programming for EY in Mombasa County.

2. LMA OBJECTIVES, METHODOLOGY, AND TOOLS

3.1 Objectives of the LMA

EY conducted a gender dis-aggregated LMA focused on youth employment in collaboration with county officials, TVET, and youth representatives in Mombasa County. Specific objectives of the LMA were:

1.1.1 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.

1.1.2 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?

1.1.3 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?

3.2 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.

3.3 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 15 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. Six FGDs and 134 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. Five County Government departments and nine TVET institutions participated in KIIs as presented in Annex I.

3.4 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.

3.5 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.

3.6 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 key informants were involved in a sector ranking exercise to identify and rank economic sectors in Mombasa County. The sector ranking entailed scoring each sector on a scale of 1-3, (whereby 3 being the highest and 1 lowest) and averaging their scores to obtain an overall ranking of the sectors. The ranking of the key sectors in Mombasa County was based on the following criteria: 1. Employment creation or job growth; 2. Growth potential or sustainability; 3. Existence of enabling environment; 4. Sectors' youth friendliness; 5. Gender inclusivity; 6. Participation of SMEs; 7. The ability of the sector to provide decent work, and; 8. Sector alignment to the CIDP. The results for the sector ranking of Mombasa County are displayed in Table 1.

Table 1: Mombasa County Sector ranking

Criteria	Sectors				
	Blue Economy	Tourism & Hospitality/service	Manufacturing & Processing	Transport and Logistic	Informal sector
Employment creation	3	3	3	1	3
Growth potential	3	3	3	2	3
Enabling environment	2	3	1	1	2
Youth friendliness	1	2	1	2	2
Gender inclusivity	1	2	2	1	2
Participation of SMEs	3	3	3	2	3
Provision of decent work	2	2	1	2	2
Sector alignment with CIDPs	3	2	2	1	2
Mean score	2.25	2.50	2.00	1.50	2.38
Ranking	3	1	4	5	2

Tourism and hospitality ranked highly among key sectors with potential for expansion of employment opportunities to absorb female and male youth. Mombasa County has long been an established international and domestic tourism destination. Thus, it is characterized by extensive sectorial investment in form of hotels, marinas, airports, and villas that promise to create employment opportunities for youth. Moreover, the government of Kenya recognizes tourism as a leading economic sector that will help achieve Vision 2030 hence the sector receives adequate institutional support.

Transport and logistics ranked the least in employment creation, enabling environment, and sector alignment with CIDPs. This trend was attributed to the creation of an inland dry port which significantly reduced the sector's capacity of creating employment in the county. The sector also ranked lowest in terms of gender inclusivity. As explained by the key informants, this is because a majority of the jobs in the sector were not considered women-friendly.

The blue economy also received the least ranking in terms of gender inclusivity and youth friendliness. This was attributed to the fact that youth viewed blue economy subsectors such as fishing to be dirty and less rewarding financially. The sector also received the lowest score on gender inclusivity because fishing, a key subsector, has been predominantly misconceived as a male job hence it has limited female involvement.

The manufacturing and processing sector also received the lowest score in terms of youth friendliness. This was attributed to the youth's desire for employment with flexible hours and minimal supervision unlike what is the convention in the industry set up. The sector also received the lowest score in terms of provision of decent work.

The informal sector was ranked as the second-best sector overall. This stands to show the employment potential that lies within the sector. The importance of the sector in the provision of youth employment is particularly projected through the existence of a robust tourism sector, marine resources, and growing population hence a vast resource base and market for the sector's products and services.

3.2 Sector Analysis

3.3.1 Manufacturing & Processing

1. Key Sub-sectors

The three key subsectors are iron rolling mills, cement manufacturing, and apparel making. Although iron rolling mills and cement manufacturing were the long-standing conventional industries in the county, the apparel industry has risen to be the key sectoral subsector in terms of youth employment, gender inclusivity, and growth potential. In the study, while the key apparel industries employed a total of 8,500 employees, the key cement processing and iron rolling mills reported only 470 and 500 employees respectively. Concerning gender inclusivity, the best female employment inclusivity male to female ratio demonstrated by the apparel industry was 15: 85 and the lowest being 30:70. On the other hand, the male to female ratio displayed by the cement industry and iron rolling mills was 75:25 and 80:20 respectively. The reason behind more females being employed in the apparel sector was attributed to a negative perception of garment making among male youth. Thus, the male youth miss out on the numerous employment opportunities in the subsector.

2. Present and Future Demand for Skills

The cement industry reported that they demand both technical and soft skills from their prospective and current employees. Mechanical, electrical and electronic, security management, vehicle automation, in-house transformations, carpentry, mechatronics, and robotics were desirable technical skills in the industry. Major soft skills desired in employees were communication and a positive work attitude. The industry listed digital literacy, foreign languages, mechatronics, robotics, coding, artificial intelligence, and automation engineering as paramount future skills.

In the iron rolling mills industry, it was reported that the minimum qualification for employment was a job-specific diploma. However, it was pointed out that this qualification criterion is continuously

providing workers of poor quality since the TVETs are not using modern equipment to train students. In the apparel industry, the major skill requirements are sewing, communication, and technical expertise for those who do maintenance work. Speed and management are also important to enable workers to manage time.

The apparel sector does not prefer people with a college education because the colleges are not equipped with machines that are used in the factories (many tertiary institutions are using manual machines which are not compatible with the kind of machines in the factories). Thus, instead of the conventional TVET certification requirement, the apparel industry sources employees trained by Generation Kenya.

3. Labor Challenges

The labor challenges reported in the cement industry were a lack of technical skills in mechanical and electrical engineering, robotics, digital literacy, and a lack of soft skills in communication and innovativeness. Moreover, there was a reported lack of practical work experience and an observed unwillingness of the youth to be mentored as they did not want to be instructed. Additionally, the employers indicated that the youth prefer short working hours, want quick cash, and do not want to start with entry-level jobs. The employment attitude problem was also reported by the iron rolling mills who indicated that many young people, especially from the coast region, do not value hard work and have a low achievement drive. They don't believe success is a result of hard work and, thus, lack the right attitude towards work. The iron rolling mills reported a gap in the skills provided by the technical institution and the needs of the factories. This was because most equipment is computerized while training institutions still train using old equipment and machines. Moreover, the industry does not foresee the number of employees growing as manufacturing is becoming more and more automated hence reducing the need for manpower.

The apparel industry also identified the attitude problem as a major labor challenge. The coastal employees have to be mixed with employees from other parts of the country to enhance production and efficiency. The industry also reported that many tertiary institutions are using manual machines which are not compatible with computerized machines used in apparel factories hence they do not prefer employees from the institutions due to a skills mismatch.

Gender inclusivity was reported as a major problem in the apparel industry. Men report a lower preference for garment making and, thus, rarely apply for available opportunities. This makes it very difficult to get male workers to fill job vacancies. Moreover, there was a reported high turnover

because employees lack the patience to stay in employment and because there are multiple textile companies around Mombasa Counties.

4. Employment Interventions

The predominant employment initiative undertaken by the apparel industry is partnering with Generation Kenya to train prospective staff. Generation Kenya only trains machine operators thus creating a need for training long-term staff who have certificates in garment production. The companies indicated that they are not willing to enter into any other hiring arrangement as Generation Kenya supplies them with the employees they need even at short notice. The companies indicated that they do not pay anything to Generation Kenya for this service. Instead, Generation Kenya charges the trainees for the training and job placement.

Generation Kenya has invested heavily in training machines and manpower so much so that their graduates fit into the production lines immediately. Moreover, the company also has an internal continuous training program for staff for continuous in-house training based on the requirements of each order they get from their clients. The apparel industry did not report having any gender policy. There was also no disability policy either although physically challenged persons can be hired if the position they are asking for is suitable for their condition.

The cement industry reported several interventions aimed at improving youth employment and gender inclusivity in employment. This was implemented through internship, management trainee, and apprenticeship programs. The management trainee program focuses on degree graduates engineers in mechatronics, electrical and electronic engineering, and chemical and process engineering. The competitive process involves annual advertising and the absorption of five people who work for two years. After the 2-year lapse, most are recruited into the organization. Internships and attachments are implemented through an MOU with a local university. The internship program absorbs 36 interns annually for three months. The apprenticeship program targets certificate, diploma, and NITA students from the TVETs in the county. This program depends on the need of the organization especially when there are employees who have reached the retirement age. The apprenticeship takes six months with the possibility of extension.

The cement industry strives to provide equal job opportunities for its staff. They have installed ramps to accommodate PWDs. Some have affirmative action interventions to support work convenience for women and have programs geared to mentor and motivate the female workforce. Some also conduct exchange programs where their employees are trained in France and Nigeria in electrical maintenance. In addition to having a staff clinic and psychologist within the company premises (to deal

with mental and psychological issues), they also have allocated breast-feeding/milk expressing rooms for their female employees.

The iron rolling mills did not have any gender policy. They operate in 24-hour shifts. Since women do not like working at odd hours thus, they work in offices and quality control sections. The industry also reported having an MOU with a local university that channels students for attachment and internship. The MOU also extends to lecturers who are also given opportunities to attach themselves in short periods to learn and transmit the knowledge to the students. The industry does not have a policy for physically challenged persons, but it hires PWDs if they can work.

5. Employment Forecasting

The cement factory is estimated to create approximately 245 jobs in the next five years. This is derived from a reported annual 41 positions provided to youth in form of 36 internships and five management trainee opportunities. Additionally, the industry is planning to replace 40 retirees. On the other hand, the apparel industry reported that it plans to double its number of employees over the next few years. This implies that in the next five years, the apparel industry will create 14,600 new employment opportunities (see table 2).

3.3.2 Tourism and Hospitality

1. Key Sub-sectors

The key subsector in this sector was the hotel industry. The four hotels that participated in the assessment had 1,900 employees with a male to female ratio of 60:40. The gender ratio trend was explained due to the nature of jobs in the hotel industry - most of which are physically demanding and hence favor men. Ladies were mostly employed in housekeeping, administration, front office, and security. The highest proportion of workers aged between 18 and 24 years was reported at 30 percent while the least was at 5 percent.

2. Present and Future Demand for Skills

The entry-level requirement for most jobs in the subsector is a high school education with relevant hotel industry training/certificate. The main skills demanded are in food and beverage handling, housekeeping, and front office operations. The chefs were required to be certified. Discipline, soft skills (like communication and work ethics), and knowledge of computer skills and foreign languages were also considered as an added advantage during hiring.

3. Labor Challenges

The hotels, just like other industry players, were badly affected by the COVID-19 pandemic that led to closure for over one year. The impact of this closure is still being felt as most hotels have not fully recovered. This, therefore, leads to a decrease in the hiring potential of the hotels. The hotels also reported that the uncertainty of Kenyan elections also leads to a decrease in tourism activities hence being forced to downsize. The industry cited that the go-free mentality, dislike of hard work, and low education levels of local youth are predominant challenges forcing them to hire most of their staff from other parts of the country.

4. Employment interventions

Generally, the industry did not have any policy for gender and PWDs. There was no discrimination in hiring. The ability of one to meet the required qualifications and do a job were the criteria for employment. The hotels in the county have formal linkages with Utalii College for the provision of trained certified staff such as chefs. The hotels also practice internal retooling and capacity-building of staff and have in place internship and attachment programs for students. The hotels view their expansion as an avenue for creating more youth jobs and are always intentional about increasing activities.

5. Employment Forecasting

The sub-sector is expected to create at least 1,200 new employment opportunities over the next five years based on interviewee predictions. These predicted values are derived from the recovery of the hotel industry. The hotel industry was heavily impacted by the travel restrictions and a slow-down in the tourism sector due to the COVID-19 pandemic. As such, the hotels are not yet operating at full capacity and most of them had to downsize their workforce. However, the situation is improving with the hope of full recovery and reinstatement of the retrenched workers. Since the hotels interviewed in the study were operating at 50 percent, it is expected that by operating at 100 percent, the current employment number will be increased by at least 1,200. As a result, job opportunities for the youth will be at least 20 percent of the 1,200).

3.3.3 Transport and Logistics

1. Key Sub-sectors

The subsectors identified were shipping and clearing and forwarding. The shipping industry reported no employees in the 18-24 age bracket. On the other hand, the clearing and forwarding company interviewed had 430 employees of whom 40 percent were between 18 to 24 years. However, due to the nature of the company operations (a lot of physical and manual work), the ratio of male to female is 80:20. The female staff was mainly engaged in administrative work.

2. Present and Future Demand for Skills

In the clearing and forwarding industry, form four or grade two (NITA) are the basic education level requirements for professionals. For the jobs that need simple instructions, there is no qualification requirement so long as they can communicate effectively and understand basic instructions.

3. Labor Challenges

The shipping industry reported an ongoing downsizing in employee numbers. This was a result of the COVID-19 pandemic. The clearing and forwarding industry reported a high incidence of labor turnover due to different terms of employment offered by other companies within the area. Moreover, there was a reported gap between the skills offered in the tertiary institutions and the needs of the industry. However, the basic skills that are offered are sufficient to enable students to learn on the job. It was also reported that the clearing and forwarding industry does not offer financial support to employees who want to further their education because many don't stay for long in the company, and often resign without prior notice. This points to a need to have soft skills training to enhance attitude in the workplace.

4. Employment interventions

The shipping industry reported no gender or disability policies but they highlighted that they do not discriminate when hiring. The ability to perform tasks is the only consideration. The company interviewed used to provide attachments and internships but stopped after the COVID-19 pandemic struck. Moreover, they have no linkages with HEIs and are not considering establishing them at the moment due to the changing dynamics in the shipping industry and low business in general.

The clearing and forwarding industry pointed to a planned expansion in terms of technology as the potential for creating new job opportunities. The industry does not have a gender policy and due to the nature of operations, there is no policy on physically challenged persons. The industry has a policy for attachments in some relevant departments. Employees are also given time and space for personal development.

5. Employment Forecasting

The shipping company interviewed reported that the current employment trend in the industry was downsizing. This is because the industry was adversely affected by the COVID-19 pandemic and its recovery is not expected to occur in the next few years. This was intensified by the creation of an inland dry port in the country which further negatively affects business.

3.3.4 MSMEs

1. Key Sub-sectors

The MSMEs were spread across various subsectors such as vehicle spare parts, tea export, beauty, entertainment (movie sales), and security. The sector recorded a significant proportion of its employees in the age bracket of 18 – 24 years ranging from 100 percent to 30 percent. A beauty subsector organization that participated in the LMA reported all of its employees to be female.

2. Present and Future Demand for Skills

Entry-level jobs require at least a form four level of education in the tea exporting business. As for the vehicle spare parts and repair business, the technical skills that are required are welding, electrical and electronics, motor vehicle mechanics, and mechanical engineering. They also need soft skills like communication (both spoken, and in some cases written). In the beauty industry, it was indicated that the minimum entry requirement is a cosmetology certificate while in the movie industry, computer skills were of paramount importance with the minimum education level required being primary school. The security industry indicated that they only require soft skills in communication and work ethics from prospective employees as the technical skills are learned on the job.

3. Labor Challenges

The relocation of some operations of the port from Mombasa to the dry port in Naivasha has affected the vehicle spare parts and repair business. Local orders have reduced by 40 percent. The industry does not project an increase in the number of employees in the Mombasa branch due to the relocation of port clearing services to Nairobi and Naivasha. The springs manufactured in the industry are used mainly by trucks - which have decreased in number as some pick their cargo in Naivasha and Nairobi. In the beauty industry, it was reported that many youths wishing to be employed do not have the right cosmetology certification. Moreover, the proprietor highlighted difficulties in accessing loans for expansion limit their potential to increase employment numbers. The security industry pointed out that they avoid upskilling their workers as it often leads to them seeking more lucrative employment within the industry. The sub-sector had a very high labor turnover rate.

4. Employment Interventions

The tea exporting industry does not have gender or disability policies in place. Before COVID-19, the interviewed company (in the tea export business) had received listing approval on the alternative market segment of the Nairobi Securities Exchange (**NSE**) to raise more capital for further investment. However, the plan was shelved due to the outbreak of the COVID-19 pandemic. The company has reopened the conversation with NSE with the normalization of activities. The listing will

enable the company to access cheap capital for expansion and with it will come more jobs. The business also provides attachment and internship opportunities to young people who are still in training institutions.

Due to the nature of the jobs in the vehicle spare parts and repair industry, only four among the employees in the spare parts business interviewed were women and are deployed mainly in the administration. The business does not have a gender policy because very few women can fit into the company operations. It is also difficult for them to have a policy for PWDs because a lot of physical energy is required and communication is of paramount importance thus no PWDs are onboarded. The company plans to expand depending on the outcome of the General Elections of August 9, 2022. The industry also offers internships and attachments for students in various departments as well as annual upgrading training for staff. The beauty and salon industry reported continuously training their employees on new market demands to keep them at par with the changing trends.

5. Employment Forecasting

The tea export business interviewed estimated that it will need 250 additional employees in the next five years. This is because of planned expansion strategies that include listening in the Nairobi securities exchange. The vehicle repair and spare parts indicated that it foresees employing an additional 100 people due to expansion. However, not all the new jobs will be in Mombasa County since due to the creation of an inland port and reduction of transport business in the port city, it will open branches inland. The security industry reported that due to the high labor turnover nature of the industry, it has to replace employees annually. This indicates that over the next five years, the industry will have an annual vacancy of 55 coming to a total of 275 jobs. Moreover, the security industry reported that they plan to adopt modern technologies in their services hence creating a demand for employees skilled in computerized security technologies.

Table 2: Summary of private sector employment forecasting

Sectors	Industry	Current employment number	Future employment number (5 years)	Current and future demand for jobs/skills	TVETs
Tourism & Hospitality/service	Hotel industry	1900	1,200	Housekeeping, chefs, waiters & administration	Kenya Coast National Polytechnic and Kisauni VTC
Manufacturing & Processing	Cement industry	470	286	Mechanical, electrical, security management, vehicle automation, in-house transformations, carpentry, mechatronics, and robotics	All the 6 TVETs
	Apparel Industry	8,500	14,600	employees skilled in sewing or machinery maintenance	All the 6 TVETs
MSMEs	Tea exporting industry	11	250	Companywide due to expansion	All the 6 TVETs
	Vehicle spare parts industry	46	100	welding, Turning, Electrical, Motor vehicle mechanic, mechanical Engineering	Kenya Coast National Polytechnic
	Security services	55	275	surveillance systems and alarm systems specialists and security guards	Kenya Coast National Polytechnic

4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT

4.1 Context and Overview

As an agent of the National Government, the County Government serves as an employer and an enabler for investment from the private sector. The LMA identified several initiatives that the County Government was undertaking to improve youth employment as illustrated in Table 3.

Table 3: County Government Employment Interventions

	Intervention	Sector targeted
1	Revolving fund	Informal: MSMEs
2	Job market linkages	Formal
3	Youth training on product development and innovation	Informal: Boost MSME competition access to international markets.
4	Employment data centers	Formal
5	ICT clinic days	Informal: Investor linkages
6	Fee waivers at TVETs	Formal: Apparel industry-related courses
7	Gender mainstreaming training	Formal
8	People with disabilities policy employment formulation and implementation	Formal and Informal
9	Technical backstopping for TVETs in curriculum development and career guidance	Formal and Informal
10	Agricultural training by county extension officers	Informal: Promote youth self-employment in agriculture
11	Agricultural shows	Informal: Assist youth showcase their products

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 of the Mombasa County Government.

4.2 County Departmental Analysis

4.2.1 Department of Trade and Investment

According to this department, the informal sector (hawking, construction, cereal, and perishable goods sale, and transport [motorbike]) are currently the most sought-after sectors by the youth for wage employment. The formal sector, which is the hospitality industry, is also part of the most sought-after sector for employment by youth in Mombasa County.

From the KIs, the informal sector (i.e., the transport sector (*tuk tuk*, *matatu*, etc.), service industry, and SMEs) was still rated as the highest in having the greatest potential for youth employment in Mombasa County. The sector has great potential, however, there was little attention given to it by the County Government. The formal sector had a low percentage due to its requirements and given the fact that youth do not want to be managed every time.

From the LMA, it was noted that entrepreneurial skills were of great importance to the youth in the county simply because most of them are inclined towards the informal sector, such as SMEs, which require such skills. The technical know-how of doing the job and problem-solving skills were important employer considerations. This is justified by the fact that most employers require skilled graduates to avoid incurring training costs. They further noted that, for employers, technical skills

were most important as they believed that soft skills are easily learned on the job. If the youth lacked technical skills, it would be very difficult for them to be absorbed in the private sector.

The key interventions by the department to promote wage employment among the youth in the county include:

- i. A revolving fund – The fund was established to support youth enterprise finance access to enhance youth entrepreneurship and employment creation in the county.
- ii. Linking the youth to market/job networks through the support of different stakeholders to help them secure jobs.
- iii. Training them on product development and innovation so that if they are self-employed, they can be able to compete easily and sell their products in international markets.

Some of the key players that offered wage and self-employment among the youth in the trade and investment sector include:

- i. Kenya Chamber of Commerce - The association of different employers helps link the youth to various employers within the county. The chamber gets insights into the different requirements of employers and uses this to train the youth on market-driven technical skills.
- ii. The Kenya Maritime Authority (KMA) helps the department in training the youth on maritime security and safety within the county.
- iii. USAID - Supports the creation of the business centers (a prototype of Huduma Center) in which the youth get access to information concerning the requirements of the job markets, start-up assistance, training, and employment opportunities. The centers are to be set up in all the six sub-counties in Mombasa County with Mvita Sub-County being the current pilot base.

The department indicated that the challenges facing the youth when seeking wage employment were 'their love for free things' as given in the narrative below:

“Once, the County Government rolled out a plan for the Working Fund Project in which they aimed at giving out loans for youth to start their businesses and repay the loans once their businesses accelerated. However, out of the eight million given out, they only recovered 0.01 percent - equivalent to approximately one million.”

Respondent 123XYZ, County Government

This was a result of a lack of proper training in financial management and a proper framework for channeling the funds. They, therefore, decided to begin rolling it out through Equity Bank which had better loan management mechanisms. For the youth to access these loans, they must go through training on financial management provided by Equity Bank, Export Promotion Agency, and the UN Women - which they do not want. Besides, channeling the funds through financial institutions will

enable the youth to repay the loan. Ever since they (youth) have never come forth to ask for the loans. Another challenge was the lack of work experience.

The department further noted that there was a total mismatch between the training offered by the TVETs and HEIs and what the job market required. In some cases, when the Department identifies the gap, they help the TVETs to design their curriculum in such a way that they make their trainees more responsive to what the market demands.

It was noted that the department does not carry out LMAs but is willing to be trained and strengthened on this. Their main LMA indicators of interest include employment-to-population ratio, labor productivity, employment in their sector, and persons outside the labor force.

4.2.2 Department of Education

According to the Department of Education (TVETs), the sectors that are currently employing youth are cybercafé (males) and beauty and hairdressing (females). The food and beverage industry is, however, the sector that has great potential to employ a majority of youth within the county. This is due to the variety of both local and international hotels within the town. The Department further noted that with the current society and the changes in technology, the ICT sector (i.e., digital literacy) has the greatest potential for future employment.

Furthermore, technical skills were of great importance to youth in getting wage employment. Such skills included maritime security, sea transport, and vessel repairs which have become of interest due to the blue economy. Some of the key players that promote wage employment among the youth include EPZs in Mombasa, Mabati Rolling Mills, the County Government, cement factories within the county, and Kenya Ports Authority.

One of the key challenges facing the youth in accessing employment opportunities is the lack of experiential learning in training institutions. The youth are not given the chance to practice what they learn. A case in point is that as much as the blue economy is a key area for youth employment, they do not offer any attachments or internships to their trainees hence the youth do not get any experience in this sector.

The department also noted that the linkage between the private sector and the TVETs was poor. Most of the employers within the county specify that they need trainees in a particular area, but once they are done with the training, they claim that they do not have enough space for providing internships to them. An example given was the maritime company that requests trainees on maritime security but later does not offer these opportunities to the youth which demoralizes them. Also, transferring the dryland port to Naivasha renders the youth who trained in the sector jobless. Other

challenges that were noted were the skills mismatch and negative perception of the youth that they cannot perform certain jobs due to their training.

The following key stakeholders promote market-driven technical skills training among the youth:

- i. Generation Kenya - Supports the department in training youth on various market-driven skills. The organization trains youth in financial and digital customer service, and sewing machine operations.
- ii. CAPYEI - Supports the implementation of the blue economy along the Kenyan coastline.
- iii. Zizi Africa - Supports training youth on artisan skills such as handcrafts and sculpture, design, decorative art, etc.
- iv. Ajira Digital - Trains youth on online work and digital skills. Some of the courses youth are trained on include online writing, online marketing, transcription, video editing, and digital literacy.

Currently, the Department of Education does not engage in any tracer surveys within and outside Mombasa County. The key informant interviewed added that they were willing to initiate linkages aimed at strengthening their capacity in tracer surveys and proposed that training should be focused on institutional managers and at least one vocational training officer.

Another key observation that came out of the informant interview was that most TVETs need to be trained in the implementation of career guidance services. Most parents force their children to pursue courses that they do not have an interest in hence, once they complete their studies, they lose interest and rarely search for jobs. It was also noted that after training, most of the youth feel like they have gained the required job market skills and hence do not want to participate in entry-level jobs contributing to the high number of youth unemployed in the county.

The department indicated that TVETs offer KNEC and NITA-approved courses that emphasize theoretical to practical training as per the requirements of the job market. This leads to a high level of skills mismatch in the job market. In addition, most TVETs are using traditional technologies in teaching hence the graduates are not able to use the modern technologies in the job market. This creates a negative perception of what they can deliver especially from the end of employers and the trainees/students themselves. The key issue, therefore, is how well these TVETs can effectively integrate IT into their syllabus.

4.2.3 Department of Information Communication and Technology (ICT)

According to the department, the sectors that are currently employing the youth include data management, systems, software management, as well as robotics. Of these, computer programming using Python, systems and software management, and data analysis have the greatest potential for

employing youth in wage employment since the county is currently shifting towards digital database management from paperwork. Apart from the technical skills that youth get from their training, they need to be excellent communicators and be patient enough to be able to network well with their colleagues. Also, employers who are promoters of wage employment among the youth are more interested in data analysis, communication, teamwork, software development, and programming skills.

Among the stakeholders who work with the department to promote wage employment among the youth include:

- i. Ajira Digital - Provides training to youth on online work and digital skills. Some of the courses youth get trained on include online writing, online marketing, transcribing, video editing, and digital literacy.
- ii. CISCO Academy - An online-based organization that enables youth to get trained on various skills related to ICT. The most common skills trained by CISCO Academy include cyber security, networking, and cloud computing.
- iii. ICTA - Supports training youth in ICT-related skills relevant to the job market.
- iv. Mount Kenya University and all polytechnics within the county.

The key interventions that have been put in place by the department to aid in both wage and self-employment include:

- i. Providing a data center where the youth can get all employment information.
- ii. Training programs for graduate youths.
- iii. Supporting the ICT innovation club within the county.

Among the incentives provided by the department to support self-employment among the youth include:

- i. ICT clinic days where the youth showcase their products and pitch their ideas to various investors for funding.
- ii. After training the students, the department provides them with funds to start their businesses.
- iii. Promoting the textile industry by waiving their first-year fees for youth who study the course.

However, from the funds given out to support self-employment (which were issued to 19 startups), only two have the resilience to continue while the rest (17) businesses failed.

The department does not conduct any tracer surveys which is purely under the public service board mandate. However, they are willing to have their staff trained on LMA with areas of interest being youth placement in the job market.

4.2.4 Department of Gender, Youth and Cultural Services

According to this department, all sectors have been able to employ youth within the county. However, female youth still lag in terms of getting top positions in organizations. Male employees dominate the top positions even in female-dominated jobs while the females perform lower-level tasks. Among the sectors that have the greatest potential to employ youth was the blue economy due to the diversity of jobs.

Within the department, the key interventions that have been put in place to help youth in employment are:

- i. Gender mainstreaming in the county
- ii. Reserving 30 percent of opportunities to women, youth, and PWDs

The key stakeholders working with the department to promote wage employment among the youth and provide support to the department in training youth on gender issues are:

- i. FIDA - Champions the promotion, protection, and preservation of the rights of women and children including their civil, political, economic, social, and cultural rights.
- ii. MUHURI (Muslims for Human Rights) - Champions for transparency and accountability, de-marginalization, gender parity, respect for human rights and constitutionalism, and the rule of law. Through this, they have been able to come up with various avenues for wage employment for the youth in Mombasa County.
- iii. HAKI Africa - Works to improve livelihoods and enhance the progressive realization of human rights in Kenya.
- iv. Sauti ya Wanawake - Advocates for human rights, especially for women and children within Mombasa County.

According to the department, the challenges that youth face when seeking wage/self-employment are sexual violence and harassment (especially among female youth), negative perceptions towards various jobs, lack of information, lack of political goodwill, and a patriarchal society that is deeply rooted in beliefs and culture.

“Women are not required to work. However, if they want to, It’s okay but it is not a requirement”

Only 0.9 percent of PWDs are employed in Mombasa County. They are currently championing a 5 percent PWD workforce.

Some of the interventions that have so far been implemented by the County Government of Mombasa to encourage wage employment and self-employment among PWDs include:

- Tax exemptions

- Leaner working hours
- Retirement at 65 years - higher compared with others
- Ensuring at least 5 percent of the workforce consists PWDs

4.2.5 Department of Agriculture, Livestock and Fisheries

According to the department, the sectors that are currently employing youth include animal production and veterinary, the blue economy (fisheries), agricultural extension services, agribusiness, crops, and horticulture sectors. Those that have the greatest potential for youth wage employment within Mombasa County are:

- i. Agriculture - Agribusiness and value addition
- ii. Blue economy - Marine and deep-sea fishing
- iii. Livestock - Veterinary medicine

Compared to the three, it was noted that veterinary medicine had the greatest potential for youth wage employment. Veterinary medicine comprises various processes which require the veterinary officer to oversee slaughtering, quality certification, and follow-up. It was noted that most of the youth within the county shy away from this sector as view it as only involving animal treatment. Other than wage employment, youth can still go out of their way and offer consultancy services to their clients which makes them earn more income.

The department encourages youth to apply for jobs and later place them in the areas that fit their area of specialization.

“If one is trained in animal production, we cannot place them in crops management as that will entail a wide lot of training from our part. We will place the said youth under the Animal Production Department and let him/her learn on the job”.

Various institutions work with the departments in helping them train their youth in areas surrounding agriculture, livestock, and fisheries. These include the:

- i. The Bandari Maritime Academy [established by KPA] - Offers market-driven technical skills to youth who have an interest in joining the agricultural sector under the fisheries department. Among the skills trained include deep sea fishing, marine engineering, and maritime transport logistics.
- ii. KALRO Mtwapa - Offers training on various varieties of industrial crops such as cassava, sunflower, cotton, pyrethrum, castor oil, and soybeans and in processing and packaging industrial crops. Additionally, it passes marketing skills to the youth to help in the sales and distribution of their crops.

- iii. Kenya Meat Commission - Offers training in meat inspection, value addition, animal health, and hygiene practices in slaughterhouses and butcheries.

The department also offers support to the TVETs in curriculum development and encourages them not to force youth to do courses that they have no interest in but, instead, offer them career guidance. It was noted that some employees in the department will be retiring hence there will be eight available vacancies by the end of 2022.

The department noted that the youth face several challenges during job application. Such include bureaucracy, feeling as though they cannot work in entry-level jobs, a lack of resources to help them with job applications (e.g. application fees), high expectations which if not met lower their self-esteem, and negative attitudes towards agriculture-related jobs.

The department supports youth by offering opportunities for them to volunteer, attachments, and internships, and does recommendations/appraisals for them. It also gives them preference once county jobs are advertised. So far, three 23-year-old youths (pursuing careers in fisheries and veterinary medicine) have been permanently absorbed in the County Government's agricultural department.

Incentives given to the youth to encourage self-employment include:

- i. Youth receiving training from extension officers
- ii. Youth showcasing their products in agricultural shows
- iii. Youth receiving training on vaccination of animals and kitchen gardening

The department is also offering career guidance to high school students to help them choose the right career. Additionally, they also work closely with TVETs in training youth in agriculture, livestock, and fisheries.

It was observed that the department cannot conduct an LMA. The department, thus, heavily relies on the public service board - which does not relay resourceful information. As such, the department needs to conduct its own LMA in the agricultural sector.

5. TVET 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 for the nine TVETs visited in Mombasa County. The names of the TVETs are listed in Annex 7.

5.2 Education and Training Programmes in TVETs

TVETs in Mombasa County offer several programs. The average number of programs offered was 28. The maximum number of courses offered was 110 (at Kenya Coast National Polytechnic) while the minimum number of training programs is five. Enrollment levels in the TVETs vary with size as well as the courses offered. The average number of students per course was 21 while the maximum and minimum were 70 and eight respectively as shown in Figure 1. The national polytechnic interviewed offered a variety of courses and receives students nationwide. The courses offered were more practical than theoretical. EY should partner with the Kenya Coast National Polytechnic in training their youth on various skill sets due to the polytechnic’s training potential as compared to other TVETs in the region. Since a majority of the TVETs envision to partner with the Kenya Coast National Polytechnic, the partnership between EY and the Kenya Coast Polytechnic will give the program an upper hand in linking up with others through the polytechnic to enable them to train and reach out to more youth.

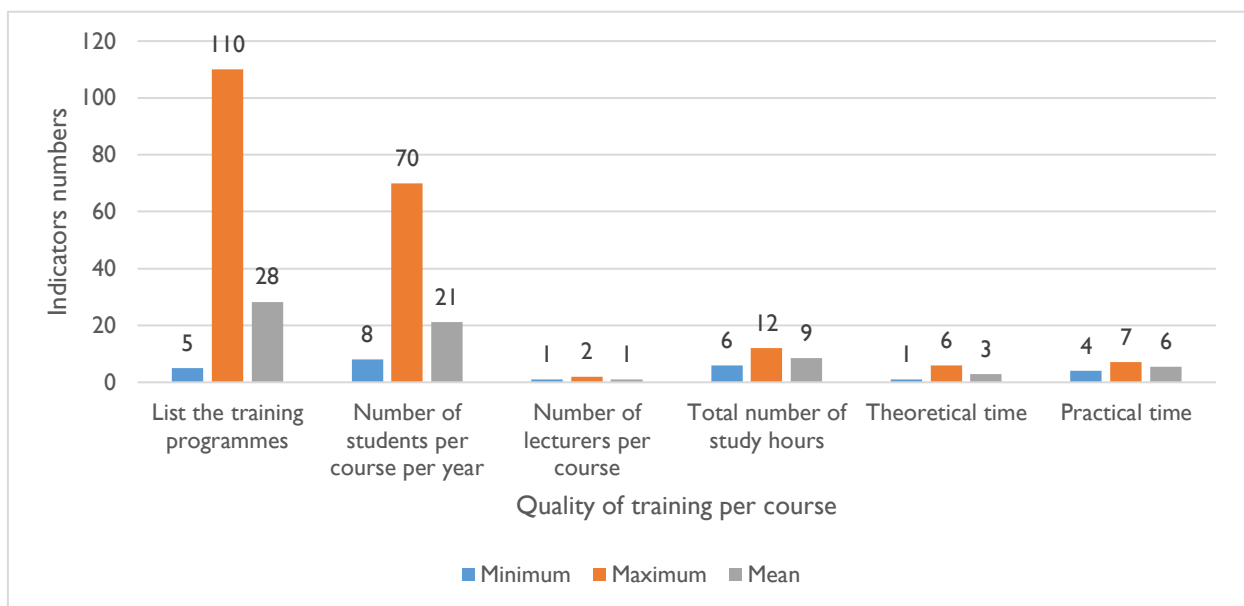


Figure 1: Quality of training program in TVETs

5.3 Funding Mechanisms in TVETs

On the funding mechanisms for TVETs illustrated in Figure 2, the majority of the institutions received funding from students' fees (98 percent), and government capitation (20 percent) which attributed to 60 percent of funding. TVETs run on an expensive budget and require massive capital input as well as equipment. It is, therefore, important to note that, the institutions need financial support to smoothly run their activities. Relying on student fees alone could pose a threat to the existence of the institutions if students fail to clear their fees in time. Besides, fee payment was noted as a major challenge affecting most of the students in the TVETs. Additional funding is required from various stakeholders such as donors and government is key in supporting TVETs activities.

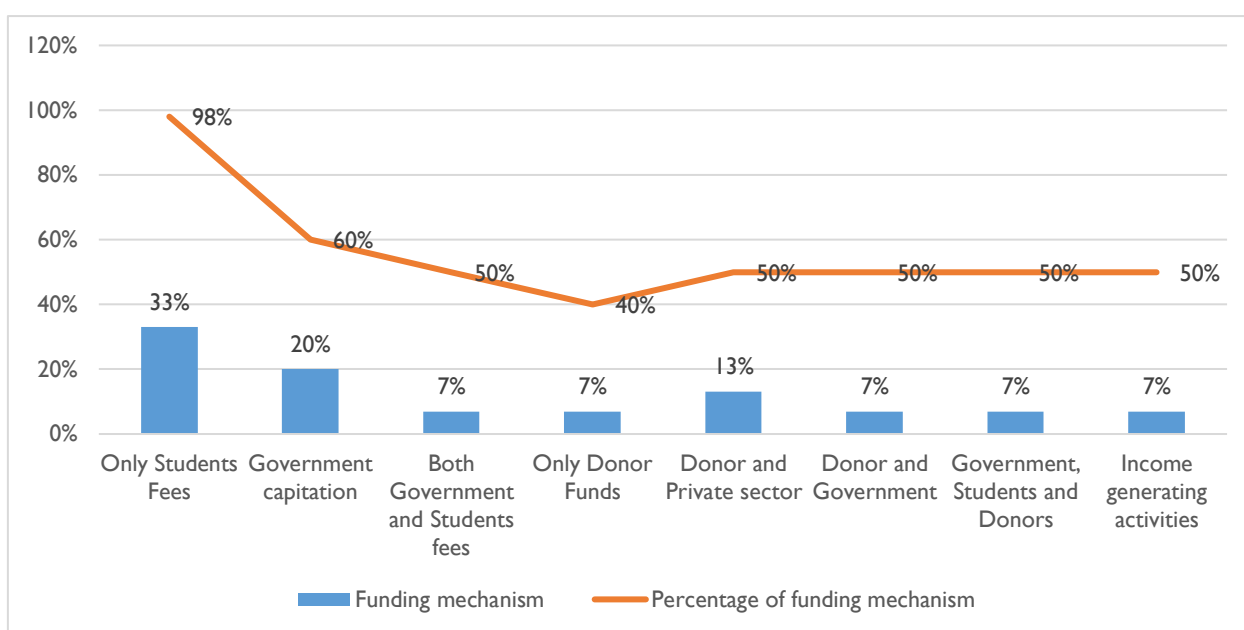


Figure 2: Funding mechanisms in TVETs

5.4 Factors Determining the Type of Training Programs Offered by TVETs Institutions

The type of programs offered by the institutions was determined by the availability of students and market demand as given in Figure 3. While most of the respondents felt that additional courses to their institutions would make them attract more students, they were not quick in introducing such courses. Availability of students was a key issue with the majority noting that most students come from poor backgrounds and cannot afford to pay the fees. Some students come with a fixed mind on a certain career path. While the training program may seem interesting to invest in, the market

demand was important in TVETs' decision to introduce such a program. The HEIs indicated that the introduction of new training programs was subject to TVETA approval.

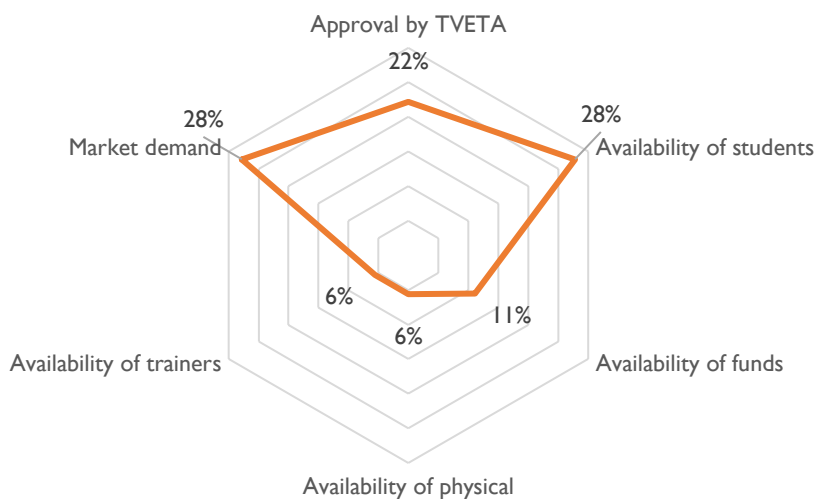


Figure 3: Factors determining programs offered by TVETs

5.5 Internship and Industrial Attachments

Internships and attachments are important to HEIs training as they help students get hands-on job experience. TVETs in the county place their students for internships/industrial attachment with 78 percent (i.e., seven institutions) allowing at least three months of placement as a course requirement for all the certificate and diploma courses. 64 percent and 36 percent of the students go for internships and attachments in private and public institutions respectively as shown in figure 4. More internship and attachment opportunities are found in the private than in the public sector. Unlike the public sector, the private sector has diverse opportunities and areas for attachment and internships. Moreover, it is easier to secure an internship/attachment position in a private institution compared to public institutions due to the bureaucracies of the public sector.

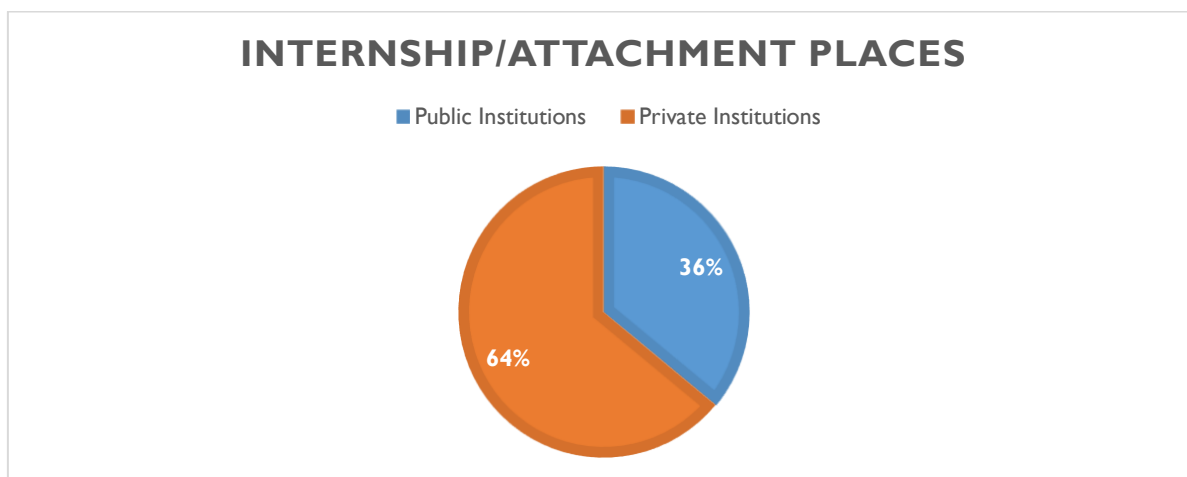


Figure 4: Sectoral Industrial placement of TVET students

In terms of the number of male and female students placed for attachment/internship/apprenticeship over the past year, there were more placements for female than male students as given in Table 4. 301 female and 272 male students had been placed in the programs. The variance in placement in terms of gender was because most of the employers preferred females at their workplace since they can easily be trusted and are more loyal to their jobs. Most of the EPZs in Mombasa County preferred taking in female students due to their ability to multitask, differentiate colors, and pay attention to simple garment details.

Table 4: TVET students' access to industrial placement

Sex	Maximum	Sum	Mean
Female	100	301	34
Male	100	272	31

Main Challenges with acquiring Internship slots with Private Sector Firms for TVETs Students

For TVET students, the main challenge with pursuing internships in the private sector was the fact most companies do not pay them. Additionally, due to the financial constraints of most of the youth, they cannot afford to sustain programs that require them to stay away from their homes. Other challenges include job dissatisfaction by the youth, unfamiliar practical training, specific requirements of some companies such as insurance from the youth (which they cannot afford), and limited internship/attachment student slots owing to competition from various institutions.

5.6 Opportunities for Career Guidance and Development Services

Out of the nine TVETs visited, only three had a career guidance office. However, a majority of the institutions (89 percent), agreed that their students were always visiting them for career assistance. 44 percent of the TVETs noted that every department within their institutions has a trainer who offers career guidance to students (Figure 5). Career guidance is important for students to help them select courses that are relevant to the market demand and are aligned with their interests. Interesting to note is that a majority of the students joining the TVETs do not exactly know what they want to pursue while others have been forced by their parents to pursue certain courses yet they have no passion for them. This leads to a high rate of drop-out from various courses as the youth progress in their studies hence the need for a career guidance office to better guide the students on various careers. There is a need to strengthen career guidance offices in TVET to support the youth's career choices.

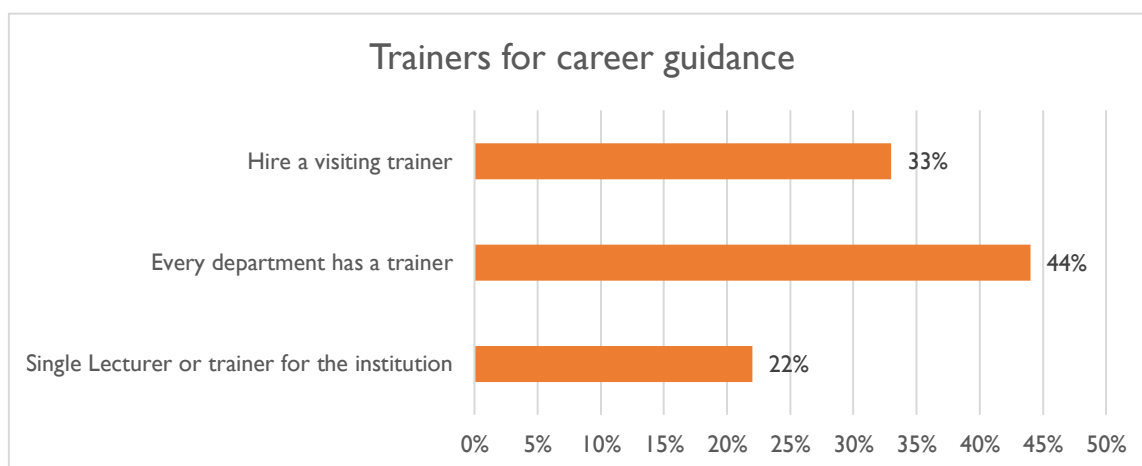


Figure 5: Trainers for career guidance

Importance of the following Career Development Services

In assessing the level of importance of various competencies and skills training, computer skills scored the highest in extensively trained skills in all nine institutions at 55.6 percent as illustrated in Table 5. With a majority of the jobs shifting to the digital space, most employers are searching for employees who are well skilled in digital literacy. Besides, most of the youth are currently more interested in gaining computer skills due to the online jobs that are flexible and require minimal supervision. Following this, the majority of the TVETs in Mombasa County have since commercialized computer courses to meet the growing demand. These include Mabati TTI, Kisauni VTC, Mtongwe VTC, and Maunguja VTC.

Regarding the level of importance of the job placement services, many of the TVETs focused on attachment and career expos (at 77.8 percent). They felt that through attachment services, students have the ability to gain practical skills which enable them to have a smooth transition into the workplace. Through career expos, the institutions, students, and employees meet and discuss potential opportunities and skill sets that employers want. This further enables TVETs to know which areas to train to capture market demand while, at the same, allowing students to know where they can easily find job opportunities.

Table 5: Level of importance of career development services in TVETs

Competences and skills training	Very Limited (%)	Limited (%)	Moderate (%)	Above moderate (%)	Extensively (%)
Communication	11.1	0.0	0.0	44.4	44.4
Interview Preparation	11.1	11.1	0.0	33.3	44.4
CV writing	22.2	11.1	0.0	22.2	44.4
Team Work	11.1	11.1	11.1	22.2	44.4
Computer skills	0.0	0.0	11.1	33.3	55.6
Job placement services					
Attachment	0.0	0.0	0.0	22.2	77.8
Internships	11.1	0.0	0.0	22.2	66.7
Career expos	0.0	0.0	11.1	11.1	77.8
Job advertisements	0.0	11.1	11.1	22.2	55.6
Remote working centers	0.0	11.1	11.1	22.2	55.6
Work-study	0.0	22.2	0.0	11.1	66.7

5.7 TVETs Engagement with Private Sector

Private sector engagement is a key factor in reducing skill mismatch between what the TVETs teach and industry requirements. Out of the nine institutions interviewed, six were in partnership with the private sector. Some of the areas of engagement include internship/ attachments for students (55 percent), job placements (22 percent), and curriculum reviews and recommendations (10 percent) as shown in Figure 6. The majority of the TVETs engage with the private sector to offer their students internships/ attachments relevant to equipping them with adequate professional skills. Mabati TTI engages Umoja Rubber Shoes Company through student absorption for training in shoe-making. The institution also engages Mabati Rolling Mills in areas of processing and manufacturing.

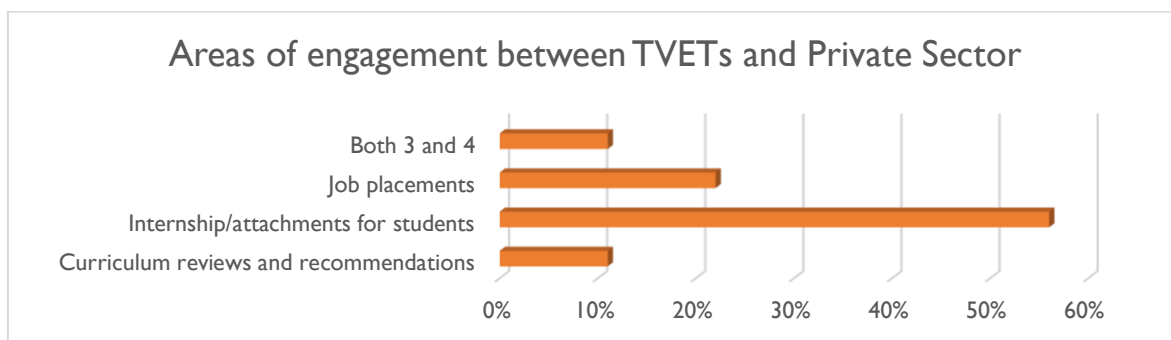


Figure 6: Areas of engagement between TVETs and the private sector

Other Areas of Engagement

St. Mulumba VTC has an interest in partnering with Toyota Kenya and construction companies to equip students with mechanical and masonry practical skills. The Christian Industrial Training Centre Technical and Vocational Training College envisions working with KENHA and Simba Cement. On the other hand, Kenya Coast National Polytechnic is in the process of getting into a contract with General Motors on motor vehicle technical training. As such, working with General Motors will ensure their youth get the relevant skills they require in the sector.

5.8 Tailor-made Short Courses and Training

All the institutions were willing to offer commercialized tailor-made short courses. The key factors that influence them in starting a new course include the availability of students, market demand, and approval by TVETA. Information on the market demand for a specific course and stakeholder advice is relevant before introducing such a course (see Figure 7). Mabati TTI relied on its alumni association to get information on market-driven technical skills. The majority of the TVETs indicated that they can only introduce short courses based on the availability of students. Most claimed that they would rather concentrate on training other courses rather than introducing a new course with no students. The TVETs also noted that approval by TVETA was key as it has to first do a feasibility study and confirm if the institution can offer the specified course which is time-consuming.

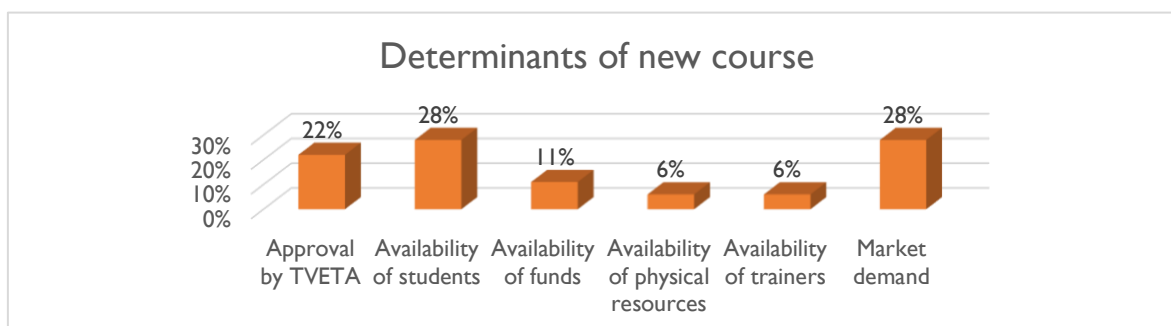


Figure 7: Factors determining the development and delivery of short courses by TVETs

Some of the short courses they were willing to develop and commercialize depending on market demand and student availability include ICT, garment-making, food and beverages, confectionery, and blue economy-related short courses. Owing to the changes in the work landscape, a majority of jobs require employees who are computer savvy hence the spike in demand for ICT courses within the county. Also, given the number of hotels in the county, there is a high demand for workers in the sector hence a majority of the TVETs feel that tailoring courses in food and beverage is important. Blue economy short courses are currently relevant since the majority of the donor projects are now inclined towards the blue economy meaning that they require labor in the sector.

5.9 TVETS Capacity to Monitor the Labor Market Assessment for Youth

56 percent of the institutions did not have a mechanism to monitor the labor market. In addition, they did not have specialized members of staff who could undertake the process. All the institutions stated that they were willing to undertake LMA training. Some of the indicators they were interested in monitoring are illustrated in Figure 8. Most are interested in assessing the status of employment. This will help them to know which sectors the majority of their students get employed in. They are also interested in knowing the employers so that they can track the skill set requirements by employers. This will inform areas of improvement and focus when training their students.

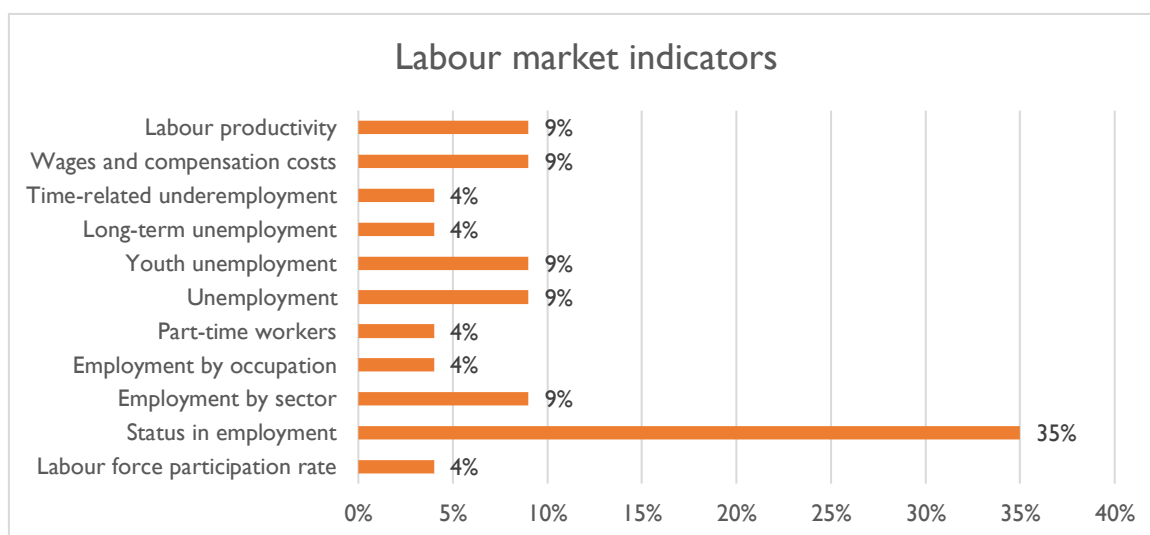


Figure 8: LMA indicators of concern to TVETs

5.10 Integration of Gender and People with Disability in TVETs

Since GESI issues are gaining worldwide interest in businesses, 67 percent of the TVETs in Mombasa County did not have any policy related to both gender and PWDs (figure 9). Some of the TVETs feel that PWDs are not as 'quick' as normal students. A case is cited of a disabled student being kicked

out of an examination room since they could not keep up with the pace of other students. The institution later stopped the admission of PWDs.

Some of the gender policies include giving equal opportunities to both female and male youth, encouraging female youth to engage in male-dominated careers, usage of the gender mainstreaming policy, and the equal employment opportunity for gender considerations in employment. Most of the TVETs pointed out that female youth employees are more trusted and loyal to their employers as opposed to the male youth and hence are preferred by most employers. Some of the integrated policies related to PWDs include the Disability Mainstreaming Policy and Child Protection Policy.

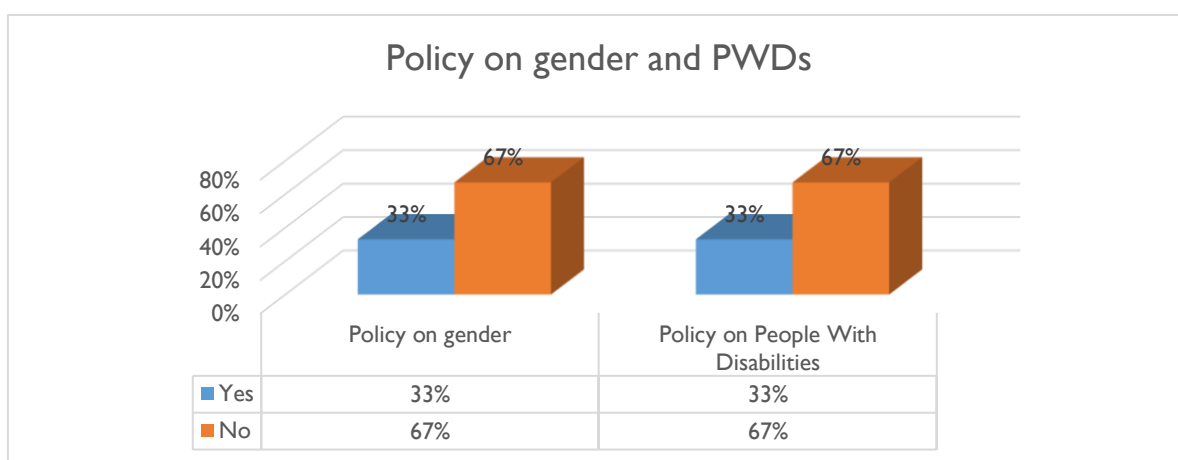


Figure 9: Policy on gender and people with disabilities in TVETs

5.11 TVETs Capacity to Conduct Needs Assessment and Tracer Studies

When questioned about their capacity to conduct a needs assessment and tracer studies, 63 percent of the institutions could not conduct training needs assessments while 52 percent could not undertake training needs assessment and tracer surveys (Figure 10). Some of the institutions that were conducting needs assessments were doing so annually, semi-annually, and quarterly but most preferred annually due to the cost incurred in conducting the assessment. Nonetheless, 53 percent of the TVETs had mechanisms in place to get feedback from the industry. Some TVETs outsourced such services from various companies. For instance, Mabati TTI used Safal Group Holdings to conduct a tracer survey for them to be able to track their students after completing their studies.

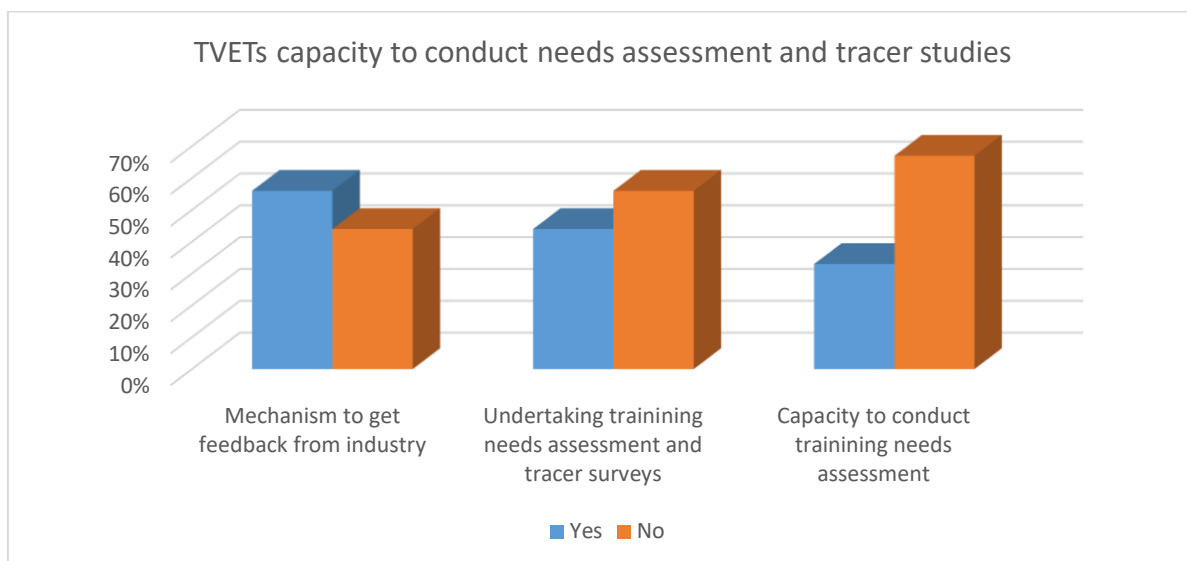


Figure 10: TVETs capacity to conduct needs assessments and tracer studies

6. THE DYNAMICS OF YOUTH EMPLOYMENT IN MOMBASA COUNTY

6.1 Demographic Characteristics of Youth

The distribution of the youth by gender centered on two age groups (15-19 years and 20-24 years) as shown in Figure 11. In both sexes, the 20-24 age group was the majority, accounting for 81 percent for females and 93 percent for males. This may have been attributed to the fact that the majority of youth in the age group (i.e., 15-19 years) were still in school and hence not readily available for the survey.

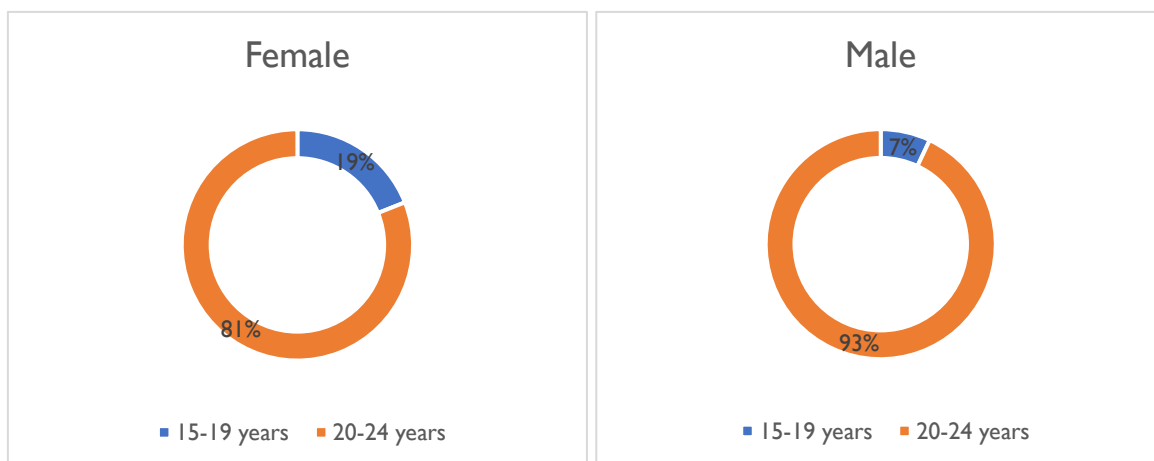


Figure 11: Youth sex by age group

The highest level of education attained by the youth based on gender is shown in Figure 12. A majority of the youth had acquired secondary education as their highest level, with both sexes accounting for 27 percent respectively. However, a lower number of male and female youth transitioned to tertiary education (i.e., TVETs and universities) because a majority of the youth lack funds and support to join the institutions. The majority of the youth cited that they were from humble households that could only afford basic education. More female youth (21 percent) joined the colleges as compared to the male (14 percent). Among many factors, this may be attributed to the societal pressure on the male youth to start earning a living to support their families.

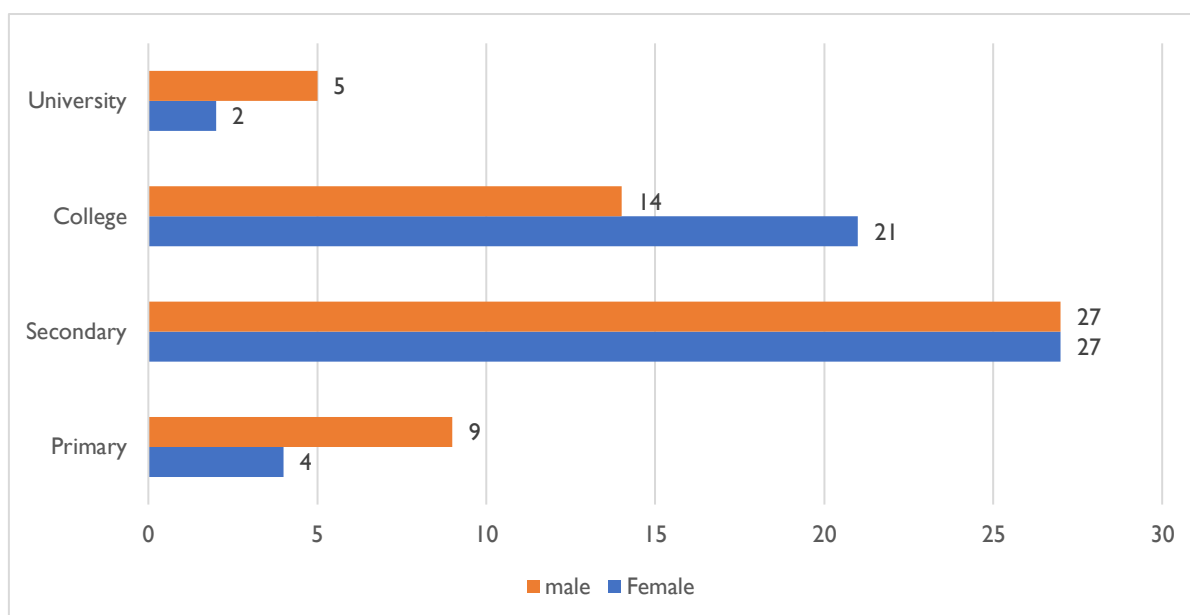


Figure 12: Youth's highest education level by sex

From figure 13, a majority of the employed and unemployed youth have attained secondary education with both accounting for 42 percent and 52 percent respectively. This is because the rare entry-level wage employment opportunities available at this education level require a certain level of training and experience (that the youth lack). Additionally, many of the youth do not know the relevant channels for searching for wage employment. Therefore, most youths engage in casual work that requires little to no skills.

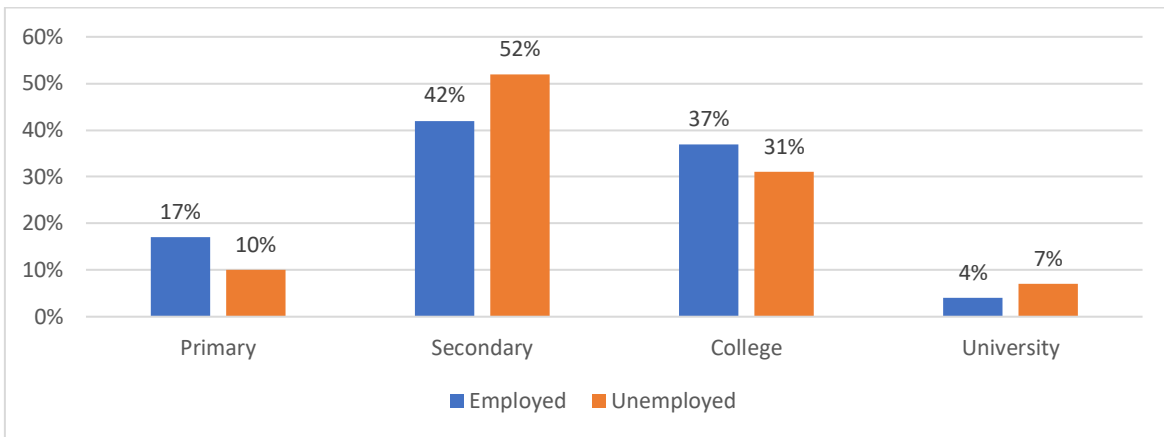


Figure 13: Youth employment status by highest education level

Based on the two age groups, the percentage of youth employed and unemployed is shown in Figure 14. A few youths in the 15-19 year age bracket were unemployed. This is because a majority of the youth in this age bracket are still in school and not available for employment. As they get to the 20-24 years age bracket, they acquire the necessary skills required for wage employment and hence the increase in the number of both employed and unemployed youths in this age bracket. Therefore, EY should consider the age group 20-24 years in employment creation interventions as they are readily available for wage employment as compared to the 15-19 years age bracket.

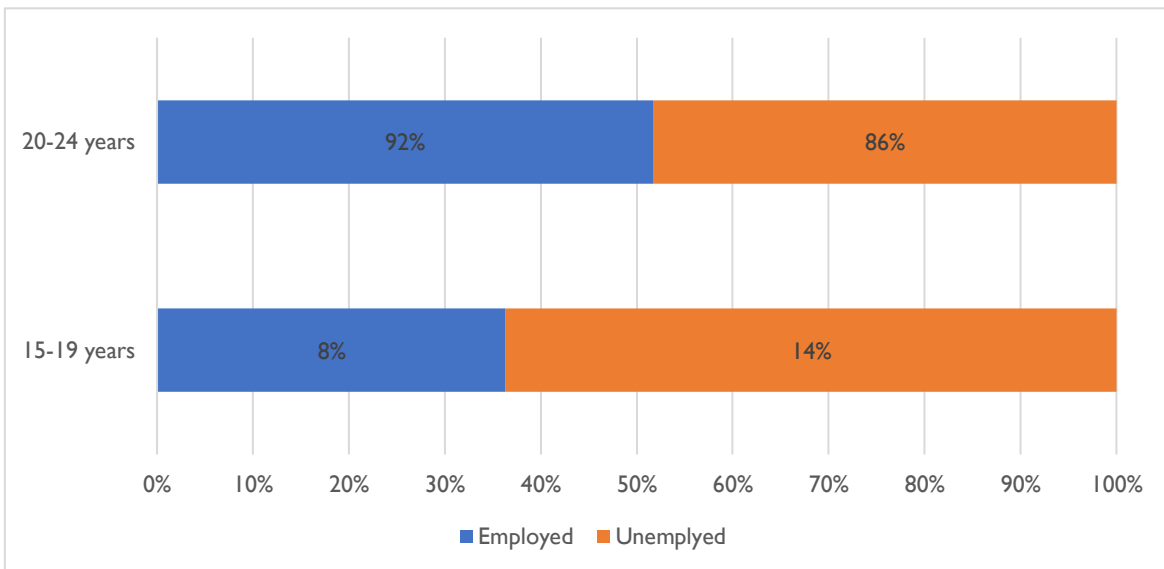


Figure 14: Youth employment status by age group

6.2 Youth Preferred Sectors, Jobs and Skill-sets

All of the unemployed youth were actively searching for employment, with 20 percent of them searching for jobs in Manufacturing and Processing, 16 percent in SMEs, and 17 percent in the Health sector as shown in Figure 15. This was highly attributed to their career interests and passion, jobs

available at entry-level, and prospects for individual growth. This preference was also attributed to the diverse nature and number of employment opportunities available within the sector. Although tourism is considered a backbone of Mombasa County’s economy, most youths felt it was rather difficult to get absorbed in the sector due to stringent skills requirements, limited available opportunities, and negative perspectives of the youth by employers; they have a preference for older workers whom they feel have better work ethics.

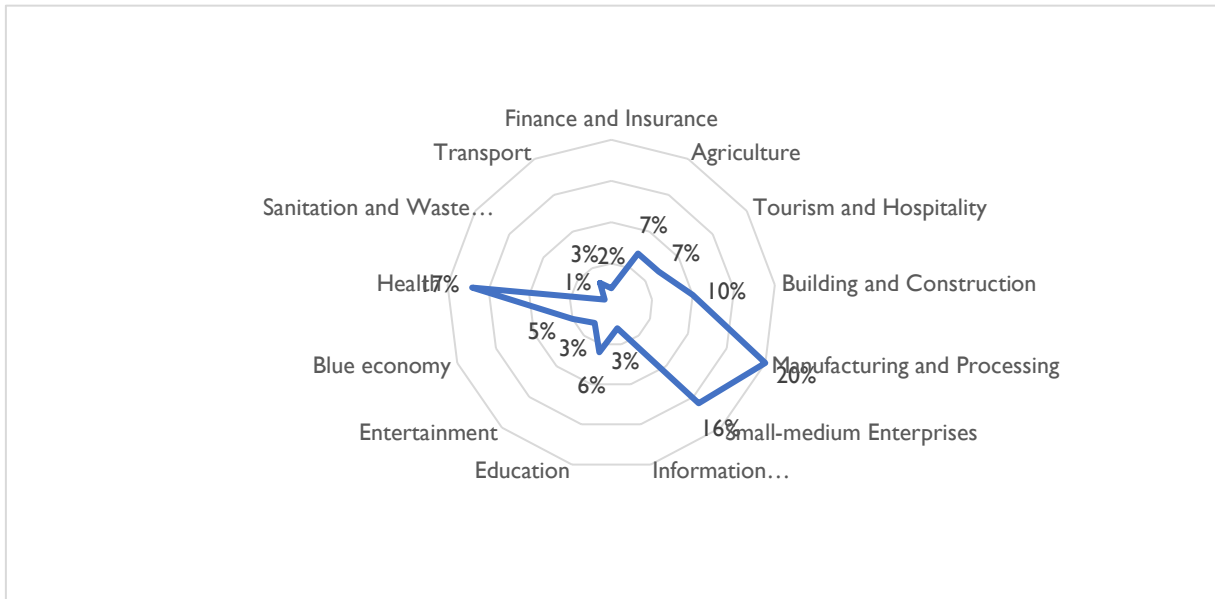


Figure 15: Employment preferences for unemployed youths

Figure 16 shows that 12 percent of the youth preferred jobs as chefs and waiters. This was in tandem with the skills that most youths possessed (i.e., communication [11 percent]). Communication is an essential skill in service delivery and customer satisfaction in many hotels and eateries. Mombasa County is a tourist destination that offers a great opportunity for them.

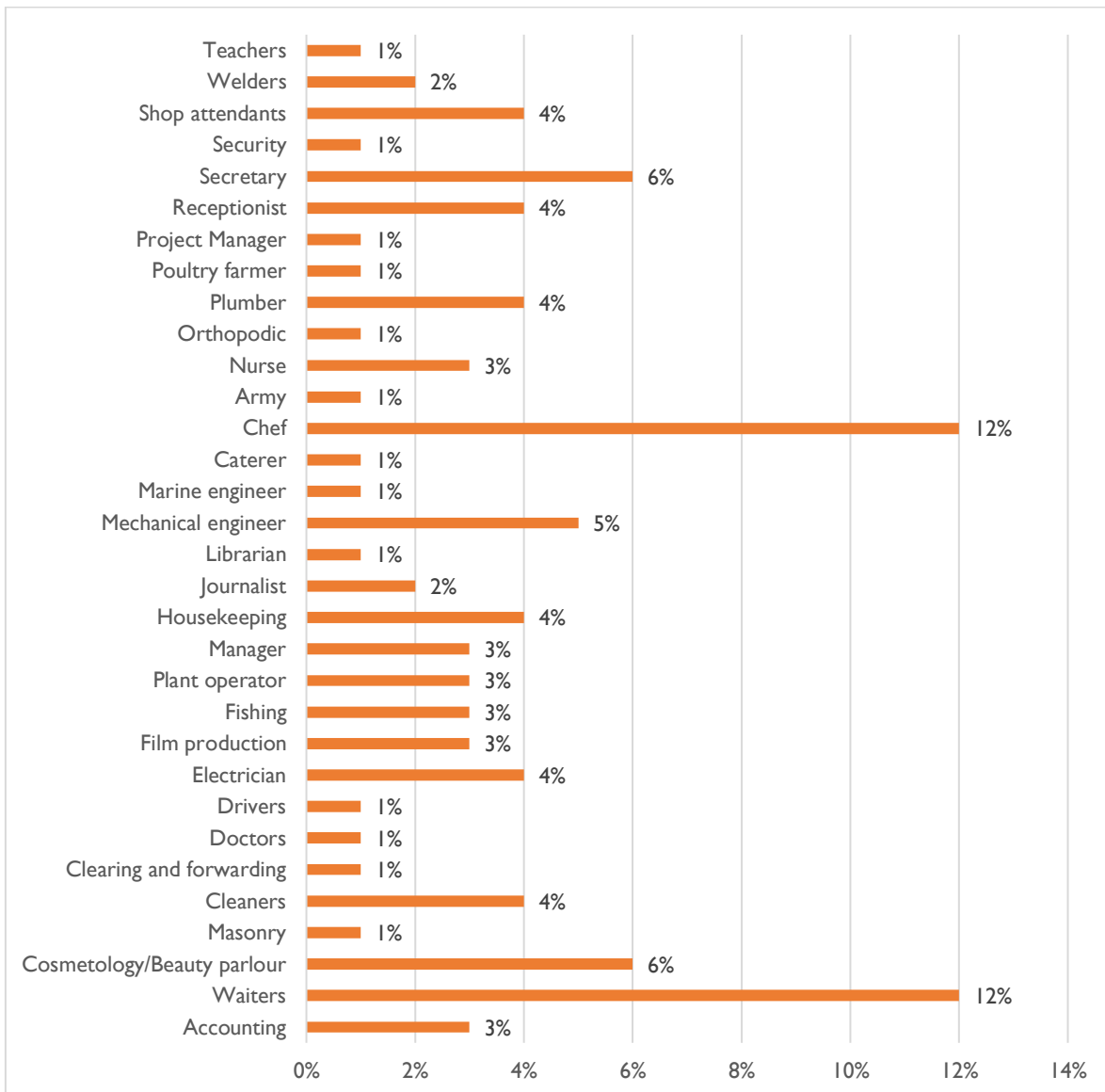


Figure 16: Types of jobs youth are looking for and their skill-sets

The majority of the unemployed youth were unskilled and required relevant training on the important skills they need. Most preferred working as chefs and waiters but lacked the relevant skills to undertake the work (Figure 17). This informs EY programming in either funding or training the youth on skills of their preferences to make them competent enough for the preferred jobs.

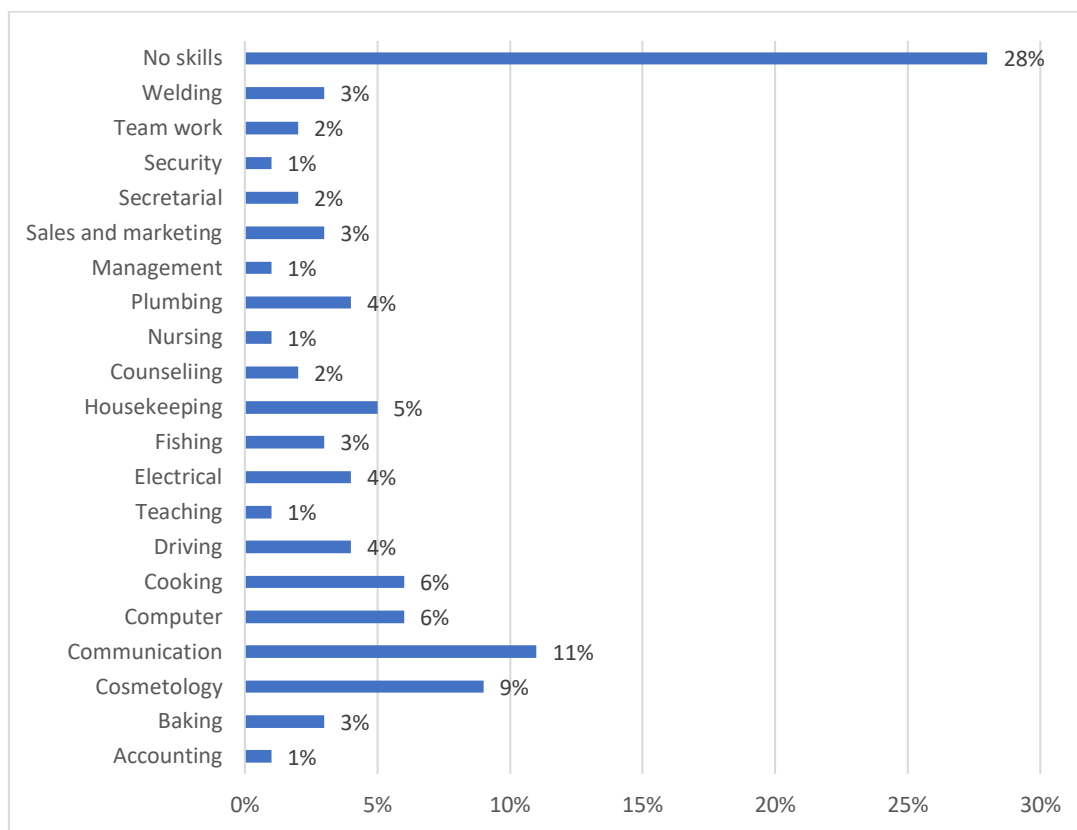


Figure 17: Skills set of unemployed youths

6.3 Steps and Duration for Employment Search

To get into gainful employment, 35 percent of the unemployed youth believe that education and training are key (Figure 18). Education and training provide relevant skills and make it easy for them to get absorbed into wage employment. Most engage in training that is in line with their career preferences and consider networking as important to getting employment. Networking is done by seeking assistance from family and friends. However, few youths (2 percent) consider registration at private employment offices as a crucial means of getting employment, lamenting the rampant corruption cases within the offices. They also cited that a majority of these offices were not youth-friendly. Therefore, EY should set up or strengthen youth-friendly centers in partnership with the private sector where youth can access information on relevant opportunities.

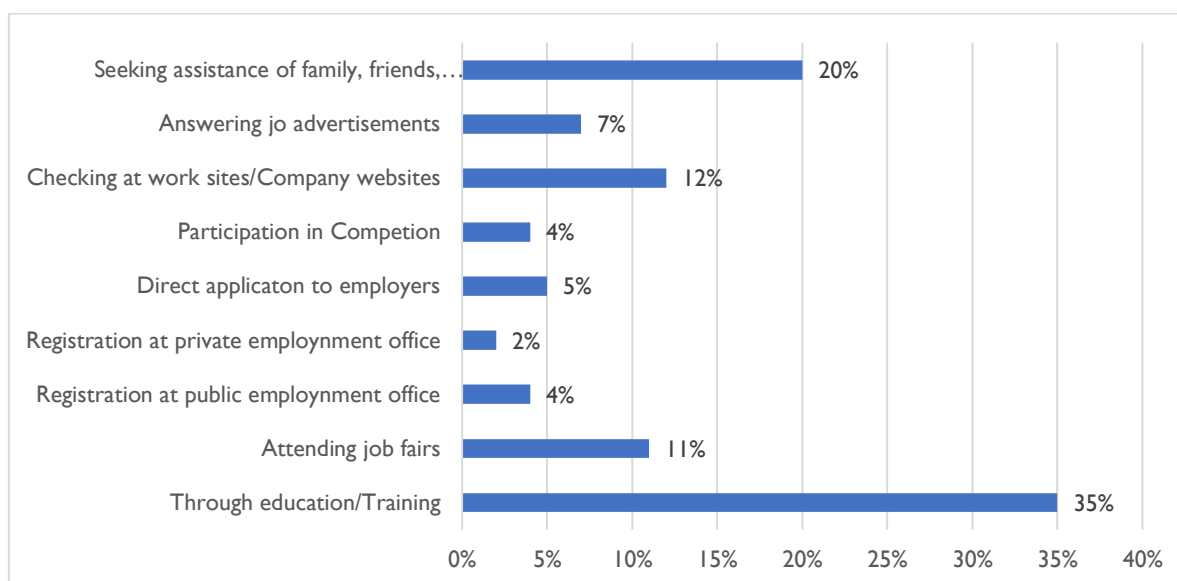


Figure 18: Employment-seeking avenues

All unemployed youth are actively searching for employment with 46.7 percent having actively sought work for more than a year as shown in Table 6. This is attributed to the high number of unemployed youth in Mombasa County and competition for available jobs within the county. There are also limited job opportunities available with many employers having a preference for mature and experienced employees. Besides, employers considered it expensive to train youth who are not fully competent. It is also important to note that majority of the youth were not aware of the appropriate employment channels thus the need for training on employment search.

Table 6: Duration of looking for employment

Duration	Frequency	Percent
Less than a week	1	1.2
1-4 weeks	3	3.7
1-2 months	10	12.3
3-6 Months	15	18.5
6 months-1 year	15	18.5
More than 1 year	37	45.7
Total	81	100

6.4 Wage Expectations for Unemployed Youth

The average wage expectation for the Mombasa youth was KES 19,423/= (Table 7). The male youth had slightly higher wage expectations than the female youth, at KES 20,925 and KES 18,057 respectively. The male youth felt that they had more responsibilities than the female youth hence the higher salary demand. This may be a result of the norms where provision (especially financial) is

expected of the male. Moreover, youth from/at the universities had the highest wage expectation because most consider salary as a reward for hard work and dedication to education. They were followed closely by youth with primary education who felt that education was not a necessary determiner to better wage salary but rather the skills possessed.

Table 7: Wage expectations of unemployed youth

	Mean (KES)
Mean wage expectations for unemployed Youth	19,423
Minimum wage expected by unemployed youth by gender	
<i>Female</i>	18,057
<i>Male</i>	20,925
Minimum wage expectations of unemployed youth by highest education level	
<i>Primary</i>	20,000
<i>Secondary</i>	18,523
<i>College/TVETs</i>	19,481
<i>University</i>	26,000

6.5 Challenges Facing Unemployed Youth in Finding Wage Employment

The challenges faced by unemployed youth in getting employed are given in Figure 19. These ranged from lack of required skills (38 percent), unavailability of jobs (17 percent), to lack of relevant work experience (14 percent). With the possession of relevant skills being the most important requirement for employment, the majority of the youth lack such skills. This makes it difficult for them to get absorbed into wage employment as they are unable to satisfy employers. In addition, lack of relevant work exposure was another challenge hindering the youth from gainful employment. Other challenges include competition for the few available opportunities as well as discriminatory practices. Therefore, relevant stakeholders, the TVETs, and the private sector in conjunction with EY should train more students with relevant skills and offer the youth both mentorship, internship, and job opportunities.

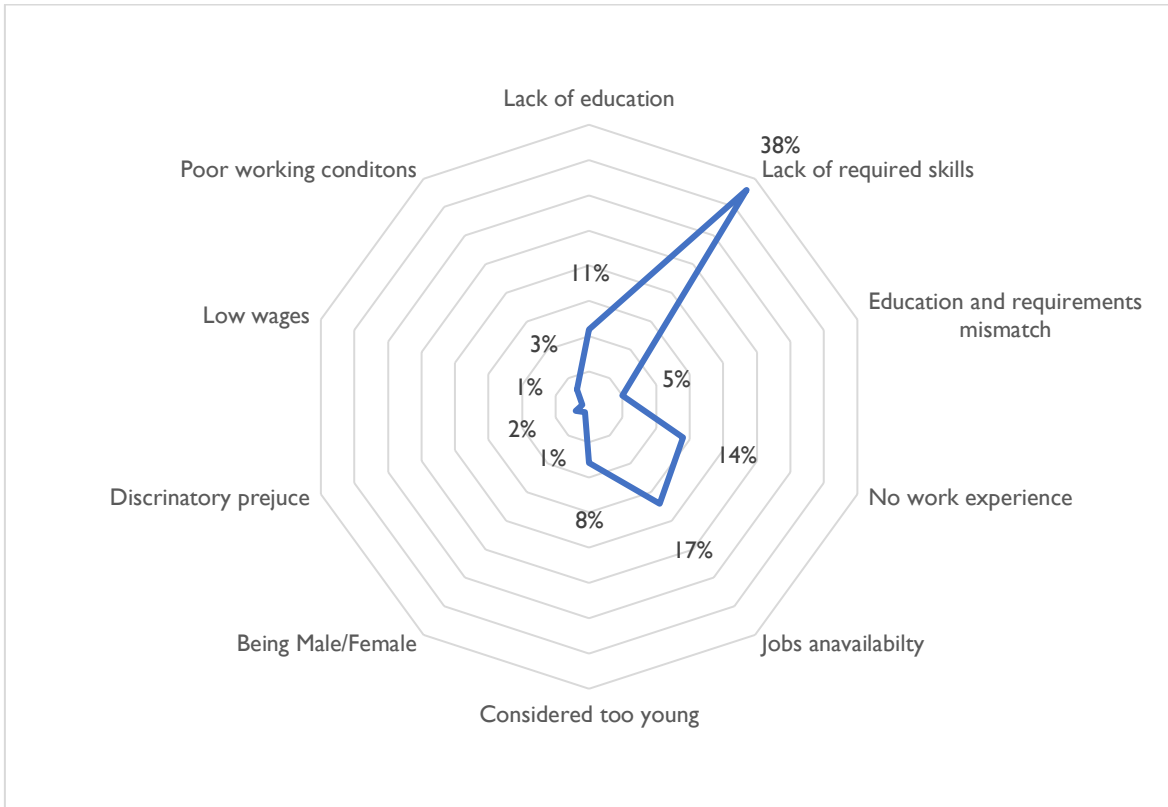


Figure 19: Challenges facing unemployed youth in finding wage employment

Of the unemployed youth, 81 percent agreed that relevant additional training would be essential in helping them find jobs. Out of the 81 percent, 50 percent of the unemployed youth preferred training from the TVETs institutions as important in getting employment. They preferred the TVETs as they are more affordable and the duration the courses take is friendlier to them than other institutions (Figure 20).

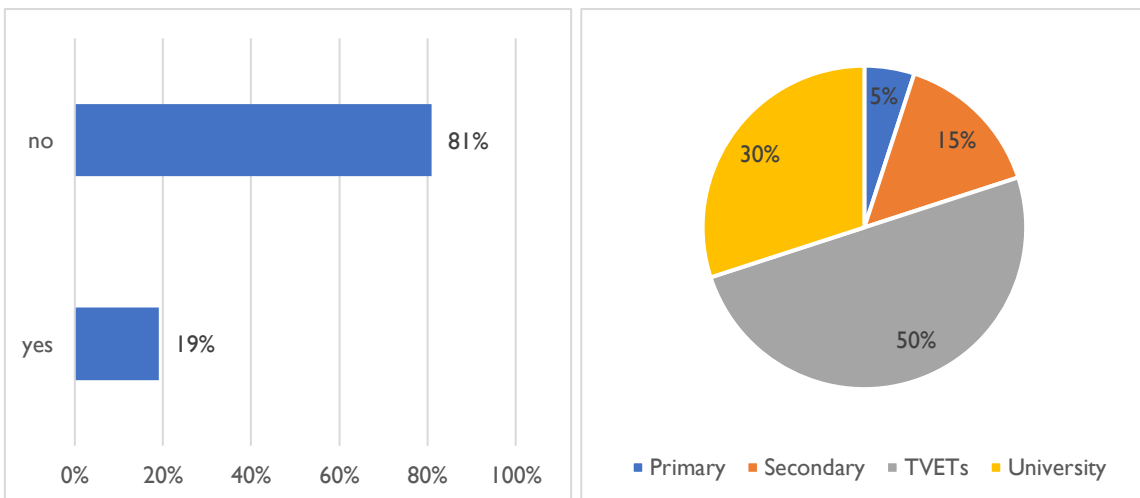


Figure 20: The training and job assistance preferences of unemployed youth

They argued that the TVETs were more practical. Additionally, the majority of the unemployed youth (31 percent), were identified as having received assistance from family, friends, and relatives in searching for jobs as shown in Table 8. This was closely trailed by 25 percent of youth who received assistance from the internship, apprenticeship, and job workshops.

Table 8: Ways of job assistance for unemployed youth

Ways of job assistance	Frequency	Percent
Internship and apprenticeship	4	25
Networking/job search workshops	4	25
Training/classes	1	6.3
Career coaching/consultation	2	12.5
Family, friends, and relatives	5	31.3
Total	16	100

6.6 Dynamics of Employed Youth in Mombasa

6.6.1 Characteristics of Youth Jobs

48 percent of the employed youth were employed in the private sector as shown in Figure 21. This was closely followed by SMEs (32 percent), the public sector (16 percent), and NGOs (4 percent). Due to the diverse number and type of opportunities available for the youth, the available number of entry jobs that are suited for the youth, and future growth prospects for the youth, the private sector, and SMEs had the greatest number of employed youth. Of the employed youth, 32 percent were employed permanently, 16 percent on contract, 24 percent as casuals, and 28 percent on other employment agreements.

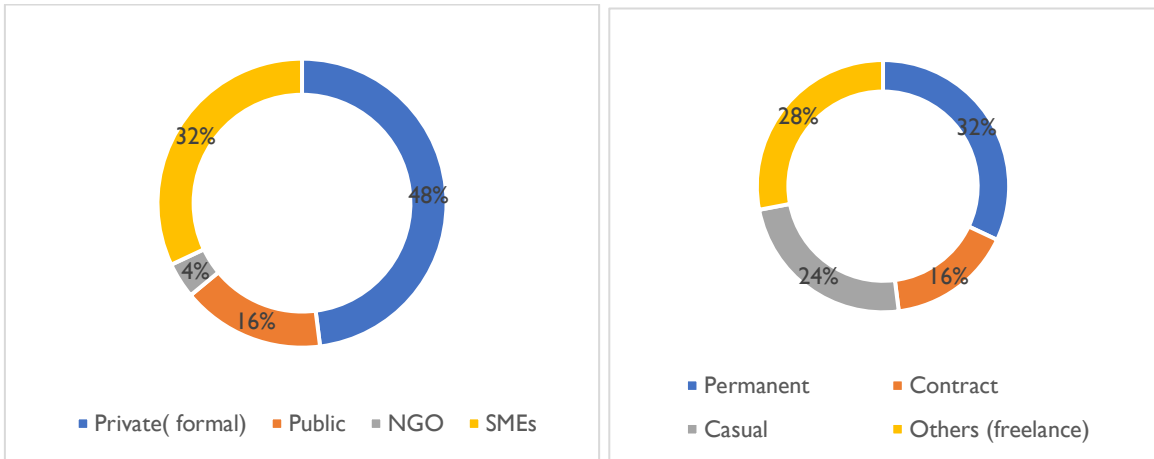


Figure 21: Type of organization employed and nature of employment

56 percent of the employed youth were employed in entry-level jobs, followed by 20 percent in mid-entry-level jobs. The supervisory level had the least number of youth employed due to the requirements for this level (such as relevant experience and skills) as well as limited opportunities within the level. The current position in the job place is described in Figure 22.

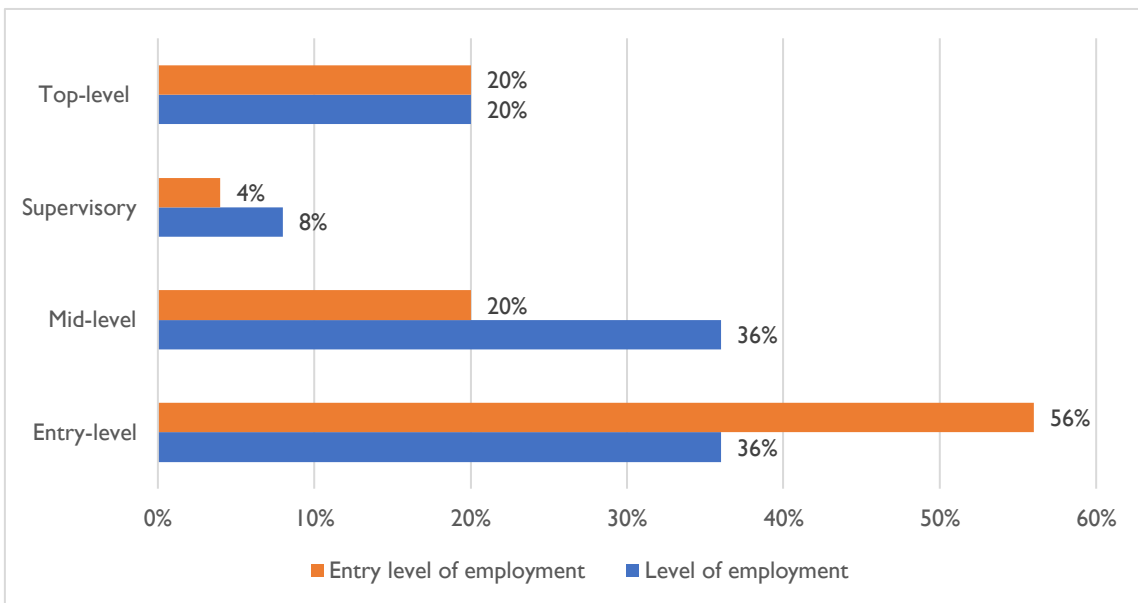


Figure 22: Youth level of employment

6.6.2 The Duration that is taken to get Employed

The duration that employed youth took while searching for employment is shown in Table 9. 56 percent took more than one year to be absorbed in their current jobs.

Table 9: Duration taken before getting current employment

Duration	Frequency	Percentage
Less than one week	1	4
1-4 weeks	1	4
1-2 months	1	4
3-6 Months	2	8
6 months- 1 year	6	24
more than 1 year	14	56
Total	25	100

To reduce this duration, EY may provide youth with relevant upskilling courses or provide startup capital to get them involved with income-generating projects.

6.6.3 Skill sets of Employed Youth

Among the skills that the majority of employed youth possessed at entry included poultry husbandry, cooking, communication, and masonry as shown in figure 23.

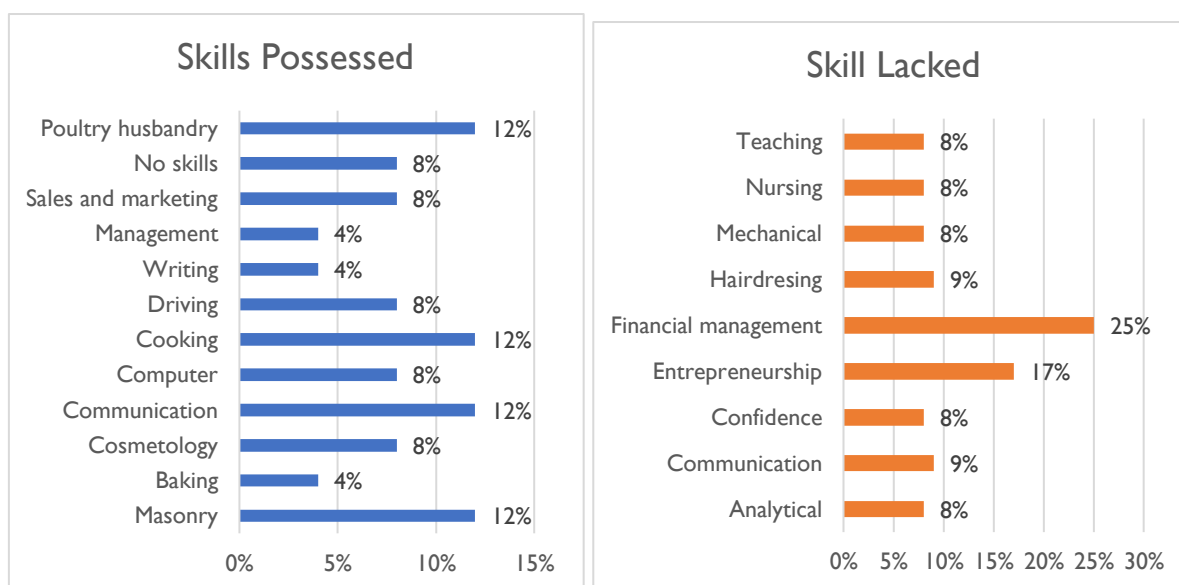


Figure 23: Skills possessed and lacked by employed youth at entry level

The skills possessed directly reflect on the work that most employed youths undertook especially at entry-level jobs in the construction, agricultural, and tourism & hospitality sectors. 25 percent of the employed youth lacked financial management skills hence their continuous dependence on their parents and lack of financial freedom. The employed youth also lacked entrepreneurship skills thus their inability to start and manage their SMEs and those of employers. This results in employers setting aside managerial positions for older experienced employees.

6.6.4 Youth Employee Turnover Rates

As observed in Figure 24, a majority of the youth (92 percent) are willing and hoping to change their jobs in the future. This indicates the level of dissatisfaction with their current employment. Most of them (80 percent) were not fully satisfied with their work as indicated in Figure 25. The dissatisfaction emanates from the current work conditions, salary, and prospects. The employed youth would also like to change their work to satisfy their personal needs and ambitions. A majority stated that they hope to use their current employment as a bridge to better opportunities.

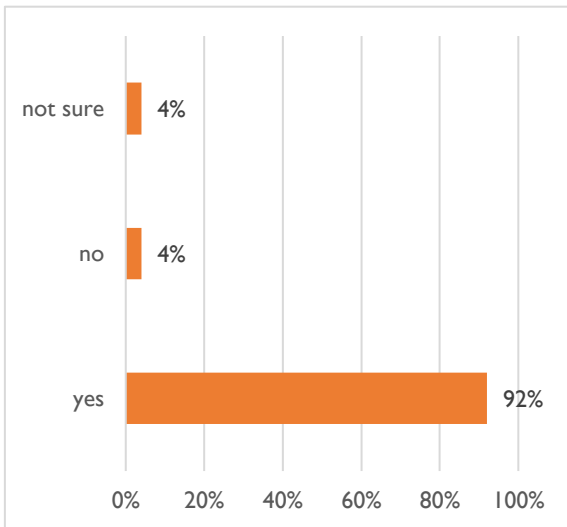


Figure 24: Job attrition

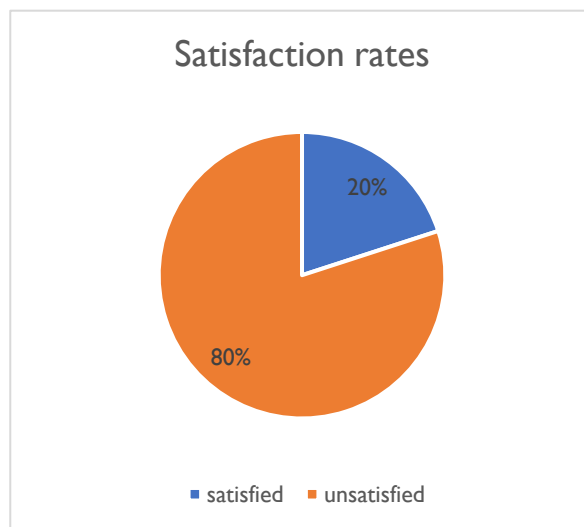


Figure 25: Job retention (willingness to stay in the job)

As shown in Figure 26, 76 percent of the employed youth had, at one time, refused work offered to them whereas 24 percent have never refused any job offered to them. The reasons for not taking up the job offer ranged from religious beliefs and restrictions, parental restrictions, personal interests, and ambitions. However, youths that have never refused any job offer cited desperation, poverty, and the need to improve their living standards as primary reasons for acceptance.

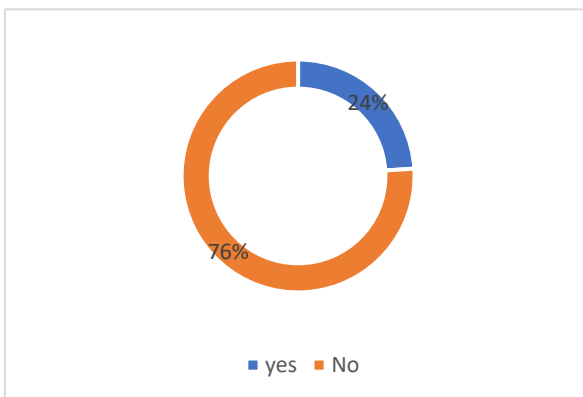


Figure 26: Incidence of job refusal

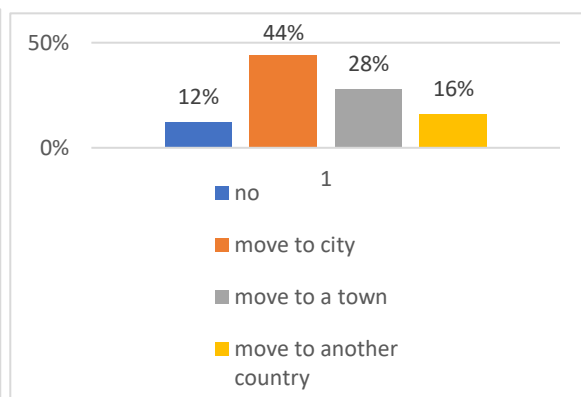


Figure 27: Willingness to move for work

As illustrated in figure 27, 44 percent of employed youth were willing to move to different cities, towns (28 percent), or countries (16 percent) for work. 12 percent were not willing to move. Most youths in Mombasa County view urban centers as places with diverse work opportunities hence the urge for the employed youth to move to other urban centers.

The main reason why a majority of the employed youth were willing to change their job is to seek better and higher pay to cater to their personal needs and improve their living standards (Table 10). Better pay assures them of quality lives which is the ultimate goal for every employed youth. Better working conditions and career prospects boost the morale of employees.

Factors contributing to job attrition, dissatisfaction, and refusal include underpayment (30 percent), limited career growth (25 percent), lack of life work-life balance (25 percent), and unsupportive bosses (20 percent).

Table 10: Factors contributing to job attrition, dissatisfaction, and refusal

Reasons for changing job	Frequency	Percentage
<i>Higher pay</i>	14	61
<i>Better work conditions</i>	4	17
<i>Better career prospects</i>	4	17
<i>Combine work with family responsibilities</i>	1	5
Reasons for job dissatisfaction		
<i>Underpay</i>	6	30
<i>Unsupportive boss</i>	4	20
<i>Limited career growth</i>	5	25
<i>Lack of life-work balance</i>	5	25
Reasons for job refusal		
<i>Low wages</i>	4	57
<i>Not interesting</i>	2	29
<i>Unmatching qualification Level</i>	1	14

6.6.5 Compensation for employed youth

The average wage expectation for the employed youth was KES 35,600/= as shown in Table 11. The mean wage expectation by gender was KES 37,500/= and KES 34,333/= in female youth and male youth respectively. With both genders hoping to improve their current salary, a majority had high wage expectations given the skills and relevant work experience they have acquired that they have since they got absorbed into work. The wage expectation of employed youth from universities was the highest (at KES 60,000) with the majority noting that they had attained the highest level of education and had relevant skills essential for better payment.

Table 11: Wage expectations of employed youth

	Mean (KES)
Mean wage expectations for employed Youth	35,600/=
Minimum wage expected by employed youth by gender	
<i>Female</i>	37,500/=
<i>Male</i>	34,333/=
Minimum wage expectations of employed youth by the highest education level	
Primary	35,000/=
Secondary	34,500/=
College/TVETs	31,667/=
University	60,000/=

6.6.6 Challenges facing Employed Youth in finding Wage Employment

Employed youth face several challenges when seeking wage employment including being considered too young (24 percent), job availability (20 percent), and lack of education (16 percent) as illustrated in Figure 28. Most of the employed youth alluded that majority of employers often perceive them as too young to undertake roles in their organizations making it difficult to get these jobs. Unavailable job opportunities within the market is also a challenge. Most employed youths aim to get job promotions and positions but the lack of relevant skills has proven difficult for them to get absorbed. As a result, most end up spending a lot of time at entry-level jobs.

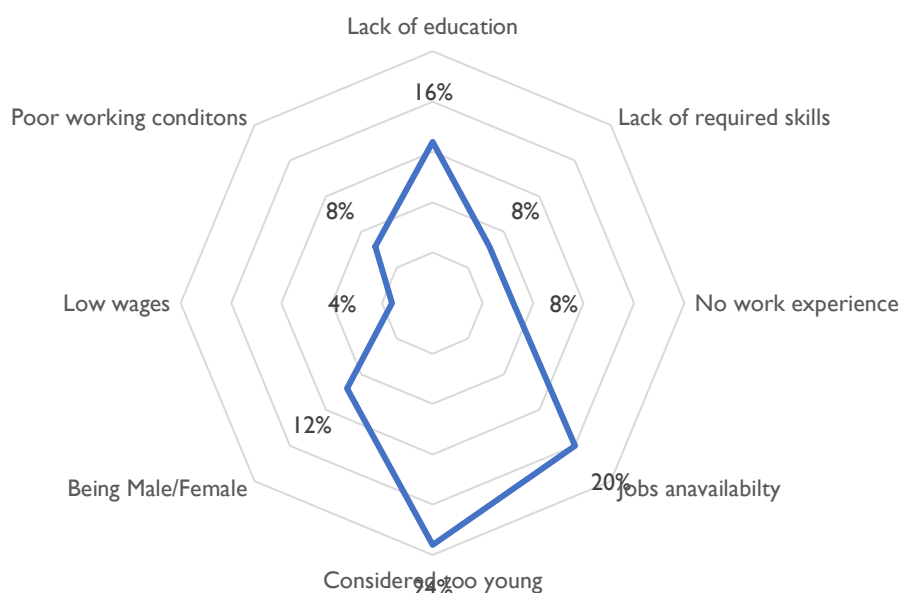


Figure 28: Challenges facing employed youth in finding wage employment

72 percent of the youth interviewed felt that their training and education gained were relevant (Table 12). The youth perceived vocational training to be more useful in finding jobs than university

education. This echoes the relevance of TVET courses as employers are continuously seeking industry-specific technical skills as compared to general knowledge. 72 of the youth did not receive any job assistance which points to a problem of information asymmetry being another cause of unemployment.

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

		Frequency	Percentage
Education/training gained usefulness	Very useful	18	72
	Somewhat usefulness	5	20
	Not useful	2	8
Level of education useful in job finding	Completion of vocational training	9	36
	University	4	16
	Entrepreneurship training to start own business	9	36
	Do not know	3	12
Job search assistance	Yes	7	28
	No	18	72
Types of job assistance	Internship and Apprenticeship	1	14
	Family, friends, and relatives	3	43
	Training and classes	3	43
Total		7	100

6.6.7 Skills assessment of Employed and Unemployed Youth

Both employed and unemployed youth carried out a self-assessment on both technical and soft skills. They were guided on a 1-5 scale with 1 being the lowest score and 5 being the highest score (Table 13). Unemployed youth rated themselves less favorably than employed youth skill-wise. This may be attributed to the absence of a work platform where they can sharpen their skills. Having such a platform, employed youth had a better score on the skills they possessed as they can refine and polish their skills and also have the chance for further by their employers. Therefore, EY should emphasize training the unemployed youth to make them competent and competitive in the labor market.

Table 13: Frequency (mean values) of performing selected skills of employed youth vs. unemployed youth

Skills	Employed	Unemployed
Technical	3.92	3.38
Problem-solving	3.68	3.57
Communication	4.12	3.81
Team work	4.36	3.95
Leadership	3.96	3.63

Adaptability/resilience		4.04	3.65
Consideration	of	4.40	3.90
others			

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

8.1 Introduction

Both male and female youths and those living with disabilities are affected by GESI dynamics in the employment sector. Youth are the most energetic and thus provide a durable labor force. They are also educated hence poses skills and knowledge in different occupational fields.

8.2 Analysis of female youth aspirations

7.2.1 Factors that attract Female Youth when seeking Employment in Mombasa County

1. Personal Space and Safety

Female youth are attracted to working in organizations that assure them of their security from both physical and sexual harassment. Being vulnerable to such cases, female youth prefer working environments that do not condone or tolerate such behavior. They prefer working in firms that advocate for their safety and that have better channels to expose such behaviors without being victimized. A female youth that feels unsafe and unprotected in a working environment is stressed, which reduces work efficiencies.

“As a woman, I would like to work in an area where I am assured of my personal safety from any form of physical violence and sexual harassment.”

A company that ascertains women’s security will attract many female youths.

2. Fairness and equal treatment

Companies that have a gender policy on employment and promotion will be highly considered by female youth as opposed to those that do not. Female youth are attracted to equal wage opportunities and promotions as they are equally productive as their male youth counterparts. A company that ascertains and ensures work and pay equality generally attracts female youth as this motivates them to compete for available positions and opportunities, take risks and handle any work challenges brought to them. This boosts their morale and their productivity within the company because they can showcase their skills and perform at their highest levels.

“As a female, I would like to work in a place we are treated equally. If we are treated equally, work would be done efficiently as I would put more effort.”

Therefore, companies offering employment opportunities should have a gender policy in place ensuring equal treatment of both genders as this would attract more female youth.

3. Labor intensity

Female youth are generally a vulnerable group in terms of the working condition they are exposed to. Most prefer “soft jobs” that require less physical effort. Being less masculine and strong than their male counterparts, female youth should be allocated work that demands less physical effort as this ensures that their maximum productivity is attained and harnessed. This also protects them from future health issues that may occur as a result of being exposed to labor-intensive work.

4. Working hours

Flexible working hours that ensure both married and unmarried female have a good work-life balance is essential. Most female youths juggle between work demands and home commitments which may prove futile at times. Therefore, a female youth will highly consider working in areas where the working hours allow her to attend to other family commitments. Also, different working hours (especially night shifts) may not sit well with them. Flexible working hours will highly attract more youth as they will be able to balance both work and family demands.

5. Sanitation and Hygiene

Women are naturally attracted to cleanliness and hygiene. Female youth generally consider working in environments that have enough washrooms and personal hygiene is observed. This is because they are more vulnerable due to the health issues that may arise from working in an environment that is not clean. Female youth prefer working in areas that have a policy on menstrual hygiene in that they are provided with necessary menstrual equipment.

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

1. Education and skills

This is usually measured based on the knowledge and skills possessed by an individual to carry out easily duties allocated to them. It is usually considered the key factor to success in getting available employment opportunities. Most female youth in Mombasa County lack the relevant knowledge and skills to make them competent and fit to undertake relevant jobs available. Most need training for relevant skills required in the labor market by employers. Low education levels and lack of skills have been the major contributors to the rising skill gap between employers and employees in the county. Therefore, more female youth need to be trained and taken on short courses to equip them with the right knowledge.

Also, most educated female youth have a higher chance of remaining unemployed than the uneducated female youth as most of them have higher employment aspirations. This makes them choosy of the kind of employment they are involved in.

2. Minimal employment opportunities available

There are fewer entry-level jobs available for the female youth in the labor market. Most of the jobs advertised require a certain level of experience which, in most cases, the female youth are not fully competent to undertake. This usually demoralizes them with most choosing to stay back at home rather than engaging in other meaningful income generation ideas. The minimal available work opportunities are also hard to get as there is fierce competition for jobs among the qualified competent youths within the county.

3. Employer's Perception

Most employers are skeptical and adamant about employing female youth, with most of the employers citing that youths are generally incompetent, immature, and lack professional values. Most employers are unwilling to train and nurture the female youth due to the misconception that the youth do not want to be supervised or trained. Most have a preference for experienced adults. Most are not ready to invest resources and time in training the youth as they perceive it as a waste of resources.

4. Poverty

Most youths in Mombasa County live in poverty and come from humble backgrounds. These backgrounds can only afford food meaning most of the youth end up not being admitted to schools. This contributes largely to the increased low education levels and the lack of skills among youth in Mombasa County. Most female youths have also put business ideas on hold due to insufficient capital. Most end up abusing drugs and engaging in crime-related activities.

5. Parent Influence

Parents have a major influence on the career path is chosen by female youth. They are key influencers in the decision-making processes among the youth in that, they usually chose the kind of schools the youth go to, the career the youth choose, and the workplaces that the female youth join. In most cases, they are not given enough space to make sound decisions that resonate with their career preferences and choices. They argue that, at times, they end up being frustrated by careers they were chosen for as they were not in line with what they as an individual wanted to do. At times, parents discourage them from choosing work offered to them citing that they are not perfectly suited for them.

“My parents cannot allow me to do any work available. The course I am currently doing was chosen by them.”

6. Competition and experience

With the thriving and bulging youth population in Mombasa County, there is fierce competition for available jobs. With limited opportunities and a large number of female youth seeking employment, most end up unemployed - causing the rise in unemployed youth in the county. This has caused many employers to start demanding a certain level of experience which in most instances the youth do not have.

7. Sexual Harassment

Most female youths lamented sexual harassment as a major obstacle that hinders them from getting employment. Some employers are unwilling to offer employment to female youth unless sex is involved. They are willing to offer jobs on the condition that the female youth offer themselves as “payment”. Therefore, female youth prefer remaining unemployed rather than engaging in sexual activities in exchange for employment opportunities.

7.2.3 Barriers for Female Youth in obtaining Information about Employment, Internship, and Mentorship Programmes

1. Sexual Harassment

Female youth identified this as one of the major challenges they face when seeking information from the facilities. Officers from the facilities want sex in exchange for information. This has led to the decline in the number of female youth visiting such facilities to inquire about opportunities available.

2. Unavailable female-oriented and friendly facilities

Most female youth would prefer visiting offices and facilities that were female-oriented and friendly in terms of the number of females within the youth. With most offices being run and controlled by men, most females find it uncomfortable to visit such offices for the fear of being harassed or discriminated against on a gender basis. Most are free and comfortable in visiting offices that have women in them as they feel they understand them better and they would be at ease when inquiring about information from these offices.

3. Corruption

There is a rampant rise in corruption cases within organizations. This occurs in several forms notably nepotism, tribalism, bribery, other personal favors, etc. Therefore, for female youth to get and extract information on opportunities available, they first have to offer money or other favors to get these opportunities. Others are primarily set aside for people from a certain tribe or family. This has led to continuous unfairness in the dissemination of information.

7.2.4 Opportunities Available in the County for Female Youth

The following are some of the opportunities identified to be available for female youth in Mombasa County:

- a) Horticultural farming
- b) Fishing
- c) Tourist guide
- d) SMEs (Cyber café, *Bodaboda*, *Tuktuk*, Boutiques, Salon, Cosmetic shops)
- e) Masonry
- f) Carpentry
- g) Catering
- h) Tailoring and design
- i) Garbage collection and waste management
- j) Driving
- k) Electricity and wiring
- l) Receptionist

The aforementioned opportunities are in favor of female youth due to the following reasons:

- a) They are easy to manage in terms of time hence giving them time to balance between work and family responsibilities.
- b) Most do not require vast knowledge and skills as some are talent-based (e.g., tailoring and design, and catering) hence they will be able to give their best without much struggle.
- c) They can earn income to promote development as they get paid for jobs done.
- d) Women acquire knowledge and skills in their field of work hence this ensures there is educational growth even as they work.

8.3 Analysis of Aspirations of Youth with Disabilities

7.3.1 Factors that attract Youth with Disabilities when seeking employment in Mombasa County

1. Amenities and Resources

Youths prefer work where they are given tools and amenities that assist them in carrying out their allocated duties. A company or organization that considers the youth with disabilities attracts more of them. A youth with a disability will be attracted to an organization where the offices have ramps and elevators, braille equipment, and translators to ease their work. Therefore, companies that have PWD policies highly attract youths to apply for employment.

2. Location of the job

Most youths with disabilities are attracted to work that is near their residential areas. The physically handicapped as well as the blind might require help to travel from their homes to work. Their daily movement to work will be easy as compared to areas that are far from their residential places. Being

a sensitive and vulnerable group, they from time to time may require help and assistance to carry out their work and most would prefer working in areas where it is easy to get this assistance.

3. Fair treatment

Youths with disabilities are attracted to working environments where they are administered equal treatment and treated fairly as their physically fit workmates. Companies that highly advocate for fairness attract such youth as they will not be stigmatized and looked down upon.

7.3.2 Challenges that hinder the entry and success of Youth with Disabilities in Employment in Mombasa County

1. Employer perception

There are considerable misconceptions and skepticism against youths with disabilities from employers. Most employers perceive them as liabilities and they doubt their prowess to be able to carry out required duties. This perception emanates from the employers' ignorance of their achievements and rather judge them based on their disabilities. This greatly affects and lowers their self-esteem and most end up ignoring available work opportunities for fear of being victimized and judged by their disabilities.

2. Poverty

This has greatly affected the youth with disabilities as most are not able to afford the relevant equipment they require. Most live in poverty due to continuous expenditure arising from medical procedures that they may require. With fewer funds at hand, most are unable to attend necessary training schools and interviews thus most end up unemployed as they lack skills and relevant education levels.

3. Stigmatization

People with visible disabilities often face stigmatization. Some of the youth with disabilities are isolated by their peers who fear that the disability might be transmitted to them. This is a result of the continued misconception that they are cursed and are social misfits. This high level of ignorance has caused most of them to be left out of job opportunities available within the county. Most of them are scared that they will be victimized at work places and thus choose not to apply for employment in most companies or organizations.

4. Transport and Amenities

Many organizations do not have proper amenities and resources for people with disabilities. This makes it almost impossible for disabled people to cope with work and other factors. For example, organizations may not be wheelchair-accessible.

7.3.3 Barriers for Youth with Disabilities in obtaining Information about Employment, Internship, and Mentorship opportunities in Mombasa County

1. Location of the facilities

With most of the facilities and centers being located in towns and urban centers, most disabled youth from rural areas are unable to access them. This is due to a lack of sufficient funds to aid in their movement, distance between their residential places to the offices, and lack of necessary equipment that eases their movement from one place to the other. Most rely on other methods to gather information such as the internet and media communication.

2. Amenities

Most offices available are not friendly to the youth with disabilities with most lacking essential equipment to aid their movement. Such equipment includes ramps, lifts, and personal aids to help the physically handicapped and blind youths. Others do not have translators for the deaf and dumb to simplify their communication within the offices.

3. Discrimination

Most available facilities in Mombasa County are not fully welcoming and ready to attend to the youth with disabilities. They do not freely accept youth with disabilities and some turn them away. This discrimination becomes an obstacle for the youth with disabilities in accessing the information they require.

7.3.4 Opportunities Available in the County for Youth with Disabilities

Some of the opportunities that were identified to be available for people with disabilities include:

- a) Catering, waitress, and hospitality in major hotels
- b) Apparel and garment making (EPZ)
- c) Tailoring in small SMEs
- d) Fish marketing and other horticultural produces
- e) Receptionist
- f) Entertainment

These opportunities above favor youths with disabilities because:

- a) They are less strenuous and hence can do the job in their most comfortable positions.
- b) They are less demanding in movement as they are located in one area with easy accessibility.
- c) They are well-paying hence enabling the youth with disability to earn a decent living to enable them to develop their lives fully.

8. CONCLUSIONS AND KEY RECOMMENDATIONS

8.1 Conclusions

8.1.1 Private Sector

According to the Mombasa private sector ranking, tourism and hospitality are considered to be the most important industries in Mombasa County. In terms of youth employment, gender inclusion, and growth potential, the apparel industry has emerged as a strong subsector. 8,500 additional jobs are anticipated to be created in the garment sector during the next five years. In the hotel sector, housekeeping, chef, waiters, and administrators will be in high demand in the future. While the clothing industry needs workers with garment-making or machine maintenance skills, the cement and iron rolling industries want candidates with mechanical, electrical, security management, vehicle automation, in-house transformations, carpentry, mechatronics, and robotics skills. While the security services sector is seeking potential employees with surveillance and alarm skills, the vehicle spare parts industry needs personnel with welding, turning, electrical, motor vehicle mechanics, and mechanical engineering skills.

It was noted that young people lacked the necessary technical and soft abilities. The technical skills gap was ascribed to TVETs not employing modern equipment to train students. As a result, students receive training on antiquated equipment and fall short of industry standards. Regarding the absence of soft skills, young people demonstrated a noticeable reluctance to be mentored because they dislike being told what to do, want short working hours and quick income, and do not want to begin at entry-level positions. Employers responded that many young individuals, especially those from the coast region, have a problem with the job mentality since they don't respect work and thus lack the proper attitude toward work.

Some industries (including iron rolling and cement manufacturing) reported a decline in the demand for workers as manufacturing becomes increasingly automated, thus they did not anticipate major employment growth. The COVID-19 epidemic had a huge impact on the transportation and logistics industry. This, combined with the development of inland dry ports, considerably reduced the demand for more workers in the industry. There was gender policy in the sectors. Additionally, there was no disability policy in place although PWDs can be recruited provided the employment they are applying for is fit their situation. There were various initiatives to mainstream GESI. This includes, among many others, installing ramps for PWDs and providing breastfeeding and milk-expressing rooms specifically for female staff. Collaboration MOUs between the private sector and TVETs were developed to

support management training, internships, and apprenticeships. The LMA also revealed that inadequate capital availability is a problem for youth-led MSMEs. This limits the growth of businesses.

8.1.2 TVETs

The availability of students, market demand, along with TVETA authorization had the biggest impact on the kind of courses that the TVETs provided. The majority of young people are more interested in taking computer courses because computer-related jobs are flexible and don't require much supervision. All of the HEIs were ready to provide market-oriented, customized short courses and acknowledged that the availability of students, market demand, and TVETA requirements are the primary determinants of whether they offered the courses.

The private sector predominantly collaborated with TVETs more on industrial placements and less on curriculum development. Most of the students on attachment and internship are placed in the private sector. Industry placement was in favor of female students. The majority of the institutions did not have a mechanism to monitor the labor market. However, all the institutions stated that they were willing to be trained in LMA. Moreover, the majority of the institutions could not conduct training needs assessments and tracer surveys.

8.1.3 County Government

The County Government of Mombasa was found to design and implement several interventions for promoting youth employment. These include job market linkages, youth training on product development and innovation, employment centers, ICT clinics, TVET fee waivers, GESI mainstreaming training for employers, PWD employment policy formulation and implementation, technical backstopping for TVETs' in curriculum development and career guidance, agricultural training by county extension officers, and agricultural shows.

8.1.4 Youth Aspirations

Most youths in Mombasa County live in poverty thus most of the youth end not be admitted to schools or colleges. This largely contributes to the increased low education and skills levels among youth in Mombasa County as most cannot afford fees to get into such institutions/schools. Most youth have only attained a maximum of secondary school education. The youth in this category are the group most affected by unemployment and, at the same time, the biggest beneficiaries of employment. More female youth have attained college education as compared to their male counterparts. Most of the unemployed youth are actively searching for employment opportunities in the manufacturing and processing sector. Most youth felt it was rather difficult to get absorbed in the tourism and hospitality sector as it was more demanding in terms of skills required, there were minimal available

opportunities, and the employers had a preference for older workers whom they feel have better work ethics.

Most of the unemployed youth preferred to get employed as chefs and waiters as this was in line with their self-assessed key employment skill that they possessed (communication). However, they lacked the technical skills demanded in the job. Most of the unemployed youth cited a lack of skills as the reason for their unemployment. The majority of the unemployed youth agreed that relevant additional training would be essential in helping them find jobs. Most of them prioritized training from the TVETs as important in getting employment. They preferred the TVETs as they are more affordable and the duration of the courses is friendlier to them than other institutions.

The majority of the employed youth are found in the private sector which consists of large enterprises and MSMEs. Most of them took more than one year to be absorbed in their current jobs which are predominantly entry-level. Among the skills that the majority possessed at entry include poultry husbandry, cooking, communication, and masonry. However, most of the employed youth cited that they lacked financial management skills. Most of the youth reported that they were unsatisfied with their jobs and would wish to change their jobs soon in search of better remuneration in other towns and cities.

Female youth prefer working areas where they are assured of their security from both physical and sexual harassment. They also prefer firms that advocate for their safety and have better channels to expose such behaviors without victimization. Companies that have a gender policy on employment and promotion are highly considered by female youth as opposed to those that do not. Female youth are attracted to equal wage opportunities and promotions as they are as productive as their male counterparts.

Moreover, most female youths prefer “soft jobs” that require less physical effort. Therefore, they would consider working in areas where the working hours allow them to attend to other family commitments. Also, many parents are protective of the female youth regarding working hours (especially night shifts) thus good and flexible working hours will highly attract more youth as they will be able to balance both work demands and family demands. There are fewer entry-level jobs available for the female youth in the labor market. Most of the jobs advertised require a certain level of experience which in most cases the female youth are not fully competent to undertake. Youths living with disabilities prefer work where they are given tools and amenities that assist them in carrying out their allocated duties. Additionally, they are attracted to work that is near their residential areas.

8.2 Key Recommendations

1. Youth should be trained in garment making or machinery maintenance – skills required in the apparel industry due to the present and future employment opportunities available.
2. PPPs should be established between TVETs and the private sector through increased industrial placement, practical training in industries, guest lecturers from the private sector, trainer capacity building by industrial practitioners, and private sector involvement in curriculum development. This will ensure that youth are competent in current industrial technology and that both trainers and students have current industry-demanded knowledge.
3. There is a need to train youth on employment ethics as a soft skill. Moreover, the youth should receive employment guidance and counseling. This will not only improve the attitude and prospects of youth in employment but also address the apathy that youth have towards employment.
4. Youth, TVETs, and the county government need to be enlightened on the numerous job opportunities available in non-conventional sectors in the county. There were numerous opportunities in agriculture, fisheries, MSMEs, and apparel. However, the industries witnessed limited interest from youth, limited enrollment in training programs, and a limited number of employment interventions.
5. Both private and public organizations need to be supported in the formulation and implementation of GESI and PWD policies. This is very crucial as minority groups indicated that they prefer seeking employment in organizations with such policies. This mainstreaming will ensure that there are equal employment opportunities for all groups of youth.
6. TVETs should be offered with technical backstopping in the development and delivery of short courses in identified industry-demanded skills. This will improve the employability of youth.
7. EY should implement programs that increase youth access to entrepreneurship capacity-building and capital for business start-up and acceleration.
8. The county government should increase access of youth to TVET training through catering of fees for tertiary education.
9. EY should capacity-build TVETs in career guidance and employment. This can be done through the establishment of employment centers in TVETs that will offer youth career advice in training options and link them with available job opportunities.
10. EY should build the capacity of the county government and TVETs in conducting LMAs. Moreover, TVETs need to be capacity-built in conducting training needs assessments and tracer surveys. This will see to it that employment initiatives and curriculum development are guided by industry demands.

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10. ANNEXES

Annex I. List of Meetings

Youth	Six FGDs and 134 IDIs of youth, bunge representatives and members in Mombasa County
Youth-serving organizations	NCBA CLUSA (Mombasa representatives)
National and County Government	<ol style="list-style-type: none"> 1. Department of Trade and Investment 2. Department of Education (TVETs) 3. Department of ICT 4. Department of Gender, Youth and Cultural Services 5. Department of Agriculture, Livestock and Fisheries
TVETs	<ol style="list-style-type: none"> 1. Christian Industrial Training Centre Technical and Vocational Training College 2. Kisauni VTC 3. Mtongwe VTC 4. Mabati TTI 5. Ahmed Shahame Mwidani TTI 6. Maunguja VTC 7. Marianist Technical Institute 8. St. Mulumba VTC 9. Kenya Coast National Polytechnic
Employers/Private Sector	<ol style="list-style-type: none"> 1. KNCC (Kenya National Chamber of Commerce) 2. Pridelnn hotels 3. Severen Sea Lodge and Hotel 4. Sarova white sand hotel 5. Mabati Rolling Mills

6.	Bamburi Cement
7.	Mombasa Apparel
8.	Mega Garments <ul style="list-style-type: none"> i. Mega 1 ii. Mega 2 iii. Mega 3 iv. Mega 4 v. Mega 5
9.	Rais shipping company Ltd
10.	Bahari forwarders Ltd
11.	APT Commodities Ltd
12.	Spring Technology
13.	Mombasa Alarms Security Company
14.	Dreams Salon
15.	Hollywood Entertainment

Donor Projects	Global Opportunity Youth Network
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Annex 2: Interview Schedule for County KII

Script for oral consent

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

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

Do you have any questions?

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

- 1. YES, 2. NO**

Section A. Interview questions

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

11. Who are the key stakeholders/institutions that promote market-driven technical skills training among youths?

12. What incentives are available in the county to promote private sector investment? (sectorial)

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

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

1. Yes

0. No

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

.....

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

i. The number of staff.....

ii. Level of training.....

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

1. Yes

0. No

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

others

i. Labour force participation rate

ii. Employment-to-population ratio

iii. Status in employment

iv. Employment by sector

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

Annex 3: TVET/HEIs Capacity Mapping Tool

Training Institution Name County.....

Position of the Training Officer.....

Section A. Demographic characteristics

A1. Age.....

A2. Gender:

1. Male 2. Female

Section B: Institution profile

B1. Location.....

B2. Type of institution

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

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

B4. What is the ownership structure of this institution?

1. Public
2. Private

B5. Is this training institution accredited?

1. Yes,
2. No

Section C. Education and Training Programmes

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

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

1. Number of students per course per year
2. Number of lecturers per course

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

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

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

Section D. Internship and industrial attachments

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

1. Yes,
2. No

D2. How long is the internship training?

D3. Where do they go?

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

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

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

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

.....

D6. Do you have a career guidance office?

1. Yes,
2. No

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

1. Yes
2. No

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

D9. Who is involved in career guidance services?

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

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

	Very Limited	Limited	Moderate	Above moderate	Extensively
Competences and skills training					
Communication					
Interview Preparation					
CV writing					

Team Work					
Computer skills					
Job placement services					
Attachment					
Internships					
Career expos					
Job advertisements					
Remote working centers					
Work-study					

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

If Yes: What policy do you have in place?

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

If Yes: Specify the policy

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

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

- 1. Yes,
- 2. No

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

- 1. Career guidance lessons
- 2. Curriculum reviews and recommendations
- 3. Internship/attachments for students
- 4. Job placements

5. Both 1 and 2
6. Both 2 and 3
7. Both 1 and 3
8. Both 3 and 4
9. All three

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

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

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

D18. Does the institution conduct training need assessment?

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. The 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?

1. Yes

0. No

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

- xviii. Labour 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 4: Employer Guiding Questions

Script for oral consent

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

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

Do you have any questions?

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

1. YES, 2. NO

County.....

Characteristics of the organization

A1. Name of the enterprise

A2. Address of the enterprise.....

A3. Location of the enterprise.....

Guiding questions.

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

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

Annex 5: Youth Focus Group Discussion Schedule

Script for oral consent

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

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 6: Youth In-Depth Interview Tool

Script for oral consent

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

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

Do you have any questions?

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

- 1. YES, 2. NO**

County

Section A: Personal information

A1. Age.....

A2 Location (county).....

A3 What is your highest level of education?

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

A4. Sex (Observation)

1. Female 2. Male

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

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

.....

A7. Where do you reside?

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

A8. Are you employed?

1. Yes, 2. No

If Yes answer sections C and D

If No answer sections B and D

Section B: Unemployed Youth

B1. Are you searching for employment?

1. Yes, 2. No

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

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

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

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

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

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

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

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

B7. Have you ever declined any job offer?

1. Yes
2. No

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

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

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

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

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

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

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

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

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

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

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

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

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

Section C: Wage Employed Youth

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

C2. What type of organization do you work for?

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

C3. What is the nature of your employment?

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

C4. At what level of employment are you 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, too (C10) is it higher or lower?

1. Higher
2. Lower

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

1. Satisfied
2. Dissatisfied

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

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

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

1. Yes,
2. No
3. Not sure

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

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

C18. Would you consider moving to find other work?

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

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

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

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

1. Yes
2. No

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

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

- 10. The contract length was too short
- 11. Saw no possibilities for advancement
- 12. Other

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

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

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

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

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

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

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

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

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

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

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

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

C29a I am satisfied with my contract situation because:

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

C29b I am not satisfied with my contract situation because:

1. It does not give me the job security that I need
2. It does not give me the flexibility that I need
3. I do not get the same benefits as other employees
4. Other reason (Specify).....

Section D: Skills assessment

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

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

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

6. Consideration of others					
-----------------------------------	--	--	--	--	--

Annex 7: List of TVETS Visited

TVET	
1	Christian Industrial Training Centre Technical and Vocational Training College
2	Kisauni Vocational Training Center
3	Mtongwe Vocational Training Center
4	Mabati Technical Training Institute
5	Ahmed Shahame Mwidani Technical Training Institute
6	Maunguja Vocational Training Center
7	Marianist Technical Institute
8	St Mulumba Vocational Training College
9	Kenya Coast National Polytechnic