

USAID Empowered Youth

NAKURU COUNTY

LABOR MARKET ASSESSMENT



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List of Abbreviations

ATC	Agricultural Training College
CBC	Competence Based Curriculum
CBO	Community-based Organization
CIDP	County Integrated Development Plan
CTA	Cotton, Textile and Apparel
ECDE	Early Childhood Development Education
EGU	Egerton University
EY	USAID Empowered Youth
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
HEIs	Higher Education Institutions
HTCs	High-touch Counties
ICT	Information and Communications Technology
IDI	In-Depth Interview
KES	Kenya Shillings
KII	Key Informant Interview
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 Organization
NYBA	National Youth Bunge Association
PPPs	Public Private Partnerships
PWD	Persons with Disabilities
SACCO	Savings and Credit Cooperative
SACDEP	Sustainable Agriculture Community Development Programme
SMEs	Small and Medium Enterprises
SPSS	Statistical Package for the Social Sciences
ToR	Terms of Reference
TVETA	Technical and Vocational Education and Training Authority
TVETs	Technical and Vocational Education and Training Institutions
UN	United Nations
VTCs	Vocational Training Centers
YEI	CAP Youth Empowerment Institute

EXECUTIVE SUMMARY

This report highlights the key findings of the LMA commissioned by EY in Nakuru County. The LMA was conducted in June 2022 to gather empirical evidence on the business and socio-economic opportunities available for youth across the county. The participatory assessment was designed and conducted with youth, TVET, and county government representatives to produce actionable recommendations for the reform and expansion of youth access to tertiary education services, on-the-job mentorship, and youth entrepreneurship support packages.

Five youth FGDs, 11 KIs with county departments, nine KIs with TVET Principals, 14 KIs with the private sector, and 74 IDI with youths were used to collect the data. This LMA defined 'youth' as persons aged 18-24 years.

The agricultural sector was selected by stakeholders as having current and potential youth employment opportunities followed by the trade and ICT sectors. Private sector analysis found that the apparel sector had the highest number of jobs for the youth and the highest potential for future employment as the two interviewed companies had a near future labor force expansion need of about 1,520 employees in addition to 164 internships and industrial attachment offered annually. However, it was noted that the employers had a negative inclination toward hiring youth aged between 19-24 years because they were observed to lack commitment.

The Nakuru County Government is both an employer and an enabler of youth employment. The county government had several initiatives to promote youth employment such as providing internship opportunities, providing revolving funds to support youth entrepreneurship, organizing trade fairs and exhibitions, capacitating ICT hubs, providing advertising slots, market linkages for youth in agribusiness, providing technical support in entrepreneurship, and promoting youth vocation programs. However, all the departments reported lack of mechanism and capacity to monitor LMA except the Department of Finance and Economic Planning.

Nakuru County highly subsidizes TVET training to increase youth employment. Although TVET institutions in the county had embedded ICT in the curricula, most institutions did not have adequate ICT facilities such as computers and trainers. TVET programs were offered based on demand and availability of infrastructure and tutors. All the TVETs indicated that they did not have the capacity and mechanism to conduct training needs and labor market assessments.

The majority of the unemployed youth preferred getting public sector jobs (which are limited) due to the security of tenure. Job unavailability was a major challenge to the youth. However, the employed youth were dissatisfied with their entry-level jobs and hoped to change their jobs at the

advent of an opportunity. Female youths were attracted to work in organizations that were free from sexual harassment, provided maternity leave, valued female employees, and offered flexible work hours. On the other hand, youth with disabilities preferred working in organizations with inclusive work environments and support for their assistants.

From the LMA, the following implications are drawn for EY programming:

1. Empowered Youth should sign MOUs with the private sector for job placements, internships attachments, and mentorship
 - a) EY should train and place youth in apparel companies like Bedi and Spinknit and partner with the company's human resource managers to be mentors to the youth.
 - b) EY should partner with Agrico PSA, to train youth on potato production and linkage to the market.
 - c) EY should sign an MOU with Rift Valley Products to purchase soybean from youth in Kisumu and Kakamega counties.
 - d) EY should partner with Wonder Feeds to train youth in Kakamega (where there was a deficit of animal feeds) in feed production and animal production.
2. EY should partner with the county government to build the capacity of TVET staff and train county departments on labor market assessment. The project should partner with the county government to map and strengthen youth employment centers and build the capacity of the employees manning these centers in the provision of employment information.
3. EY should strengthen the capacity of TVETs in career guidance, developing and delivering commercial short courses, and developing gender and PWDs policies. EY can assist the TVETs that have equipment that can be used to generate income to develop policies and guidelines on the use of the equipment and also link the TVETs to industry partners and SMEs that would wish to use the equipment at a fee.
4. EY should also offer labor market assessment training to TVET and County staff.
5. For the youth:
 - a) EY should offer training on technical skills in potato production and feed formulation
 - b) The project should build the capacity of the youth in soft skills, employment information search, CV writing, and interview presentation.
 - c) EY should link the youth to training and other opportunities offered by the county government and other like-minded development partners.

I. INTRODUCTION

Youth unemployment is one of the challenges that the Kenyan government is struggling with. With a young population, the government has the burden of ensuring that the youth are engaged in gainful employment. Every year, thousands of youth graduate from institutions of higher learning including TVETs and universities. These youths graduate with an optimistic mind of getting a job to sustain their livelihoods. However, most of them fail to get jobs, and some end up in employment that is beneath their qualifications. In Kenya, youth unemployment is a result of many factors including the unavailability of jobs and a mismatch of skills between industry demands and training by the TVETs. This calls for interventions by the national government, county government, and development partners to increase the number of jobs and reduce the skills gap.

Nakuru County is one of the most cosmopolitan counties in the country. The county was recently chartered as a city. The county is a major economic hub in the country and is the second-wealthiest county after Nairobi. Due to its strategic position, the county attracts many investors. The county is the home of Nakuru Town which is the fastest-growing town in East and Central Africa. The county is also home to Naivasha Town which is ranked the top non-capital investment destination in Africa as well as the fourth investment destination in Africa after Dar es Salaam, Kampala, and Kigali. With the establishment of the dry port in Mai Mahiu, the proposed industrial park in Naivasha, and Agro-city in Egerton, the county is also becoming an investment destination. The town is also the 'flower city' due to the many flower farms. The county has three lakes: Lake Nakuru, Lake Naivasha, and Lake Elementaita which are tourist attractions.

The major economic activities in the county include agriculture, manufacturing, tourism, building and construction, and financial services. The county produces geothermal energy in Olkaria and Menengai and has been earmarked as an industrial park by the national government. The County has a poverty level of 36 percent. According to the Kenya Population & Housing Census 2019, the county had a population of 2,176,581. This comprises 1,054,898 males and 1,049,490 females. Seventy-six percent of this population is estimated to be below 35 years whereas 50 percent of the population falls in the 0-19 age bracket. The 2019 Census indicated that the total urban population has grown from 608,908 in 2009 to 1,026,445 in 2019. With the increase in urban population comes the demand for jobs. This is a challenge to both the national and county governments since the unemployment rate among the youth aged 20-24 years rose by 16.3 percent in the years 2019-2021 due to the effects of the COVID-19 pandemic which slowed economic activities.

Concerning education, the county has 2194 ECDE centers, 1089 Primary Schools, 508 Secondary Schools, one public and one private university, several public and private satellite university campuses, and several TVETs. The county houses 18 vocational training centers. This shows a low number of tertiary education institutions (County Government of Nakuru, 2021).

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

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

2. OBJECTIVES, METHODOLOGY, AND TOOLS

2.1 Objectives of the LMA

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

Specific objectives of the LMA included:

2.1.1 Demand-side of the Labor Market Analysis

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

2.1.3 Supply-side of the Labor Market Analysis

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

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

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

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

2.2 LMA Principles

The LMA was based on three core principles:

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

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

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

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

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

2.3 LMA Tools

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

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

1) Employer KII Tool

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

Due to the uniqueness of economic activities in the county, in addition to pre-identified targeted sectors of interest, the employer survey did not employ random sampling. The LMA aimed to target employers from prioritized sectors which included agriculture, trade, manufacturing and processing, hospitality and tourism, transport and communication, the creative industry, and building and construction. A total of 14 organizations were visited and 14 key informants were interviewed.

2) Youth FGD and IDI Tools (IDI)

The goal of the youth FGDs and IDIs were to assess the current skills and opportunities for economic engagement of the youth as well as the constraints they face in accessing employment. The FGDs and IDIs determined the perceptions of youth as employees, youth attitudes toward employment, and their aspirations in the labor market. Understanding how youth view their current economic conditions is key to developing strategies for improving their livelihoods. The participants were selected by USAID Empowered Youth staff and the consultant in coordination with youth-serving organizations in the county. Five FGDs and 75 IDIs were conducted for Nakuru County youth 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, enrollment status, training capacity, challenges faced, and linkages with the industry. The county government KIIs aimed to establish programs and interventions geared toward youth employment. 11 county government departments and nine TVET institutions participated in KIIs, as presented in Annex I.

2.4 Data Analysis and Reporting

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

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

2.5 Limitations and Constraints of the LMA

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

3. PRIVATE SECTOR ANALYSIS

3.1 Sector Ranking

The ranking of the key economic sectors in the county was done by stakeholders including the youth, TVET staff, county government staff, and representatives from the private sector. This ranking was based on employment creation or job growth (providing new jobs, especially for unemployed people), growth potential (higher-than-average growth rate as compared to other sectors), the existence of enabling environment (policy, institutional, regulatory, infrastructure, and cultural conditions that govern formal and informal business activities), youth friendliness (a job that offers work experience and opportunities with fair pay, great training, and interesting work that helps career and confidence growth), gender inclusivity, participation of small and medium enterprises (ease of entry for SMEs), the ability to provide decent work (fair wage, secure form of employment, and safe working conditions), and alignment with the CIDPs.

Agriculture was cited as the predominant economic activity in Nakuru County in terms of employment creation, alignment with county CIDPs, and growth potential. The prioritized agricultural value chains are flowers, potatoes, dairy, cereals, and pyrethrum. The county is locally and internationally recognized as the agricultural center for flower and potato growing in the country. Therefore, the sector is a key strategic sector in the county's developmental plans. Due to this, there exist various interventions such as cooperatives that provide an enabling environment for engaging in agricultural activities thus creating numerous employment opportunities. Moreover, due to the increase in population and increased industrialization in the county, there is more demand for food, making the sector be considered as having high growth potential.

ICT was considered the most youth-friendly sector followed by tourism. ICT was also considered as having decent working conditions for the youth. This is attributed to the current youth being ICT savvy with a preference for employment with flexible working hours and minimal supervision - a major characteristic of remote and online jobs. The county government has also partnered with Generation Digital Kenya to offer digital training to the youth. Online jobs are in the areas of transcription, digital marketing, virtual assistance, data entry and management, and online writing - all of which can be done remotely.

The trade sector was considered to be the most gender-inclusive and as having the highest participation of SMEs. This evaluation is true due to the availability of many training opportunities, loans, and grants specifically targeting women in SMEs.

Table 1: Nakuru County sector ranking

Criteria	Agriculture	Trade	Manufacturing	Tourism	ICT
Employment creation	4.3	2.9	3.4	2.2	2.5
Growth potential	3.7	3.5	3.1	1.9	2.8
Enabling environment	3.5	2.8	2.5	3.2	3.0
Youth friendliness	2.2	3.0	2.5	2.8	4.1
Gender inclusivity	3.8	3.9	2.3	2.7	2.8
Participation of SMEs	3.5	4.2	3.0	2.3	1.8
Provision of decent work	2.2	2.5	2.9	3.6	3.8
Sector alignment with CIDPs	4.0	3.5	2.8	2.4	2.1
Overall	3.4	3.3	2.8	2.6	2.9

3.2 Private Sector Analysis

The private sector in Nakuru county is thriving and includes a variety of sectors i.e., agriculture, manufacturing, processing, tourism, construction, trade, and MSMEs. The government and private sector are making significant investments in the county that will boost its economic status. For instance, Kengen and Oserian are building an industrial hub in Naivasha that will allow for the creation of an export processing zone. The zone is expected to provide many jobs in various industries. In the transport sector, an international airport is under construction in the county and, the construction of an inland dry port in Naivasha has already increased business activities. In agriculture, there has been support for neglected high-value cash crops like pyrethrum and avocados through seed provision and market linkages. These are just but a few examples that indicate the youth employment potential of Nakuru's private sector. The potential of the private sector in Nakuru to contribute to youth unemployment is reiterated by various business associations that operate within the county such as the Kenya Association of Manufacturers and the Nakuru Business Association.

The Kenya Association of Manufacturers' (**KAM**) South Rift Branch and Nakuru Business Association cited that the county has a conducive business environment as occasioned by security, proactive county administration (who are ready to listen and act), adequate water supply, land availability, and access to a good road network. This enabling environment attracts investors into the county. The associations noted that opportunities for youth employment exist in agriculture (potato and dairy value chains). In these agricultural value chains, the youth participate in value addition and distribution. Other sectors include construction, service, hospitality, manufacturing, and transport. Interior design is an emerging sector due to the thriving construction and real estate sector. The associations pointed out that the county government has an opportunity to increase youth employment through the establishment of special economic zones and zones for SMEs, leveraging the dry port in Mai Mahiu. The association noted that implementing these two strategies will open up the employment space and create over 20,000 jobs. Moreover, the county's policy that

80 percent of the labor force should be from the county secures employment for Nakuru county youth.

However, it was pointed out that for youth to be involved in these industries they need capital in addition to good networking and research on business activities. The youth have some shortcomings that reduce their perceived employability in the private sector such as their desire to get rich quickly and their inability to report to work consistently. As a way of supporting the youth to transition to employment, the association indicated its plans to start a mentorship program for young people to improve their employability. KAM also partners with TVETs to ensure they train in skills required by the industry. This presents a partnership opportunity for EY.

Despite the conducive business environment, the associations cited some challenges faced in conducting business in the county including increased licensing costs due to the graduation into a city, foreign exchange fluctuations, customers' low purchasing power due to inflation, and expensive raw materials, especially for animal feed milling plants.

The section below elaborates on the findings from sampled companies that participated in the LMA. The companies are from agro-processing, apparel, retail, agriculture, horticulture, trade, and hospitality sectors.

3.2.1 Agro-Processing

Nakuru and its neighboring counties are agricultural. This opens up investment opportunities in agro-processing. Agro-processing industries add value to agri-commodities and is an important node in the agricultural value chains as it reduces postharvest losses. It provides a link between the producers and the wholesalers and stimulates agricultural production. In Nakuru County, the agro-processing industry comprising food processors and animal feed manufacturers is thriving. The agro-processing industry provides opportunities for employment as indicated in Exhibits 1 and 2 below.

Exhibit 1: Njoro Canning Factory

<p>Njoro canning Factory began in 1978. The company produces quality foods and ingredients such as canned, frozen, and dehydrated fruits and vegetables (garden peas, potatoes, carrots, French beans), herbs & spices, tomato paste, jams & marmalades, sauces, pickles, relishes, bakery ingredients, and beverages. The company has diversified its activities to water bottling. The water bottling plant has 10 employees who are in the age bracket of 18-24. The company sells the products to the Kenya Defence Forces, Farmers Choice, and TruFoods. The company currently has 358 employees but employment numbers vary seasonally due to the seasonal nature of the agricultural sector in Kenya. The peak season is between June-July and employment numbers may increase by 30 percent. 60</p>

percent of the employees are female. The company accommodates about 50 interns per year. The minimum level of education for the employees is form four for those who sort and pack the vegetables and water. The middle-level managers are mostly TVET or university graduates with a background in food science and technology. The skill requirements are in boiler operation and food science. For employees in charge of packing, the company prefers female employees who are keen and fast thus the. The company gets vegetables from contracted farmers and notes that this is an opportunity for youth to produce vegetables under contract farming. The company also reported that youths also have an opportunity to distribute their products. Additionally, youth can buy vegetable waste from farmers and make organic fertilizer. Another opportunity for the youth is in running the company canteen which is leased on contract.

Population increase, improved incomes, and increased demand for animal protein present an opportunity for animal feed processing. Nakuru County is a thriving hub for animal feed processors with the industry comprising large, medium, and small businesses. The large companies include Bidco, Land O' Lakes, and Unga Feeds. Quality animal feeds boost the productivity of animals hence increasing farmers' incomes. Apart from offering quality animal feeds, large feed processing companies also offer free training to farmers on genetics, nutrition, management, and health. The presence of cottage industries in the feed manufacturing industry in the county provides an opportunity for youth to participate in feed processing given the right technical and entrepreneurial skills.

Exhibit 2: Wonder Feeds Ltd

The company began in the year 2000 and now has 103 employees. The company offers free extension services and training to its customers. The majority of the jobs in the company are technical such as animal health/production, sales, and extension. General laborers are mostly in the age category of 18-24 years. The company has 60 contractual workers. There are eight female employees employed as clerks and secretaries due to the nature of work. The company has the potential to employ one employee in the human resource department. There is no educational level requirement for workers employed for loading jobs. However, the company requires a diploma or degree in production engineering and animal science for employees in charge of production. The company wants to start offering internship opportunities to TVET and university students but is awaiting approval and certification by NITA. The company also noted a challenge in the high cost of materials for processing animal feeds such as soybeans. There is stiff competition due to the presence of many companies processing feeds. The company is willing to partner with EY in training youth in feed processing in Kakamega since there is only one feed processing plant in Kakamega.

Rift Valley Products Limited

The company began in 1957. It trades in cotton and raw materials for the animal feed industry. The company had shut down due to the pandemic but has since been reopened. The company purchases the raw materials and sells them to feed processing companies. The company cited the challenge of getting enough soybeans. (It requires 10,000-15,000 tons of soybeans per year.) Due to the low supply in the Kenyan market, the company sources the deficit from Uganda. To ensure a constant supply, the company has contracted farmer groups in the Nyanza region. This presents an opportunity for the youth in Kisumu and Kakamega to produce and supply soybeans to the company.

3.2.2 Apparel and Garment-manufacturing

Kenya has a thriving cotton, textiles, and apparel (**CTA**) industry. The industry is second to food processing in terms of economic contribution. The CTA value chain comprises many actors such as farmers, spinners, researchers, ginners, input suppliers, textile manufacturers, and extension service providers. This industry has unique characteristics of being labor intensive and has linkages with other sectors such as agriculture thus providing employment opportunities for the youth. The industry is made up of large companies in the export processing zones (**EPZs**). There also exist MSMEs that operate outside the EPZ. Apart from serving the domestic market, apparel and garment-making companies also serve the export market, especially the U.S. under trade agreements such as AGOA. Over the world, the industry has been a major driver of industrialization and if properly harnessed, it can address economic as well as social challenges of unemployment. Nakuru County has three apparel companies i.e., Spinknit Limited, Bedi Investment Limited, and Trendy Links. These may increase shortly as the county government is negotiating with investors to set up more companies in the county. The industry has the potential to absorb skilled, semi-skilled, and non-skilled workers within its chain of production. The skill sets required by the sector include fiber preparers, weavers, knitters, machine operators, tailors, and dressmakers. Exhibits three and four give the companies in Nakuru, their labor needs, linkages with TVETs, and employment forecast.

Exhibit 3: Bedi Investments Limited

This is an apparel and garment manufacturing company that also produces fabrics. It was established in 1972 by Nareen Singh who was a tailor. At inception, the company had two employees and currently has 850-1,000 employees. Expansion began in 1976. The company has contractual agreements with Kenyan, Tanzanian, and Zambian police to supply police uniforms. It also makes school uniforms, home furnishings, pillowcases, table runners and bedsheets, jackets, and sweaters for schools in Kenya. Eighty percent of apparel made are for export to the US and UK markets. The company has been involved in making girls' sanitary towels for a USAID project. The company is

planning to open up another factory in Naivasha with an employment capacity of 1,200. The company has recently invested in printing machines. Jobs in the company include tailors, electricians, mechanics, pressing, designers, pattern makers, and cutters (cut thread). The company can employ youth 18-24 years so long as they are employable and 30 percent of employees are in this age bracket. It however mostly employs Form 4 leavers. Seventy percent of employees in the garment section are female. In the textile section, 90 percent are male due to the use of heavy machines. The company employs PWDs except those who are blind and in wheelchairs because of the nature of the job. The company noted that older employees would wish to move out of the company to start their own business or go back to the rural areas to settle down. They also lack the skills to use new technologies. Young people are computer literate, have energy, and are efficient. Challenges with young employees include wrong attitudes towards work, laziness, constant use of mobile phones, unwillingness to learn, many social issues, wrong dress code, social influence, and selectiveness of work activities. The company takes more than 100 students on attachment per year. The company recommends that HEIs curricula should include soft and life skills as they are paramount for employment and employee retention. The company is thus willing to partner with HEIs to train youth on soft skills. It is also ready to partner with EY. Other opportunities for youth apart from employment in the company include teaming up to buy uniforms and sell to schools or fabric and make clothes. The company recruits through internal advertisements, Facebook, or walk-ins.

Exhibit 4: Spin Knit Ltd

The company began in 1980 as a family business. The company is a leading textile manufacturing company with 100 percent facilities of acrylic hand-knitting yarn and makes yarn, blankets, *Maasai shukas*, baby shawls, *kikois*, sweaters, and dust coats. It currently has 680 full-time employees of which 50 are female (since most of the work is done using heavy machines) and 75 casuals. The company is making a deliberate effort to increase the number of female employees. Skills required in the company for employment are machine operations (spinning, knitting), mechanics, management, and supervision. The number of employees aged between 18-24 years is low because they were observed to be choosy of tasks, impatient, undependable, lacked commitment, did not put effort to learn, were absentee, had passive-aggressive tendencies, resigned without giving notice, and used phones while operating machines. However, youth can be an asset if the company has their loyalty as they can grow with the organization. The few who are committed are described as “stars”. The company is willing to partner with EY to train youth on life and soft skills. The company has expansion plans to get 320 additional employees within the current space but will employ more employees if there was more space. They also want to increase the number of female employees. The company does not have a gender policy but allows employees to have time to attend to their children. For example, nursing mothers leave early for lunch. The company recruits on basis of the ethnic balance. It has an employee who is deaf and dumb. The company takes about 14 interns per quarter translating to about 56 interns in a year. The human resource manager expressed interest in becoming a mentor.

3.2.3 Horticultural Industry

Nakuru County is one of the largest producers of horticultural produce in Kenya. The county accounts for 60 percent of the country’s horticultural production. Horticultural crops grown in the county include herbs, spices, flowers, and vegetables. Flowers are the major horticultural crop in the county and the major foreign exchange earner of the country. Flower production in Nakuru began in the 1990s. There are over 78 flower farms spread over the county with Naivasha having over 48 of these farms. Flower production is also labor intensive and the flower farms have direct employment of 100,000 employees (Central Bank of Kenya, 2021). Most flower farms employ female workers due to their dexterity in handling the flowers. Most of the women have low education levels and fall in the age bracket of 20-25 years. The flower industry is characterized by seasonal and casual labor with most of the workers being primary and secondary school leavers who join employment immediately after completing school.

Two flower farms participated in the study as shown in exhibits five and six.

Exhibit 5: Interplant Roses

The company began in 2009 and has a flower farm of approximately three acres. The farm breeds and markets roses. It has about 80 employees with 20 of them being between 18-24 years. Most of the employees are female. Apart from the employees who hold supervisory and managerial positions, other employees are employed without consideration for education level so long as they can perform the job. The employees are offered on-the-job training after employment. The company cited labor challenges with young employees including; unreliability, susceptibility to negative peer influence, and drunkenness. The company indicated that it has no expansion plans for the future due to challenges in the macro environment such as the high cost of fuel, increasing exchange rates, and expensive licensing requirements.

Exhibit 6: Plantech Kenya Ltd

The company began in 2016. It propagates vegetables, spices, herbs, and roses. The company is expanding and currently has three sites with about 500 employees. 80 percent of the employees are youth with 60 percent being female. Female employees are mostly involved in picking flowers and hand weeding. The recruits who fill positions requiring semi-skilled employees are trained on the job while the recruits required for unskilled positions have no requirements for recruitment. The skilled employee positions include administrators and technical staff. The company has no internship/attachment program but employs fresh graduates from universities. During recruitment, the company looked at membership in professional organizations, communication skills, and composure. The company is expanding and will require agronomists and supervisors. It estimates that soon, 100 employees will be needed. The company cited the challenges with young employees as lack of discipline, unwillingness to learn, absenteeism, and unwillingness to take correction. The company does not discriminate against PWDs and has some in its employment.

3.2.4 Potato Value Chain

Potato is the second most important food crop in Kenya after maize. The crop is grown by about 800,000 small-scale farmers. The major potato-growing regions are Nyandarua and Nakuru. In Nakuru, potatoes are grown in all the sub-counties. The crop is planted on about 39,000 hectares (ha). Potato trade in the county amounts to about KES 9.9 billion. The value chain actors include producers, marketing agents, transporters, processors, vendors, and retailers. Despite its potential, the value chain faces some challenges key among them being the lack of certified seeds and marketing. This can be addressed through the production of certified seed, training, and market linkages. Potato production and marketing have the potential to provide sustainable incomes for the youth through participation in seed multiplication, production of ware potatoes, and distribution as indicated in exhibit seven below.

Exhibit 7: Agrico Potato Services Africa

Agrico Potato Services Africa (Agrico PSA) is an international company operating in over 80 countries with its origin in the Netherlands. The company was started in 2012 by an association of 800 Dutch farmers and the Dutch government. The Dutch farmers breed the seed potato while the Netherlands government provides the equipment. The company deals with potato seed multiplication and is a supplier of high-quality seed potatoes. It also provides knowledge transfer and practical training to improve potato production in the country. This is an effort to reduce the inefficiencies in the potato value chain occasioned by poor seed and the unavailability of cold storage. The company cited that with the use of clean seed and proper management a farmer can produce 26 tonnes per acre. The company offers free training to farmers who buy their certified seeds. The company reports that potato production is more profitable than cereals which are conventionally produced by Kenyan farmers. The company cited that potato trade in Kenya is \$ 4 billion per year. Potato processors (e.g., KFC, JAVA, Tropical) in the country require 6,000 tons per month but farmers are currently unable to meet the demand. KFC currently has plans to purchase potatoes from Kenyan farmers. Agrico is ready to link youthful farmers to processors if the youth can be organized for production under contract farming. The company requires employees who are willing to learn, have integrity, are hardworking, humble, ready to listen, and have basic mathematics and bookkeeping skills. The company reported that important employability skills and attributes are lacking in graduates. The company describes graduates as being unwilling to take initiative. The technical skills lacking in graduates include bookkeeping, computer literacy, accounting, plant nutrition, machine calibration, pesticide application, soil management, and crop rotation. Further, it was noted that the youth are unaware of research on current issues in potato production as they lack a reading culture. The company takes in interns to gain practical experience. Those who perform well are retained. The company has a sexual harassment policy and grievance-handling procedures.

3.2.5 Retail

The retail subsector is expanding due to factors such as population growth, changes in tastes and preferences, infrastructure, ease of entry, ease of doing business, and entry and expansion of both

local and international retailers. In Nakuru, the major participants are Naivas Supermarket, Chandarana Food Plus, Woolmatt, and Gilanis Limited. Some of the recent trends in supermarkets that have enabled them to draw many customers are the sale of fresh produce, butcheries, milk vending, and sale of cooked food. Supermarkets are labor intensive with employment opportunities where youth can be employed as cashiers,

Exhibit 8: Gilanis

The company began in 1974 as a supermarket. Currently, the company has diversified into distribution, hotel, and real estate. The distribution division has 100 employees while the supermarket has 500 employees. Additionally, the company has about 200 employees in transitional jobs. The organization is expanding and thus there is a need for labor. It has branches in Kisumu and Nyeri. The company has embraced the “stay long enough and you get promoted” model. The jobs in the company include stock takers, linemen, packers, supervisors, and management. The company offers training on the job. Recruits are mostly diploma and degree holders. Who gets promoted is based on an internal performance review. The company reported that employees who had degrees take instructions, are trainable, can work in teams, can communicate, and can handle products. The company also reports that despite youth being well informed, understanding the hierarchy of needs, and confident, they don’t work hard, are too occupied with social media, don’t understand permanency, lack civic knowledge, and have a high turnover rate. The company has a box where job applicants can drop their applications. Female empowerment is a major factor in the company as seen in the number of women in management positions. The company cited that there are 22 departments 16 of which are headed by women. Most cashiers are women since women have been observed to be able to work for long hours and are trustworthy. The company also gives the business of supplying vegetables to disadvantaged women to bolster women's empowerment. The packing section is mostly made up of people with disability. The company has recently started providing its retail and distribution services online and this may create at least 200 employment opportunities in its regions of operation country-wide. The company identifies opportunities to work with EY as TVET scholarships to orphans, internships, employment to EY- identified candidates, and mentorship for youths.

3.2.6 Hospitality

Nakuru is one of the most popular tourist destinations in Kenya. Being in the Great Rift Valley, it has scenic views and is home to Lake Nakuru, Lake Naivasha, and Lake Elementaita. The county also boasts housing the country-Lake Nakuru National Park. Following this, the county has a thriving hospitality industry as indicated by the many hotels in Naivasha and Nakuru towns. These hotels offer opportunities for youth employment in catering, food and beverage, and housekeeping. However, most of the hotels in the county, are operating at almost half their capacity due to the COVID-19 pandemic. This is illustrated in exhibit nine below.

Exhibit 9: Merica Hotel

The hotel has about 100 employees. Only two are in the age bracket of 18-24 years. The hotel's main departments are kitchen and production (requires food production, creativity, and hygiene management skills), food and beverage (requires customer service, communication, marketing, customer care, and customer experience skills), and housekeeping and laundry (requires chemical handling, hygiene, creativity, and machine operation skills). The required employee education level for cleaners and kitchen stewards is secondary school education. The other jobs require certificates, diplomas, and degrees. The company noted that there was competition for skilled workers with international hotels as most skilled employees are moving to work in Arabic countries, especially as barristers (coffee makers).

Table 2: Summary of private sector employment forecast

Sectors	Industry	Current Employment Number	Future Employment Numbers (5 Years)	Current and Future Demand for Jobs/Skills	TVETs
Tourism & Hospitality/Service	Hotel Industry	100	200	Housekeeping, chefs, waiters & administration	Nakuru VTC
Manufacturing & Processing	Agro-processing Canning	368	478	Food scientists, boiler operators, packers	RVIST Comboni, Njoro
	Feed processing	164	165	Animal scientists Feed formulators Loaders	
	Apparel Industry	1,755	3,75	Garment making, weaving, or machinery maintenance	RVIST
Agriculture	Floriculture	580	680	Agronomists, supervisors, flower pickers	RVIST
	Crop production (Potato)				
Retail/Trade	Supermarket	1,150	1,350	Cashiers, Packaging, loaders, supervisors, IT	RVIST

4. COUNTY INITIATIVES AND OPPORTUNITIES CONCERNING YOUTH EMPLOYMENT

4.1 Introduction and Context

Nakuru County government is mandated to bring services at the local level through the devolved system of government. The county has the following departments which work together to enhance the socio-economic prospects of the people: Agriculture, Livestock and Fisheries, Education, ICT and e-Government services, Finance and Economic Planning, Roads Transport and Public Works, Department of Public Service, Trade, Industrialization and Innovation, Water, Irrigation, Environment, and Natural Resources, Tourism, Culture, Youth and Sports, Office of the County Secretary, Health and Emergency Services and Lands, Housing and Physical Planning. The LMA identified several interventions that these county government departments are undertaking to improve youth employment and promote private-sector investment, as illustrated in Table 2.

Table 3: County Government employment interventions

Interventions	Targeted Sectors
Provision of internship opportunities	Formal
Providing information through civil education	Informal and formal
Provide revolving funds	Informal
Engaging public-private partnership	Formal and Informal
Leveraging on statutory regulation	Formal
Organize trade fairs & exhibitions (national exhibition-NICO)	Formal and Informal
Provision of ICT hubs (Ajira Digital Programme)	Formals and Informal
Providing advertising slots	Informal and Formal
Provide a market for youth in agribusiness	Informal
Providing technical support in entrepreneurship	Formal and Informal
Promoting youth vocation programs	Informal
Reviewing Policy documents	Formal
Capacity-building	Informal and Formal

The county government has several initiatives promoting youth employment such as the Nakuru Youth Empowerment program which aims to motivate youth to embrace agriculture and self-employment. The county government has also developed several policies to promote youth employment and private-sector investments. Such include the Public Investments Management Policy, Economic Policy, Analysis & Management Policy, Private-Public Partnership (PPP) Policy, as well as Investment Policy. The county has a policy to reserve 30 percent of all procurement opportunities for special groups which include women, youth, and PWDs. This initiative is to encourage youth to participate in investments within the county.

4.2 Analysis of County Departments' Initiatives

County departments implement different initiatives to promote youth employment. These departments collaborate with different partners and TVET institutions to strengthen the skills of the

youth. The departments indicated that there is a funding gap in TVET institutions and other HEIs which impacts on quality of training. Since the county is interested in ensuring that its youth get into gainful employment, the departments cited the need to conduct LMAst. This would enable the county to have a picture of the unemployment rate, the labor participation rates, employment by sector, and skill requirements by different sectors. However, the departments lacked the capacity and resources to do so.

The section below discusses the specific initiatives promoting youth employment in the different county departments.

4.2.1 Directorate of Culture and Gender

The Directorate of Culture and Gender indicated that youth are mostly employed in marketing (digital marketing, sales, and branding), creative arts, ICT (hardware and software), and hotels. The current skills required to work in these jobs include relationship management, problem-solving, and communication with the added knowledge of gender. The directorate cited the mechanisms in place to help the youth to obtain wage and self-employment including the provision of internship opportunities, promotion of the creative economy, organizing job exhibitions, mainstreaming of gender issues, and capacity-building in agri-entrepreneurship. The county provides an enabling environment for youth wage and self-employment through sensitization on self-reliance among youth, promoting online jobs, and enhancing access to government procurement services.

The directorate has plans to increase the number of youths in wage and self-employment through mainstreaming of youth programs, establishing training centers, enhancing positive partnerships with private organizations, and advocating for workshops in the creative industry. The department collaborates with key stakeholders to promote wage and self-employment among the youth such as UNESCO, Kenya National Library Service, Nakuru Theatre, and Generation Digital Kenya.

4.2.2 Directorate of Social Services

This Directorate of Social Services mentioned that most youths are employed in the greening of the city, ICT (specifically cyber cafés), agriculture (mostly in flower farms), and hospitality (both in hotels and outside catering). The directorate cited the key requisite skills for these sectors include integrity, interpersonal relations, and communication. In addition, the youth should have technical skills relevant to the sectors.

The directorate has several interventions in place to promote youth wage and self-employment. These interventions include public participation, providing working space through the library

service, providing information through civic education, and providing revolving funds to promote youth entrepreneurship.

The directorate of social services is also undertaking some initiatives to enable youth-friendly environments for wage and self-environment. These include mapping youth groups and creating linkages with other ministries and organizations, organizing county competitions to identify and nurture talent, and providing internships. The directorate collaborates with the National Council, the Association of Persons with Disabilities (APDP), the national and county governments, and the Red Cross.

4.2.3 Directorate of Youth Affairs

The Directorate of Youth Affairs is mandated to empower the youth, mainstream youth in county development, coordinate youth issues, and spearhead the protection of youths from harmful cultural practices and exploitation. The directorate cited ICT, hotels, *jua kali*, and processing factories as the sectors with opportunities for youth employment. For the youth to gain employment in these sectors, they require interpersonal skills, computer literacy, and integrity.

To promote wage and self-employment, the directorate engages with the private sector through PPPs, promotes rural employment, and conducts capacity-building in entrepreneurship. The directorate promoted youth investment and participation in business through the provision of youth revolving funds.

To increase the number of youths in wage and self-employment, the directorate continues to provide internships, offers agricultural support services, partners with different organizations, has established a textile hub, and enacts youth policies. The directorate works with the county government, Danish Church Aid, ILO, KCB Foundation, and Generation Kenya to promote wage and self-employment among the youth.

4.2.4 Department of Finance and Economic Planning

The department indicated that the sectors that have opportunities for youth employment are delivery services (such as Glovo) and ICT. To work in wage employment, the department noted that youth need computer literacy, problem-solving, reporting, and writing skills. The youth also need team management skills. The department has in place the following mechanisms to help the youth obtain wage and self-employment: advocating for an increase in the number of internships and attachment opportunities, regulating schemes of service, availing information on existing youth opportunities, enhancing public participation, and allocating budgets for affirmative action.

The department is also championing and spearheading an enabling environment for youth wage and self-environment through empowering youth through training, regulating schemes of service, providing internships, supporting business licensing, giving credit guarantee schemes, and creating SME funds. The department cited the following plans to increase the number of youths in wage and self-employment: mainstreaming youth and gender programs, updating the county statistical abstract to provide a synopsis of youth employment, enhancing the supply chain through AGPO, and supporting licensing through the review of the financial bill to include the informal sector.

4.2.5 Directorate of Human Resource Management

The Directorate of Human Resource Management indicated that youths are mostly employed in flower farms (mostly female in sorting and packaging), revenue reconciliation (mostly male youth), community health workers, and ICT (as online workers, cybercafé operations, and phone and laptop sales). Computer knowledge, soft skills (problem-solving and team-playing), and basic technical skills were mentioned as key current skills that graduates from HEIs need to possess for them to be able to work in the mentioned subsectors.

To encourage wage and self-employment among the youth, the directorate has interventions such as leveraging on statutory regulation, capacity building, staff analysis, providing information on available opportunities, providing for budget inclusion, provision of paid internships (10 per ward: three for degree holders, three for diploma holders, and four for certificate holders).

In addition, in their bid to increase the number of youths in both wage and self-employment, the department of human resources is pushing for budget allocation for youth, advocating for permanent and skilled labor for the youth, leveraging on statutory regulations, and providing opportunities for entry levels jobs (starts by promotion). The key stakeholders that work hand in hand with the department to support wage and self-employment among the youth include the county and national governments.

4.2.6 Directorate of Public Participation

According to the Directorate of Public Participation, the informal sector (*jua kali*), ICT and agriculture are the sectors that mostly employ the youth. The *jua kali* sector mostly offers self-employment and for one to perform well in this sector, they require resilience, self-motivation, and innovativeness. The directorate supports youth for employment through the provision of information and knowledge dissemination, organizing devolution conferences, supporting theatre and performing arts, renovation and expansion of theatres and playgrounds, and mapping youth groups to enable planning and linkages to opportunities. The directorate collaborates with

NASCOF, civil society organizations, the Center for Enhanced Democracy and Good Governance, and the county government.

4.2.7 Directorate of Trade and Industry

According to the Directorate of Trade and Industry, sectors that are currently employing youth and have the greatest potential for youth employment in the county are local markets, weight and measures, clerical work, and the *jua kali* sector. For the youth to obtain these jobs, they require such skills as communication and entrepreneurship. The youth also need to be disciplined, honest, and have integrity.

The directorate pointed out that it fosters wage and self-employment among the youth by integrating the informal sector (*jua kali*), encouraging registration for AGPO, providing linkages to employment opportunities, providing startup capital, offering tailor-made training, providing business consultancy, enhancing youth enterprises through development funds, and organizing trade fairs and exhibitions (national exhibition-NICO). The directorate is also offering paid internship opportunities, linking youth to the private sector job market, providing financial linkages through Kenya Industrial Estate (KIE), providing trading spaces (physical markets), providing information on employment opportunities, and providing affordable business financing through the Nakuru County Enterprise Fund at interest rate is 7.5 percent per annum. The fund of KES 20,000-100,000 favors the youth as it does not require collateral.

The directorate cited some plans to increase the number of youths in wage and self-employment including promoting industrialization through the Kenya Industrial Estate, formulating industrialization and special zone policies, enhancing public-private cooperation on youth programs, establishing small business development centers, and capacity-building on digital marketing. It was noted that the establishment of the industrial hubs in Naivasha by Kengen and Oserian is going to help create many jobs in different sectors but it will also give room for EPZs. In addition, the construction of the airport will open the county to the world and enhance trade.

In realizing the objective of promoting wage and self-employment, the directorate partners with Africa Women Center, Nakuru Business Association, *jua kali* sector associations, World Vision, Kenya Institute of Business Training, and the county and national governments. The directorate has also partnered with KCB to give students tools of trade. It has also set up a textile hub with high-tech machines to help give students the experience needed in the textile industry. Students will be attached to the hub for one year.

4.2.8 Directorate of Tourism and Marketing

The Directorate of Tourism and Marketing indicated that the sectors that contribute to youth employment are hospitality (hotels, tour operators, boat operators) and the creative industry (filmmaking and visual arts). According to the director, the current skill requirements needed to work in these subsectors include customer service, catering, housekeeping, and knowledge of foreign languages. The graduates also require soft skills like time management, discipline, courtesy, and communication. The directorate organizes tourism exhibitions, has mapped the county's tourism sites, and developed the county's niche tourism products. In their bid to foster wage and self-employment among the youth, the department has put in place some interventions such as the provision of partnership opportunities with the private sector - which extends the scope for youth employment, branding (provision of market infrastructure with the department's logo), organizing tourism festivals, and offering internships.

Among the key stakeholders that work with the directorate in promoting wage and self-employment among the youth include the county government, Nakuru County Tourism Association, the Great Rift Valley Tourism Association, the Tourism Regulation Authority, hotels, and KWS.

4.2.9 Directorate of ICT and e-Government

The directorate is mandated to improve ICT infrastructure and develop management systems to bridge the digital divide and improve service delivery to its citizens by promoting e-Government services, provision of ICT services to other county departments, ICT training and standards, and public communication and dissemination of information. The directorate noted that youths mostly have job opportunities in supermarkets, cybercafés, innovation, and online trade and jobs. The skill requirements for these jobs were cited to be ICT (i.e., website management), database management, and networking in addition to such soft/life skills as communication and integrity.

The department aims to foster wage and self-employment among the youth by organizing and facilitating ICT conferences and youth programs, provision of ICT hubs (the county has seven ICT hubs with a target of 11 hubs in each sub-county), and creating a linkage between youths and the market. The ICT hubs boost the computer literacy of the youth to enable them to exploit opportunities in the digital space.

The directorate is currently enhancing the use of social media for business, expanding ICT hubs, enhancing PPPs, and enhancing the online work base. The directorate collaborates with the national government's Ajira Digital program, Generation Digital Kenya, Stanbic foundation, and Africa Women Center in ICT.

4.2.10 Department of Water, Environment and Natural Resources

The Department of Water, Environment and Natural Resources has the functions of formulating and implementing the environment policy, forestry development policy, waste management policy, and wildlife conservation policy. The department also deals with wastewater treatment and disposal, solid waste management, pollution control, soil and water conservation, county parks, beaches and recreation facilities management, and energy regulation and conservation.

The department indicated that the majority of the youth are mostly employed in the greening of the city, recycling, and waste management, agriculture (in the potato value chain as aggregators), and ICT (in cybercafés and laptop sale and repair shops). The aforementioned sectors require youth to possess a variety of skills that are paramount for their success and easily blend into the job market. These skills include good environmental and agriculture background, discipline, integrity, interpersonal relationships, and computer literacy skills. In their bid to foster wage and self-employment among the youth, the department has put in place some interventions such as empowerment of youth programs in waste management, giving waste collection jobs and tenders to youth, giving opportunities to youth in the urban aesthetic program, collaboration with the private sector and institutions, sensitization of youth, enhancing of eco-friendly campaign-opportunities for the youth, facilitating of tree nursery programs and provision of internships, establishing of waste management centers, lobbying for investment in energy centers, and implementing and managing non-motorized means of transport. The department also mobilizes and identifies youth groups supporting various innovative projects that aim to address climate change.

The key stakeholders that promote wage and self-employment among the youth include national government environmental regulatory bodies like NEMA, Lake Naivasha Water Resource User's Association, and other NGOs.

4.2.11 Department of Agriculture, Livestock and Fisheries

The Department of Agriculture, Livestock and Fisheries is mandated to improve production, productivity, and value addition. The department cited that youth were mostly employed in agriculture (as aggregators in the potato, carrots, and garden peas value chains), ICT, hospitality, processing, and value addition. These sectors require youth to possess skills in agribusiness, entrepreneurship, communication, online research, data management, teamwork, organization, and creativity. To foster wage and self-employment among the youth, the department has put in place some interventions such as linkages to financial service providers, capacity-building, mainstreaming youth programs, partnering with other stakeholders, providing internship opportunities, organizing youths into groups to exploit agribusiness opportunities, and providing markets for youths in

agribusiness. The department has further supported youths by providing subsidized chicks, enhancing contract farming for vegetables, establishing business incubation centers, expanding farmer service centers, introducing neglected crops like pyrethrum and avocados, providing linkages to markets for the same crops, as well as providing youth groups with better animal breeds. Among the key stakeholders that promote wage and self-employment among the youth are IFAD, the county government, NARIGP, KCEP, and KCB Foundation.

4.3 County Government's Capacity to Monitor LMA and Collaboration with TVET Institutions

In as much as the county departments had several interventions to promote wage and self-employment for the youth, the departments reported a lack of mechanism, capacity, and budget allocations for LMAs except for the Department of Finance and Economic planning. All the departments are interested in strengthening their capacity in labor market assessment except the Department of Agriculture, Livestock and Fisheries which indicated that the exercise was not their responsibility. Some of the indicators they were interested in include employment-to-population ratios, the status of employment, employment by sector, employment by occupation, and employment in the informal economy.

The relationship between TVETs and the county government was through building, equipping, and renovating them through conditional grants as well as tuition fee support for students. The county government had also developed PPPs with various industries and companies toward improving industrial attachment for TVET trainees. The partnerships aim at enhancing the skills of TVET trainees through learning and appreciating modern technology in industries.

5. TVETs' ANALYSIS (CAPACITY MAPPING)

5.1 Introduction

In the recent past, there have been ongoing reforms by the Kenyan Government to increase the enrollment of youth 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. In Kenya, TVET training is guided by the TVET Act of 2013 and the TVET Policy. The TVET Act is an Act of Parliament that provided for the establishment of a technical and vocational education and training system: to provide for the governance and management of institutions offering technical and vocational education and training; to provide for coordinated assessment, examination, and certification; to institute a mechanism for promoting access and equity in training, and; to assure standards, quality, and relevance. The TVET Policy provides a framework for achieving a harmonized and coordinated approach to post-school training and the development of skilled manpower required by the country. This policy was developed against a backdrop of demands for constitutional reforms and change in political governance and Vision 2030.

The TVET sector must address the large number of young people who graduate annually from the secondary school system, the high levels of poverty that make it difficult for most Kenyans to afford paying for TVET education, the need to match training of skills with the actual demands of industry, and the necessity to create a deliberate link between TVET curriculum and the aspirations of the Vision 2030. The policy provided for setting up a body to regulate TVET training, that is, The Technical and Vocational Education and Training Authority (**TVETA**) which is a State Corporation established by the TVET Act No 29 of 2013 (Kenya Gazette Supplement No. 44). TVETA is a regulatory body mandated to regulate and coordinate the TVET sector through the accreditation of institutions, programs and trainers as well as assure access, quality, equity and relevance in education and training.

This section highlights the capacity, key challenges, and opportunities of TVET institutions in Nakuru County.

5.1.1 Nakuru County TVET Institutions

Nakuru county has two public TVETs. These are the Dairy Training Institute (**DTI**) in Naivasha and the Rift Valley Institute of Science and Technology (**RVIST**) in Nakuru. Whereas DTI specializes in agricultural programs, RVIST offers both agricultural and non-agricultural programs. Three other public TVET institutions are under construction in Naivasha, Molo, and Bahati in partnership with the National Government Constituency Development Fund (NG-CDF). The county also has 18 private accredited TVETs. Besides the TVET institutions, the county has 24 active youth

polytechnics. These institutions contribute to skilling the youth through their training programs and courses with about 3,000 youth enrolled in various programs and supported by approximately 210 instructors. This number is expected to increase due to efforts of the county government to enroll students in the institutions as well as conditional grants to the county governments. To improve curricula delivery in TVET institutions, the county government has partnered with industry players for attachment and internship placement. The county government is also encouraging the institutions to enhance their training by adopting the competency-based education and training **(CBET)** curricula in which there will be more involvement of industry players in the development of occupational standards, training programs, facilitation of training, as well as assessment. In addition, the county government has supported the youth polytechnics to initiate income-generating activities so that they become self-reliant which is a move that is supported by the national government as well.

5.2 Education and Training Programmes in TVETs

The TVET institutions that participated in the LMA were: Nakuru VTC, Barut Youth Development and Sports Centre, RVIST, Comboni Technical and Vocational Training Centre, Rift Valley Institute of Business Studies, Njoro VTC, Kenya Institute of Development Studies, Cheptuech VTC, and Mirera VTC.

The profile of the institutions that participated in the LMA indicates that the county has more vocational training institutes (Figure 1). These are supported by the county government and are under the Department of Education, ICT, and e-Government Services. The county government constructs, renovates, and equips the polytechnics/vocational training institutes. Vocational training is also highly subsidized by the county government to increase student enrolment in the institutions. Vocational training institutes mostly offer artisan and certificate courses.

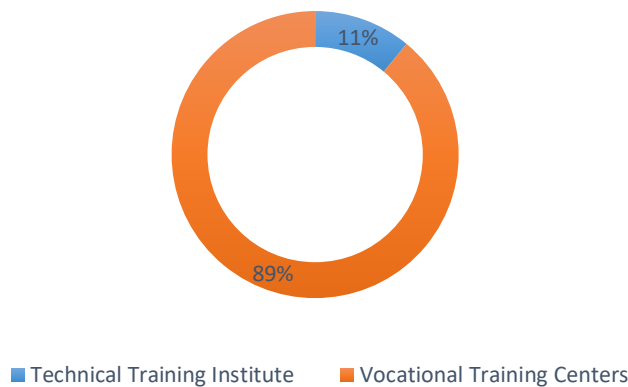


Figure 1: Type of TVETs institutions

5.3 Quality of Training Programs in TVETs

The number of training programs in the institutions visited depended on the size of the institution. The average number of programs was 30. However, larger institutions had up to 79 courses while the small ones had eight courses. Similarly, the number of students also depended on the size of the institution. On average there were 24 students in the institutions. In terms of curriculum implementation, the average number of lecturers per course was two. The nature of the course in terms of curricula delivery was mostly practical-based whereby more hours were allocated for practicals than lectures as indicated in Figure 2. In most of the institutions, ICT was taught as a common unit to all students hence an indication of ICT integration in the institutions. It was however observed that most institutions did not have adequate ICT facilities such as computers and trainers.

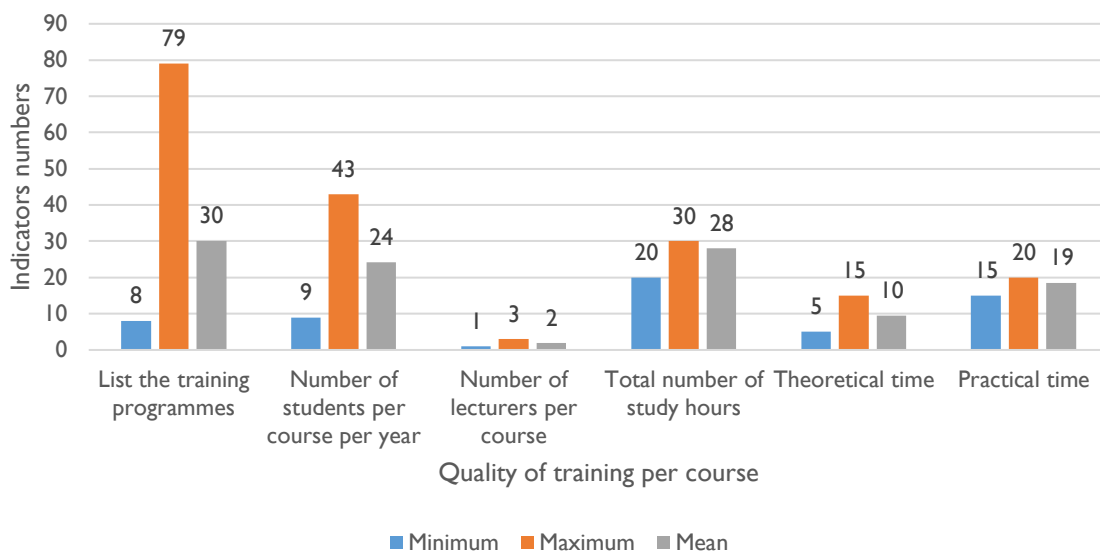


Figure 2: Quality of training program in TVETs

5.3 Pedagogical Methods used in TVETs

The institutions mostly used a combination of demonstrations, field trips, and lectures (Figure 3). However, this depended on the infrastructure available at the institutions as well as financial resources. In the small institutions, field trips were not common due to inadequate resources.

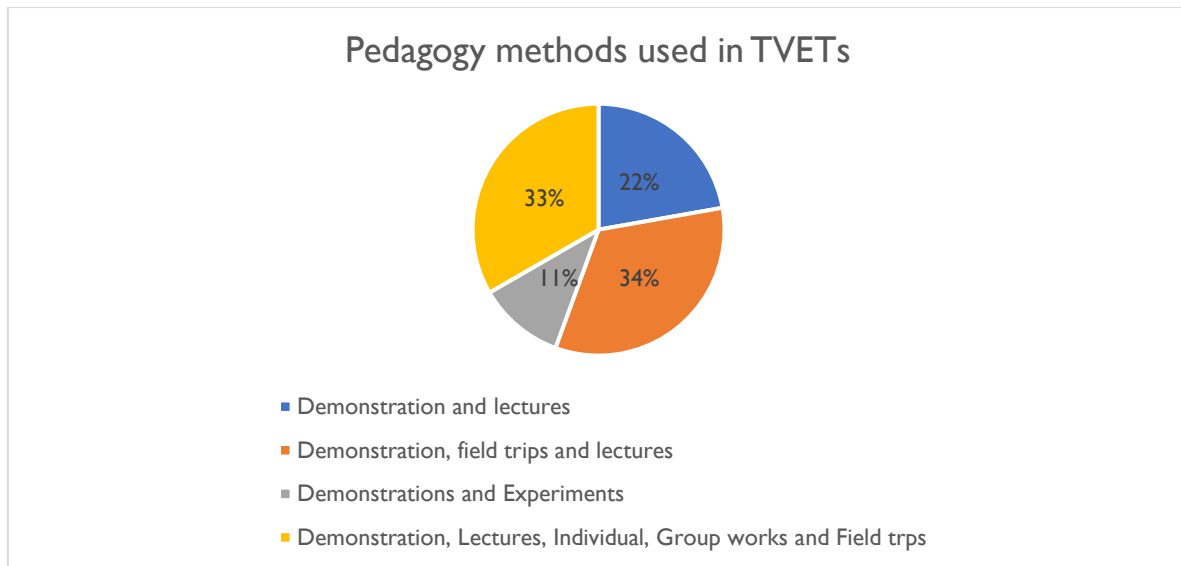


Figure 3: Pedagogy methods used in TVETs

5.4 Funding Mechanisms in TVETs

The main source of funds for most of the TVETs was income-generating activities (44 percent) (Table 3). This could be implied by the fact that government capitation was inadequate and sometimes remitted late and therefore the institutions were forced to find other ways to finance their operations. Some of the income-generating activities in the institutions included bakeries, agribusiness, motor vehicle mechanics, and carpentry. The private institutions did not receive any government capitation and solely depended on students' fees and income-generating activities.

Table 4: Funding mechanisms in TVETs

Funding mechanisms in TVETs	Frequency	Percentage
Only Students Fees	3	19
Both Government and Students fees	6	38
Income generating activities	7	44
Total	16	100

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

The key factor institutions considered before offering a program was demand from the labor market (41 percent) (Figure 4). Other factors included the interests of applicants indicated by the number of inquiries and applications made, and the availability of laboratories, workshops, buildings, and instructors. The demand for the course in the labor market was often determined by the number of inquiries made to the institution by either students or employers. This, therefore, informed whether the students would get jobs after graduation. Most institutions also did not have specialized equipment apart from RVIST which had underutilized equipment usable for income generation.

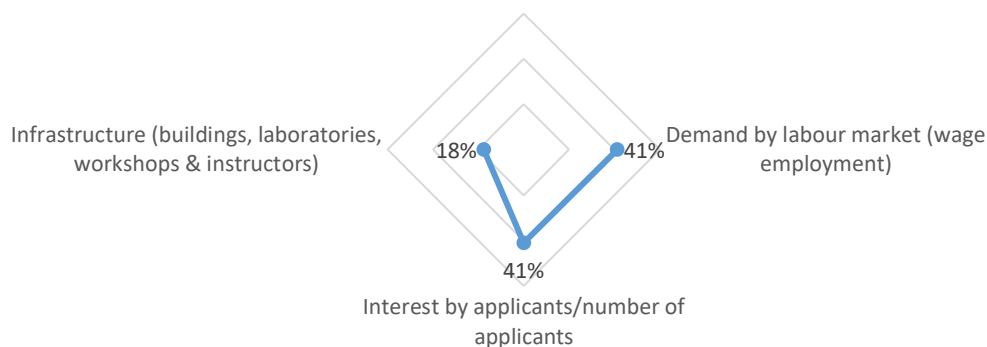


Figure 4: Factors determining programs offered by TVETs

5.6 Internships and Industrial Attachments

Internships and attachments sharpen the skills of the students through learning, practicing, and interacting with the industry. These two activities can either be structured or semi-structured. In this study, internships and industrial attachments were reported to be semi-structured and were part of the course requirement to enable the students to apply and acquire knowledge and job skills. Internships and attachments are also core for students' exploration of career interests and establishing networks in the labor market. However, it was noted that more students were placed on attachment than internship. Only two institutions were placing students on internships and apprenticeships in private sector companies for three months. Overall, attachments and internships were not keenly evaluated by the institution administrations. In an interviewed institution, there was an industry liaison department that dealt with attachments. Even in these departments, no keen interest was placed in building partnerships with the private sector to assist students to get attachments. On internships, the responsibility was solely left to the students. However, a few trainers would occasionally use their contacts in the private sector to help their students get internship positions. Another challenge cited was that employers complained that they had to retrain the students yet the equipment's/skills used/acquired in the institutions are different from what is in the industry.

Table 5: TVET students' access to industrial placement

Sex	Minimum	Maximum	Mean
Female	12	19	16
Male	5	32	19

More males (19) than females were placed into internship or attachment positions by the institutions in the past academic year (Table 4). Institutions reported that it was easier to attach male students due to their ability to their adaptability to new environments. Also, male students were not as choosy of attachment organizations as female students.

5.7 Opportunities for Career Guidance and Development

Career guidance is important to students as it helps them understand the career options they have and how to pursue them. It is, therefore, important to have career guidance offices in HEIs to offer career services to students. From the LMA, 67 percent of the TVETs in Nakuru County did not have career guidance offices or a career guidance officer (Figure 5). They indicated that they only conduct career guidance sessions during the orientation of first years. However, the students received informal career guidance from their lecturers. It was cited that some lecturers could provide career guidance to about three students in a week. Some of the trainers included staff in the guidance and counseling department. None of the institutions had a department that dealt specifically with career guidance and, thus, students missed this critical aspect of mentorship. The few trainers involved were only handling general guidance and counseling on social issues such as HIV/AIDS, early pregnancy, safe sex, drugs, and substance abuse, among other things.

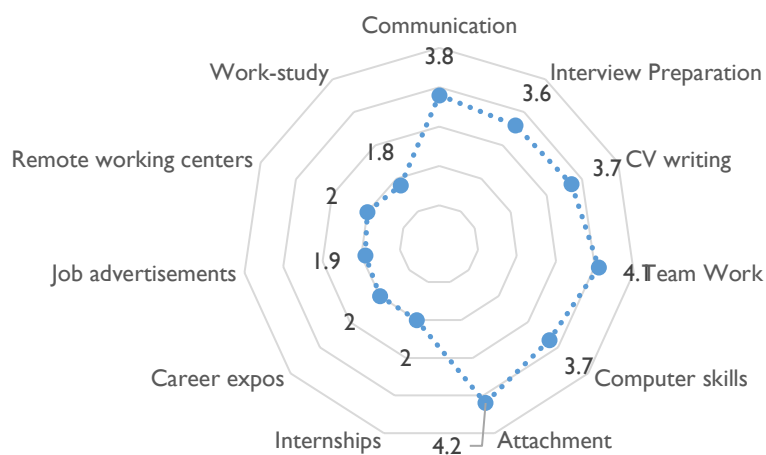


Figure 5. Level of importance of career development services in TVETs

The most important career development service offered in the sampled TVETs institution was attachments with a mean score of 4.2 followed by teamwork with a mean score of 4.1, communication skills (3.78), CV writing (3.6), and interview preparation (3.56) (Figure 5). In most of the courses, the attachment was compulsory, especially for the courses examined by KNEC. In that respect, attachment was important to the students in career development.

5.7 TVETs Engagement with the Private Sector

Higher education institutions engage with the private sector/industry to keep abreast with changing environments thus enhancing their training and curricula. There are different ways in which TVET institutions engage with the private sector. The LMA results indicate that among the nine TVETs interviewed eight were engaging with the private sector through career guidance lessons (13

percent), curriculum reviews & recommendations (20 percent), internship/attachment programs (53 percent), and job placements (13 percent). Other areas that were suggested for collaboration are through sharing of facilities such as equipment and machinery and field trips between the TVETs and the private sector. Engagement with the industry is key to reducing the skills mismatch between TVETs and the industry. However, most of the institutions interviewed lacked structured MoUs to engage with the industry. This limited the extent to which they could engage.

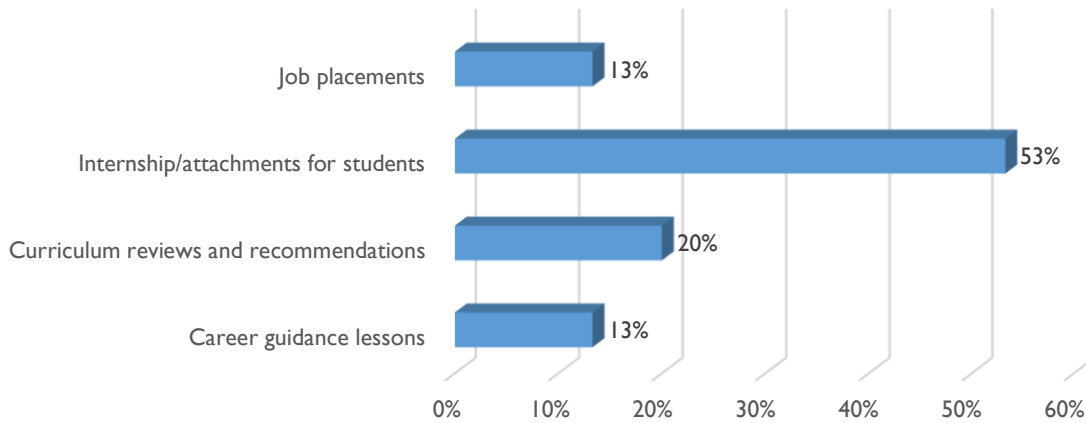


Figure 6: Areas of engagement between TVETs and the private sector

5.9 Tailor-Made Short Courses and Training

Higher education institutions have been encouraged to create income-generating opportunities to leverage resources. This has been necessitated by insufficient funding of the institutions by the government. One of the proposed income-generating activities among HEIs is the development and commercialization of industry-demanded short courses. In this LMA, all the institutions were willing to offer commercialized tailor-made short courses. To determine whether to start a new short course in the TVET, the majority considered the availability of physical resources such as buildings, laboratories, and workshops (at 24 percent). Additionally, they considered the availability of trainers (at 24 percent). The concept of commercialization of courses in the institutions was not new. However, there was insufficient marketing for the short course.

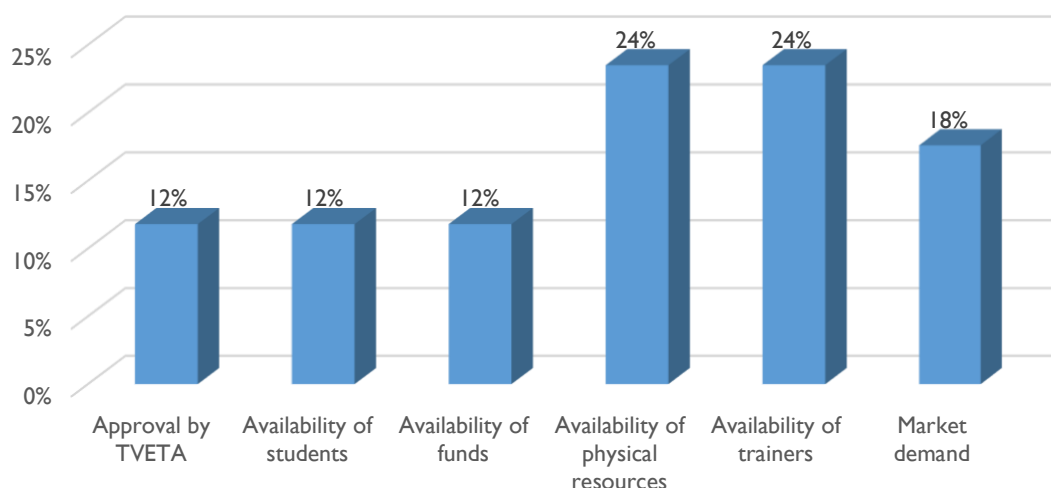


Figure 7: Factors determining the development and delivery of short courses by TVETs

5.10 TVETs Capacity to Monitor the Labor Market Assessment for the Youth

HEIs have the objective of providing graduates with the requisite skills for the labor market. Since labor markets are shifting due to changes in technology, globalization, and the changing nature of work, HEIs need to conduct LMAs of their graduates. In this LMA, all the sampled TVETs indicated that they did not have the capacity and mechanism to conduct training needs assessments and LMAs. However, with regards to LMA indicators, 64 percent were interested in assessing the status of employment of their former students. As much as most institutions were not capable of tracking the labor market indicators, they were more interested in the types of occupations of their graduates. In most institutions, the trainers used their contacts to track the status of employment.

Table 6. LMA indicators of priority to TVETs

Labor market indicators	Frequency	Percentage
Status in Employment	9	64
Employment by Sector	1	7
Employment by Occupation	1	7
Part-time Workers	1	7
Employment in the Informal Economy	1	7
Unemployment	1	7
Total	14	100

5.11 Integration of Gender and PWDs in TVETs

Higher education institutions are an important means of advocating for gender inclusivity not only in the institutions but also in society. As such, there is a need to have policies that mainstream gender and PWD mainstreaming and inclusion in the institutions. 67 percent of the surveyed institutions lacked a policy to guide them on gender and PWDs matters in the recruitment of staff and students

(Table 6). The institutions used the national government’s “National Policy on Gender and Development” whose aim is to achieve gender equality and women's empowerment. The larger TVETs had an in-house policy but mainstreaming the same was a challenge.

Table 7: Availability of gender policy

Policy on Gender	Frequency	Percentage
Yes	3	33
No	6	67
Total	9	100

The majority of the sampled TVETs did not have a policy to take care of PWDs even though they had several students and staff who were disabled. The lack of policy disadvantaged the PWDs as it was difficult to meet the learning needs of such students as well as other requirements such as physical environment and assistive technology hence the need for all-inclusive educational systems in TVET institutions.

Table 8: Availability of policy on people with disabilities

Policy on PWD	Frequency	Percentage
Yes	2	22
No	7	78
Total	9	100

6. THE DYNAMICS OF YOUTH UNEMPLOYMENT IN NAKURU COUNTY

6.1 Introduction

Understanding the aspirations of youth is key in designing and implementing interventions that are youth-focused and sustainable. The majority of youths have their desires and interests when it comes to employment. However, they struggle to enter the workforce, find new employment prospects, or establish themselves in respectable work positions. This struggle may be occasioned by differences in work perspectives between the older generation (the employers) and the generation Z (the youth). Therefore, the opinions of older generations, who are frequently represented by such organizations, may not necessarily reflect their interests and requirements. Therefore, a key element in ensuring that programs are in line with the needs and aspirations of young people requires the integration of their viewpoints. The section below gives the results of youth FGDs and interviews.

6.2 Demographic Characteristics of Youths

Concerning this LMA, the youth were divided into two age groups (15-19 years and 20-24 years) as presented in Figure 8. As observed in both genders, the age group of 20-24 years had the highest number of respondents who participated in the LMA (67 youth). The age group of 15-19 years constituted only 11 percent and 10 percent in both female and male genders respectively. The high percentage in the group 20-24 years is attributed to the fact that the majority of the youth in this age have completed either secondary or college education and are hence readily available in the labor market for any employment opportunities.

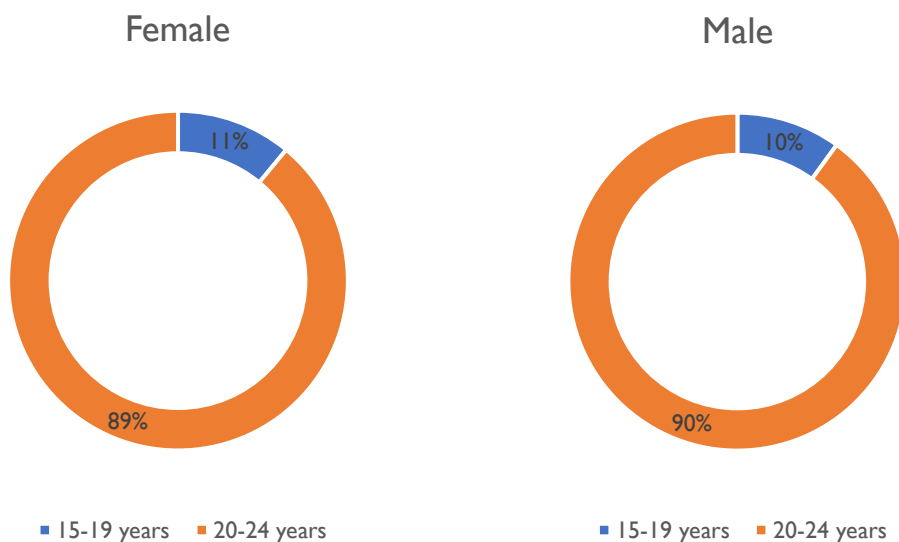


Figure 8: Age groups of Nakuru youth disaggregated by sex

6.3 Youth Education Levels by Gender

The education levels of the youth were disaggregated based on gender and employment status. Figure 9 presents the youth's highest education level concerning gender. The majority of the males have secondary education as their highest education level. However, this percentage gradually declines as they progress to tertiary education. This is because of the high cost of education which forces the youth to get employment as opposed to continuing with tertiary education. 39 percent of the females had a university education as their highest education level. Interestingly to note is that, of the female youths who participated in the LMA, none had a primary school level of education as their highest level of education. This may be attributed to female empowerment programs by the government and development partners that have enabled them to access education.

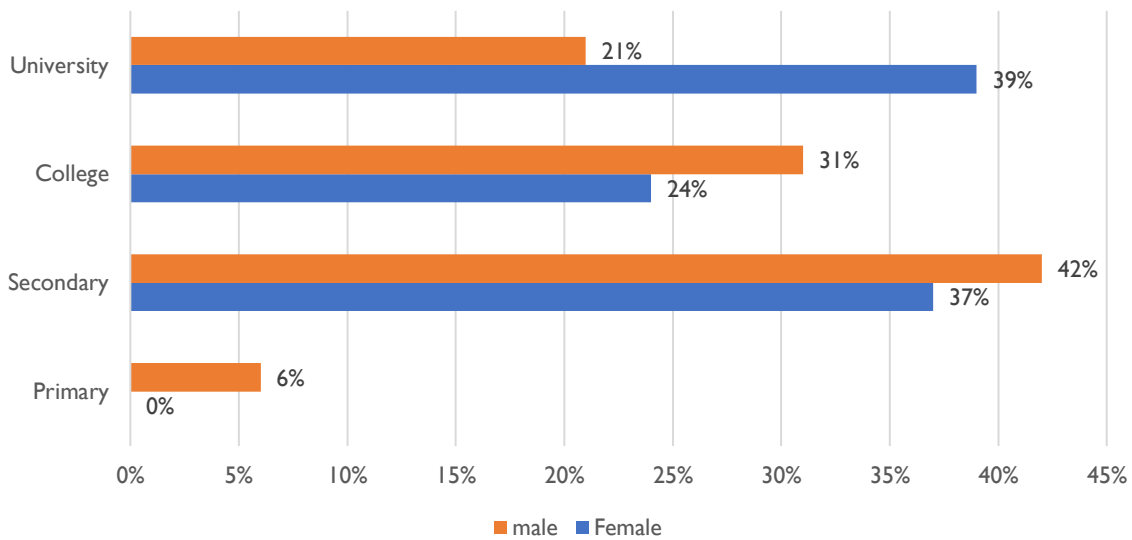


Figure 9: Nakuru youth's highest education level attainment disaggregated by gender

6.4 Youth Unemployment Status by Highest Education Level

In Nakuru County, 43 percent of the unemployed youth only have secondary education as their highest level of education (Figure 10). Youths who have just completed secondary school lack skills for technical jobs thus leading to unemployment. 38 percent of the employed youth had college education as their highest level of education. This is because a college education imparts skills that are required in the labor market thus making them employable.

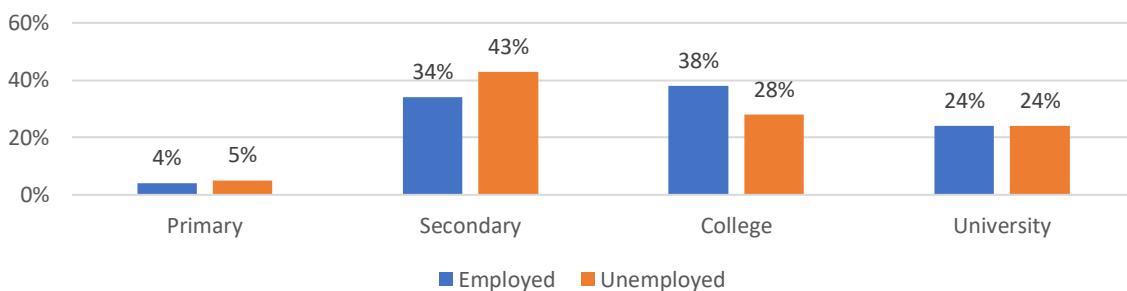


Figure 10: Youth employment status education level

6.5 Youth Unemployment Status by Age Group

Figure 11 highlights the youth employment status by age group. The majority of the employed and unemployed youth are within the age bracket of 20-24 years, constituting 93 percent and 87 percent respectively. This is attributed to the fact that a majority of the youth within this age bracket (20-24 years) have completed school and are entering the labor market hence are readily available for employment. Youths that are already equipped with necessary skills for work such as plumbing, masonry, and other skills, and are actively searching for employment are also within this age bracket. Youths within the age group 15-19 years are still in school and a few of them are actively searching for employment which underscores the lower percentages.

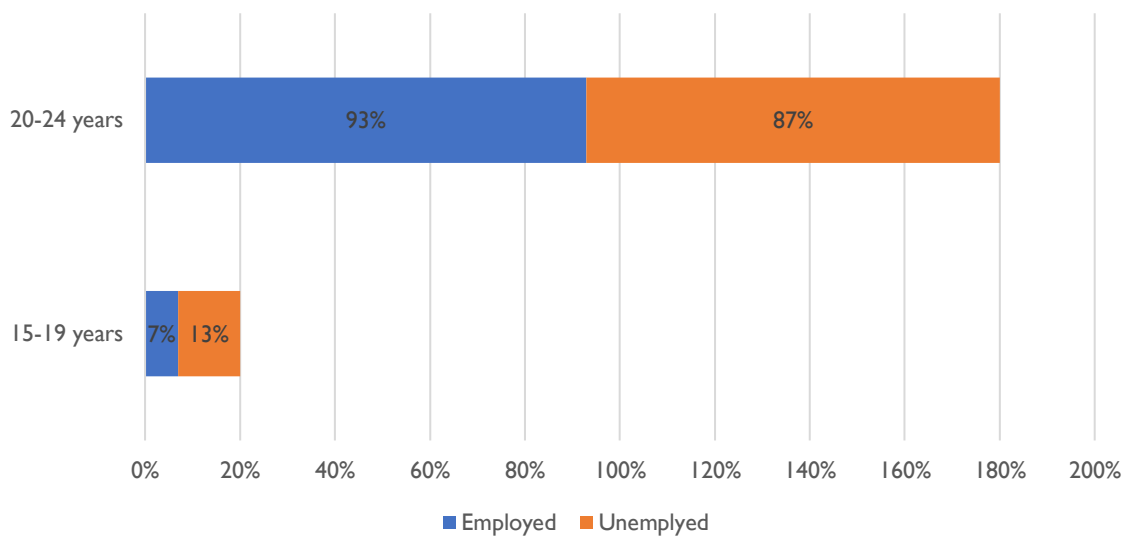


Figure 11: Nakuru youth employment status disaggregated by age group

6.6 Youth Preferred Sectors, Jobs, and Skillsets

All unemployed youth participants in the LMA (46) were actively searching for work and had different work preferences. Most seemed to prefer working in any sector and this was highly reflected in their lack of skills. Besides, the unavailability of job opportunities may make the youth not to be choosy hence were quite open to working in any sector given that they would be trained in the different work assigned to them. In addition, 24 percent preferred getting employment in the public sector (Figure 12), i.e., the county and national governments. This preference may be due to the security of tenure in public sector jobs.

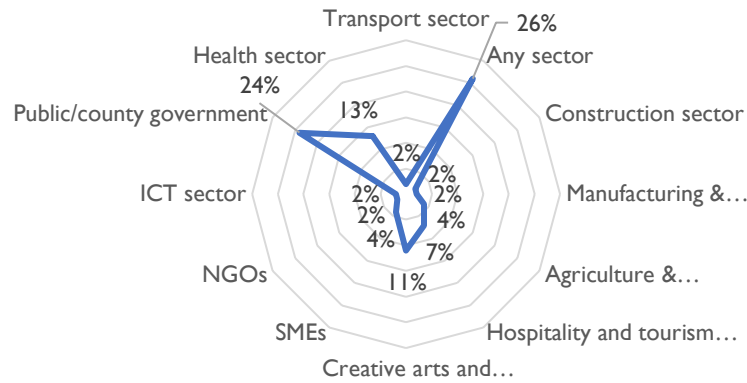


Figure 12: Sectors preferred by the youth

Results in Figure 13 indicate that 30 percent of the unemployed youths preferred employment in any job with nine percent preferring engineering and food nutrition jobs. The high percentage of those who indicated no preference for a particular job is due to the difficulties in getting entry-level jobs by graduates leading young people to accept any job below their qualification level so that they can gain experience.

Most of the unemployed youths had transversal skills like problem-solving (at 24 percent) and communication (at 22 percent) with limited technical skills that are required in most industries. The lack of skills and experience may have contributed to the unemployment status of the youth.

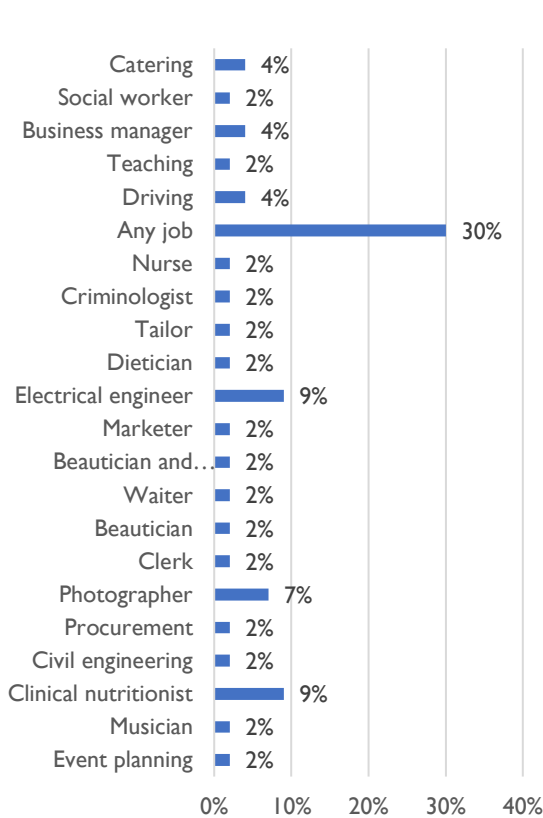


Figure 13: Job preferences for unemployed youth

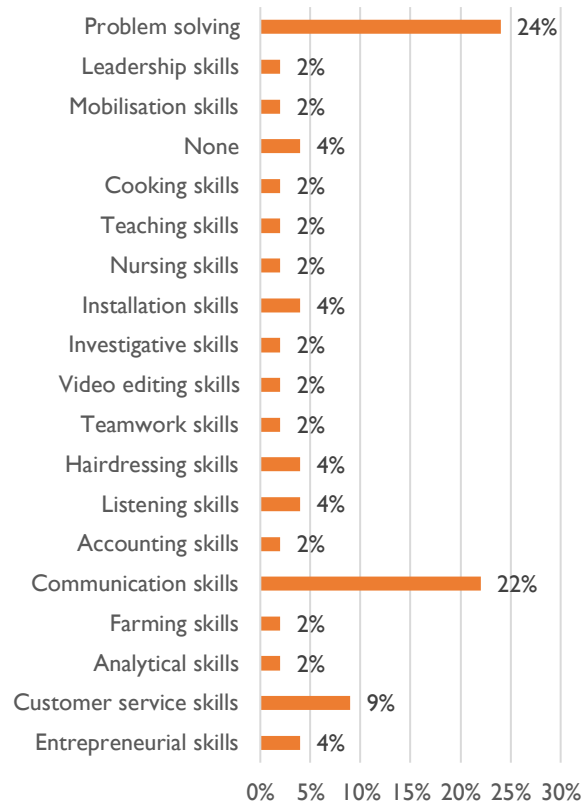


Figure 14: Skills set of unemployed youth

6.7 Steps and Duration of Searching for Employment by Unemployed Youth

Despite, their limited technical skills, these youths had taken several steps to search for jobs. One major step was through education/training (Figure 15). The youth had participated in several capacity-building programs offered in the county through the county government and NGOs. Other steps included checking worksites whether online or physically to see whether there were available vacancies. They also took the initiative to search for jobs by working with their networks such as friends, relatives, and colleagues who would eventually refer them to any work available within the organizations they were associated with.

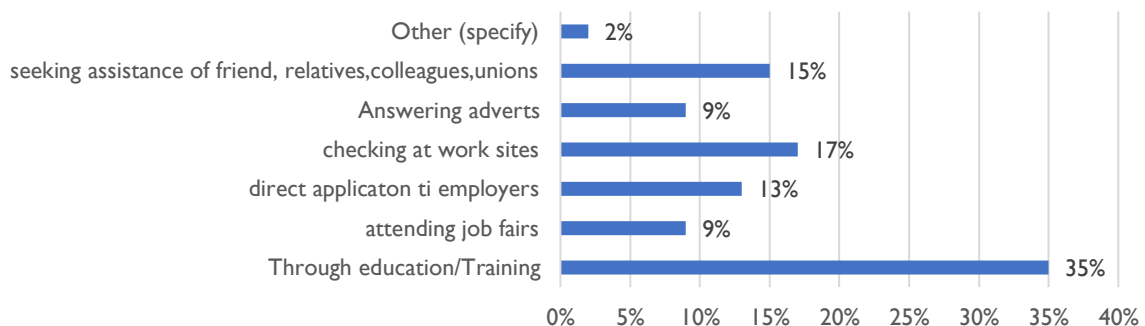


Figure 15: Steps taken to search for employment

Many of the youth had been searching for employment for some time with most having been searching for more than one year (Table 8). The longer search periods were attributed to limited employment opportunities in the labor market, a high number of unemployed youths, limited information resources, and the unwillingness of employers to offer employment due to a lack of experience (Table 8). Longer search periods led to frustration.

Table 9: Duration of employment search by unemployed youth

Duration	Frequency	Percentage (percent)
1-4 Weeks	1	2.2
1-2 Months	9	19.6
3-6 Months	7	15.2
6 Months- 1 Year	9	19.6
more than 1 year	20	43.5
Total	46	100

6.8 Wage Expectations for Unemployed Youth

The youth had different wage expectations as given in Table 9. The mean wage expectation of the unemployed youth was KES 20,783/= with the wage expectation of female youth being KES 23,333/=. This was highly attributed to their education level (university level). Male youths had a minimum wage expectation of KES 19,142/= since they had a lower level of education and were willing to settle for less. There was a steady rise in the minimum wage expectation of the unemployed youth as they progress from primary to university level of education (Table 9). This conforms to the norm within society that those with high levels of education should be paid more.

Table 10: Wage expectation of unemployed youths

Wage Expectation of Unemployed Youth	Mean (KES)
Mean Wage Expectation for Unemployed Youth	20,783/=
Minimum Wage Expected by Unemployed Youth by Gender	
Female	23,333/=
Male	19,142/=
Minimum Wage Expectations of Unemployed Youth by Highest Education Level	
Primary	15,500/=
Secondary	15,250/=
College/TVETs	24,615/=
University	27,273/=

6.9 Challenges Facing Unemployed Youth in Finding Wage Employment

Unemployed youth in Nakuru County stated different challenges when searching for employment as shown in Figure 16. The main challenge was the unavailability of jobs (at 43 percent). Other major challenges included the lack of required skills, the mismatch between education and job requirement and gender discrimination, and lack of experience.

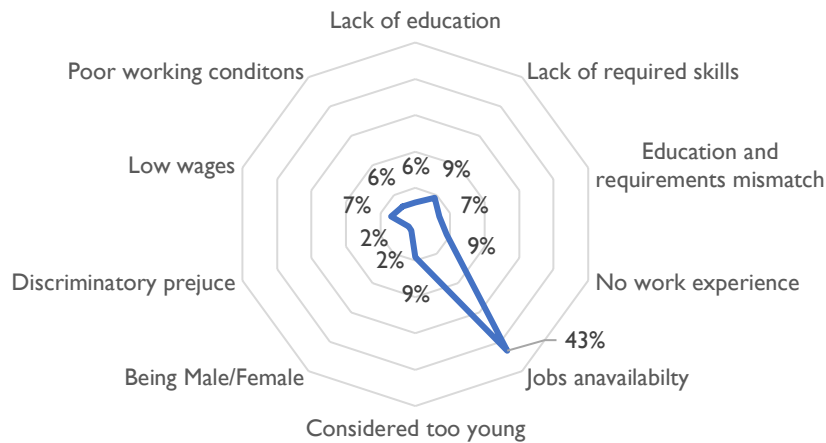


Figure 16: Employment constraints faced by unemployed youths

The unemployed youth further indicated that the training that university (42 percent) and vocational training (41 percent) were highly marketable (Figure 17). The majority argued that the tertiary institutions offered more practical skills training which most employers required. These also offered exposure to the job market as opposed to basic education.

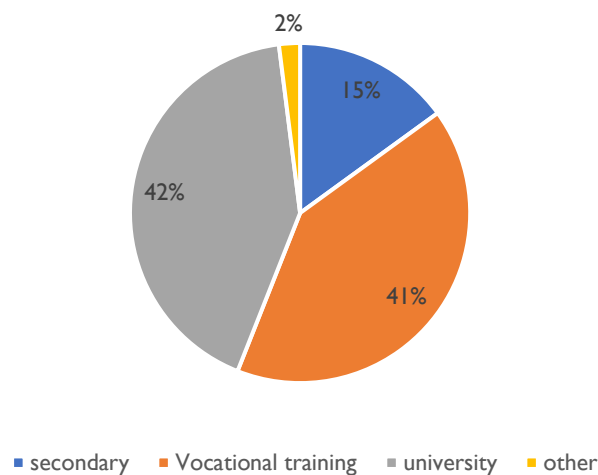


Figure 17: The training level most beneficial for employment

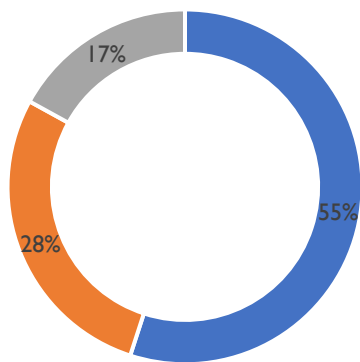
Unemployed youths cited ways through which they had previously been assisted in getting jobs (Table 10). The most common job assistance was networking and career coaching (at 43 percent each). They felt that networking would open and expose them to other career opportunities while career coaching would sharpen their skills and make them more proficient.

Table 11: Job assistance received by unemployed youth

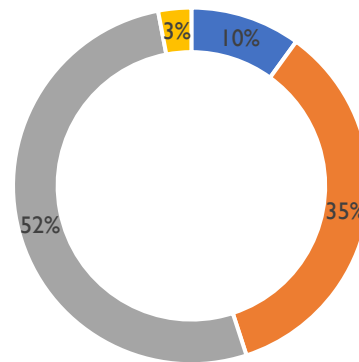
Ways of job assistance	Frequency	Percentage (percent)
Networking/job search workshops	6	43
Family, friends, and relatives	2	14
Career coaching/consultation	6	43
Total	14	100

6.10 Dynamics of Employed Youth in Nakuru County

The LMA also considered the dynamics of employed youth in the county. 55 percent of the employed youth who participated in the LMA were employed in the private sector (Figure 18). Others were employed in the public (28 percent) and SME (17 percent) sectors. This shows that the majority of youth job opportunities were in the private sector. The terms of service cited by the employed youth were temporary/casual (52 percent), contract (35 percent), permanent (10 percent), and three percent were on internship as shown in Figure 19. This shows that most of the employed youth were in transitional jobs.



■ Private(formal) ■ Public ■ SMEs



■ permanent ■ contract ■ casual ■ internship

Figure 18: Type of organization employed

Figure 19: Nature of employment

The employed youth were in entry-level jobs (Figure 20). This is a result of their age and experience levels as many of them lack the relevant experience to get absorbed into higher-level jobs requiring skills and experience.

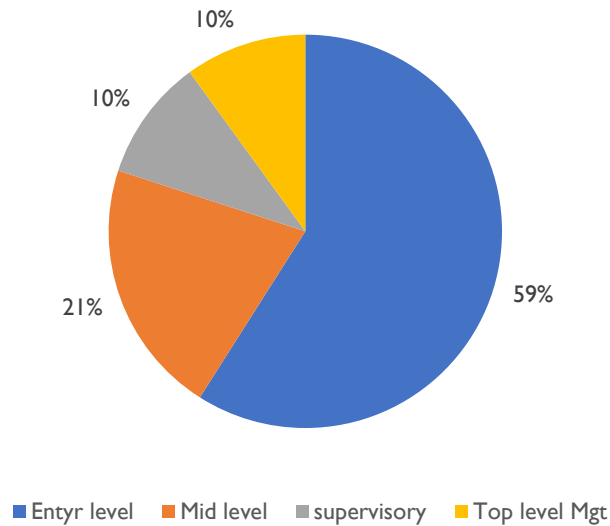


Figure 20: Employment levels of employed youths

6.11 Duration taken to be Absorbed into Employment

The majority of employed youth took more than one year to be absorbed into employment indicating the limited work opportunities available to the youth. The youth also have limited networks as they are fresh from training. They also lack experience which hinders them from quick absorption in the job market. Lack of awareness of the right channels to tap into also contributes to longer durations in searching for employment.

Table 12: Duration taken in searching for employment by employed youth

Duration	Frequency	Percentage
Less than a Week	1	3.4
1-4 Weeks	3	10.3
1-2 Months	3	10.3
3-6 Months	3	10.3
6 Months- 1 Year	6	20.7
More than 1 Year	13	44.8
Total	29	100

6.12 Skillsets of Employed Youth at Entry into the Organization

The majority of the employed youth possessed various technical skills such as business management, plumbing, and marketing as shown in Figure 21. Only a small percentage lacked any skills at entry. Lack of skills disadvantages the youth from gaining meaningful employment. This leads to such youth getting temporal jobs.

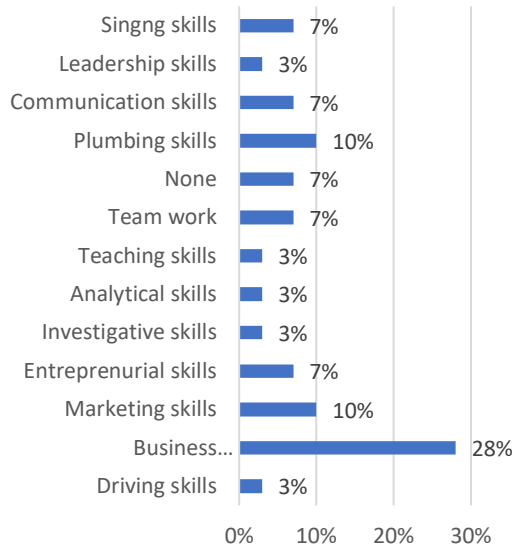


Figure 21: Skills Possessed by employed youth at entry level

6.13 Turnover Rates of Employed Youth in Nakuru County

55 percent of the employed youth hope to change their current jobs while 45 percent did not wish to do so as shown in Figure 22. The cited reasons for this were better pay as well as career progression. 59 percent were satisfied with their current job (Figure 23). Dissatisfaction with the job was a result of the temporal nature of the jobs, low salaries, and poor working conditions.

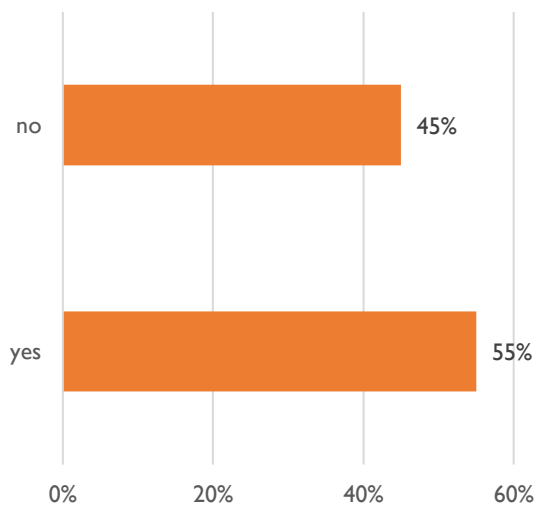


Figure 22: Job attrition (hope to change job)

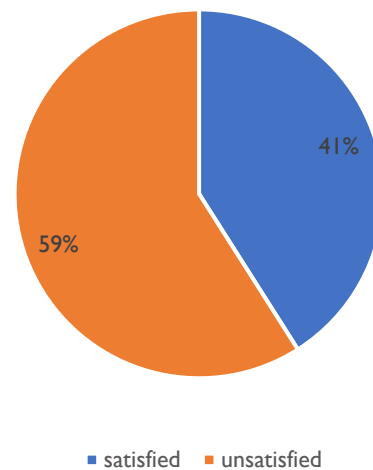


Figure 23: Job retention (willingness to stay in job)

The LMA also sought to determine if, at one point in time, the youth had declined to take up an employment opportunity offered to them. 65 percent of the employed youth had no incidence of job refusal (Figure 24). This is because most were desperate to find jobs and thus could not afford to decline job offers. The ones who had declined employment opportunities offered to them cited unfavorable states of the jobs offered to them or overqualification.

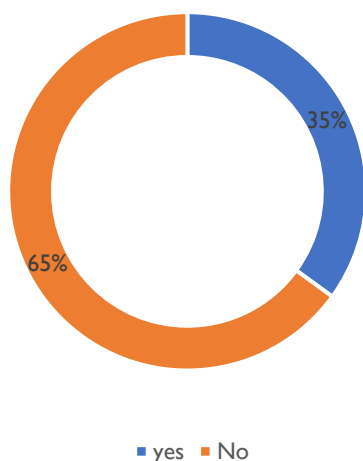


Figure 24: Incidence of job refusal

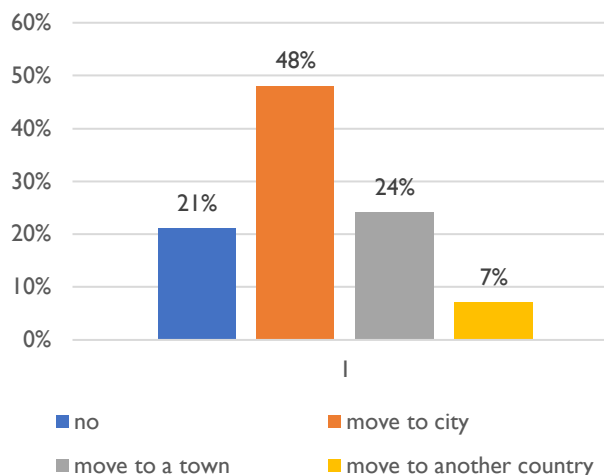


Figure 25: Willingness to move for work

The majority of the employed youth were willing to move to other places in search of better employment opportunities (Figure 25). The majority were willing to move to Nairobi City as they felt it offered more opportunities hence better jobs and lifestyles. Major reasons for job changes by the employed included better working conditions and better career prospects. The majority of the employed youth refused to take up job opportunities offered to them as they felt they had better chances of getting jobs that were much better opposed to those offered.

Table 13: Factors contributing to job attrition, dissatisfaction, and refusal

Reasons for changing job	Frequency	Percentage
Higher pay	4	16
Better work conditions	5	20
Better career prospects	12	48
Combine work with family responsibilities	4	16
Reasons for job dissatisfaction		
Underpay	2	12
Unsupportive boss	2	12
Limited career growth	5	29
Lack of life-work balance	5	29
Poor management	2	12
Other	1	6
Reasons for job refusal		
Low wages	1	10
Inconvenient location	1	10
Unmatching qualification level	2	20
Few hours required for work	2	20
Waiting for a better job	3	30

6.14 Wage Expectation of Employed Youth in Nakuru County

The average wage expectation of employed youth is given in Table 13. Female youths had lower wage expectations than male youths. Female youths cited a lack of equality and fairness in the payment of salaries and thus most settled for the basic as they felt they were no match to their male counterparts.

Employed youths from the university had the highest minimum wage expectations of KES 42,142/=. Most view salary as a reward for their education thus the reason for higher salary expectations.

Table 14: Wage expectations of employed youth

Wage Expectation	Mean (KES)
Mean wage expectations for employed Youth	31,034/=
Minimum wage expected by employed youth by gender	
Female	26,111/=
Male	33,250/=
Minimum wage expectations of employed youth by highest education level	
Primary	30,000/=
Secondary	25,500/=
College/TVETs	29,091/=
University	42,142/=

6.15 Challenges Faced when Searching for Employment

Employed youth cited various challenges that they faced when searching for employment as displayed in Figure 26. The majority cited job unavailability and no work experience as the major challenges they faced. Other cited challenges were discriminatory practices, lack of required skills, and age.

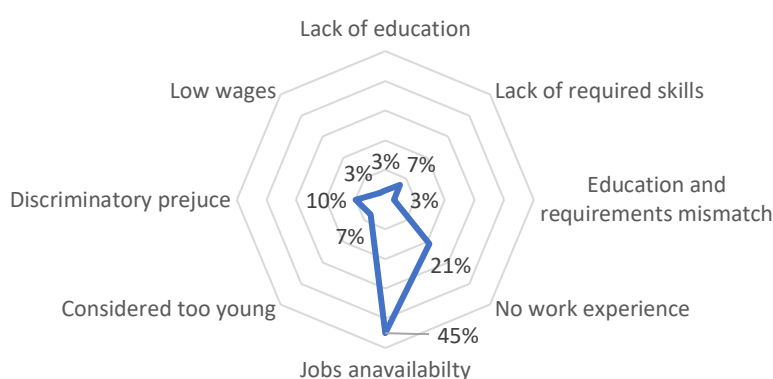


Figure 26: Challenges facing employed youth in finding wage employment

Comparisons were made on the skills possessed by employed and unemployed youth. Table 14 indicates that the employed youth were better at technical, problem-solving, communication, and

teamwork than unemployed youths. This is because a majority of these technical skills were acquired at work through training offered by employers. The employed youth also possessed better problem-solving skills due to the requirements to solve issues at the workplace. However unemployed youths had better adaptability and resilience having acquired it from the longer durations spent without employment.

Table 15: Comparison of selected skills between employed youth and unemployed youth

Skills	Employed	Unemployed
Technical	4.03	3.9
Problem Solving	4.21	3.96
Communication	4.34	4.17
Team Work	4.21	4.15
Leadership	4.14	4.17
Adaptability/Resilience	3.9	4
Consideration for Others	4.01	4.2

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

7.1 Analysis of Female Youth Aspirations

7.1.1 Factors that attract Female Youth when Seeking Employment in Nakuru County

1. Well Paying Jobs

Female youth are concerned about the ability to earn a living from employment. They are attracted to well-paying jobs to provide for themselves and their families.

2. Mentorship

Female youth are attracted to jobs where they have mentors who are able and willing to guide them and teach them new skills. Additionally, they are attracted to jobs that will equip them with knowledge and skills that will enable them to start and run their businesses.

3. Consideration for Maternity Leaves

While employers strive to create a conducive working environment for all their employees, they should consider their maternity leave policies. Most of the female youth seeking employment are still in their reproductive years when they are likely to start their own families and have children. While seeking employment, most of them will always seek to know whether their employers accept hiring them if they are expectant, whether they will be given maternity leave, and whether or not they will be paid during their leave. Organizations that cater to these factors were cited as favorable for female youth employment.

4. Flexible Work Hours

Flexible work hours is a factor that attracts a majority of the youth, especially females, towards employment. According to the female youth, flexible work hours allow them enough time with their families and friends. This further allows them to work around their obligations outside their workstations. Moreover, through this, work stress is reduced.

5. Respect

Female youths cited that they undergo several challenges when getting into employment such as belittling by co-workers, sexual harassment, not being promoted, and being paid lower salaries compared to their male counterparts in the same position. Female youths are expected to exchange sexual favors for work. As such, most of them argued that they would value an employer who offers the utmost respect to them. They envision a work environment where they will be able to apply for jobs without gender discrimination and sexual harassment. They also cited that they prefer working in organizations where their contribution is valued and their opinions and decisions are respected.

7.1.2 Challenges that Hinder the Entry and Success of Female Youth in Employment

1. Licenses

The youth cited that some jobs require licenses for one to work or practice. These licenses are expensive or difficult to obtain.

2. Corruption

The female youths cited that for one to be employed, they need to give a bribe and that sometimes job opportunities are advertised for formality as the same jobs may have already been earmarked for someone else.

3. Early Marriages

The interviewed female youth cited early marriages and pregnancies as being a great challenge that hinders them from entering the employment field. In most cases, once the female youth get into early marriage or get pregnant, their education/training is likely to be cut short hence making most of them miss out on acquiring the basic technical skills required for specific jobs. Additionally, by getting into early marriages, female youths whose education was cut short may be willing to continue with education but their spouses would not allow them to go for training instead forcing them to stay at home and take care of the children.

4. Career Interference by Parents

The majority of the female youth cited that their support system (parents) always withdrew support once they chose to train in careers that are not in line with their parents' wishes. They, end up in careers that they have no interest in hence underperformance at the workplace.

5. Negative Attitude by Employers

Female youth cited that employers believe that it is costly to hire them. They argued that during recruitment, an employer will often ask if they are married, if they are expecting a child, or how far they live from the workplace before hiring them. This was unfair to them since they use such information to decide whether they will offer them employment or not. In most cases, expectant job applicants are likely to miss out on employment as employers feel they will have to pay them during maternity leave. This was especially common in organizations without gender considerations.

6. 'Genderization' of Jobs

Female youth cited negative bias when working in jobs that are associated with men e.g., construction work and *kazi mtaani*.

7. Perceptions or Values of the Community

Most female youths indicated that they have to work in jobs that are acceptable in the community as working in areas like clubs makes people judge them even though that is truly where they want to work to earn a living.

7.1.3 Barriers for Female Youth in Obtaining Information about Employment, Internship, and Mentorship Programs

1. Lack of Information on Available Vacancies

Female youths indicated that they could not easily access information about available jobs. This is because most do not interact with other people outside their homes.

2. Lack of Social Support Systems and Networks

Female youth indicated that it is not easy to access information on available job opportunities due to a lack of proper networks where they can easily access such information

3. Tribalism

The youth cited that some people will withhold information from those who are not of their tribe.

7.1.4 Opportunities Available in the County for Female Youth

The following are some of the opportunities identified to be available for female youth in Nakuru County: MSMEs (hairdressing, beauty therapy, cosmetics, food eateries, and selling second-hand clothes), agriculture (poultry production) tailoring, catering, county government jobs, nutrition or dietetics, hawking, online jobs (such as transcription), mobile money agents, and modeling.

The above-mentioned opportunities are in favor of female youth due to the following reasons:

- a. The opportunities give youth a sense of independence as most of them are self-employed hence they will be accountable to themselves.
- b. Opportunities promote flexibility in terms of working hours.
- c. The opportunities give youth a sense of security as they know that they are assured of earning money by the end of the day or week.

7.2 Employment Aspirations of Youth with Disabilities

7.2.1 Factors that Attract Youth with Disabilities when Seeking Employment in Nakuru County

1. Proper Remuneration/Good Salary

The majority of the youth with disabilities cited that they are attracted to employment opportunities that offer them proper remuneration.

2. Passion

The youth with disabilities also indicated that they are attracted to employment opportunities that they are passionate about.

3. Inclusive Work Environments

Youth with disabilities are attracted to organizations that have in place inclusive work environments where they feel comfortable while working and can move with ease. Such organizations have ramps

in place for those using wheelchairs, devices that the blind can be able to use, and accessibility of offices and washrooms within the workplace.

4. Flexible Work Hours

The youth with disabilities indicated that they prefer flexible work hours. For example, those leaving with albinism are not able to travel to work early in the morning and require adequate rest hence they prefer workplaces where they are allowed to arrive at specific times and leave early enough.

7.2.2 Challenges that Hinder the Entry and Success of Youth with Disabilities in Employment

1. Discrimination and Stigmatization

The majority cited that they face high levels of discrimination, especially when applying for jobs. More so, hiring managers fail to hire them as they feel that this will cost them more due to job modifications in the workplace and the need for specific expertise such as learning sign language and installing accessibility features for them in the workplace. Also, in their workplaces, the youth argued that in most cases they face stigmatization due to their disabilities. This leads to demotivation. Other than that, most of their co-workers seclude them thus feel lonely at the workplace.

2. Unfriendly Work Environments

Most employers do not have in place adequate/proper amenities that favor youth with disabilities to work. The work environments do not have ramps, accessible restrooms and breakrooms, and modified workplace devices and equipment.

3. Cost of Paying Assistants

While youth with disabilities have an interest in getting into employment, they cited that it is costly for them as they need to not only cater for themselves but also to their assistants. For instance, by hiring a deaf employee, the employee needs an interpreter who they need to cater to their needs such as transportation and payment. Rarely do employers make an additional allowance to cater to assistants hence they often pay them out of their own pockets. If they were to only rely on their salaries, then they would find it extremely costly. As such, most of them decide not to get into employment. They would rather look for avenues to start their businesses.

7.2.3 Barriers for Youth with Disabilities in Obtaining Information about Employment, Internship, and Mentorship Programs

1. Many factions of PWDs

There exist several splinter groups among the youth with disabilities with each feeling superior to the other. This makes it difficult for them to get useful information on available opportunities.

2. Inadequate Training

Youth with disabilities reported that it is difficult to obtain training. Few available training centers within the county take in youth with disabilities and even with such few institutions, there is a high rate of competition for them to join the centers. Additionally, a majority come from low-income families that cannot afford to pay tuition fees for them.

3. Job Stereotypes

The majority of the jobs are deemed unfit for youth with disabilities hence they easily miss out on such available opportunities.

7.2.4 Opportunities Available in the County for Youth with Disabilities

Some of the opportunities identified to be available for male youth in Nakuru County include typewriting (especially for the deaf and dumb), health (as record clerks and nutritionists), media (as translators), *kazi kwa vijana*, and agriculture. The aforementioned opportunities are in favor of youth with disabilities since most of the opportunities do not require skills that are difficult to acquire and provide flexible working hours.

7.3 Facilities or Centers within the County that Provide Information about Employment, Internship or Mentorship for the Youth

The youth cited that the facilities that provide information about employment in the county include churches (which provide information about casual jobs such as construction work), online platforms (which promote networking in turn making youths aware of information about opportunities), chief's offices for *kazi mtaani* jobs, markets (where they advertise casual jobs), Ajira Youth Empowerment Office (for online jobs), and social media platforms. The youth noted that the effectiveness of these facilities and platforms was average as most of the jobs advertised were temporary.

8. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Stakeholders ranked sectors with opportunities for youth employment in areas of employment creation, growth potential, enabling environment, youth-friendliness, gender inclusivity, participation of SMEs, and provision of decent work. The results indicated that the agricultural sector ranked highest in terms of employment creation, growth potential, enabling environment, and alignment with CIDPs.

The ICT sector was cited to be the most youth-friendly and have decent work conditions for the youth. The trade sector was considered to be the most gender-inclusive and as having the highest participation of SMEs. The private sector in Nakuru County is thriving and includes a variety of industries. These sectors include agriculture, manufacturing, processing, tourism, construction, trade, and MSMEs. The government and private sector are making significant investments in the county to boost its economic status.

The apparel industry was found to have the highest potential for current and future employment as the two companies interviewed had a near future labor force expansion of about 1,520 needed in addition to 164 internships and industrial attachment that they offered annually. The private sector also pointed to the possibility of linking youths to markets, especially in potato and vegetable production, through contract farming. There also exists an opportunity in Kakamega and Kisumu counties to participate in soybean production and sale to animal feed material suppliers in Nakuru County.

However, it was noted that the employers had a negative inclination towards hiring youth aged between 18-24 years because they were observed to be choosy of tasks, impatient, lacked commitment, did not put effort to learn, had high absenteeism and turnover rates, and used phones while operating machines.

It was also observed that the private sector had several initiatives to improve female inclusion in employment such as working with female suppliers. The private sector actors also indicated that they are willing to work with EY, especially in training youth on technical skills like potato production and feed processing as well as soft skills and in offering internships and traineeships.

The Nakuru County Government is both an employer and champion of youth employment. The county government had several initiatives to promote youth employment such as providing internship opportunities, providing information through civic education, revolving funds, organizing trade fairs and exhibitions, providing ICT hubs, providing technical support in entrepreneurship,

promoting youth vocation programs, reviewing policy documents, and capacity-building. All the departments, apart from the Department of Finance and Economic Planning, reported a lack of mechanisms and capacity to monitor LMA.

Vocational training is highly subsidized by the Nakuru County Government. In most of the institutions, ICT was taught as a common unit to all students; indicating the integration of ICT in the institutions. It was however observed that most institutions did not have adequate ICT facilities such as computers and trainers. The key factor institutions considered before offering a program was demand from the labor market. Industrial attachment was embedded in most of the TVET training programs. Internships were unstructured and the responsibility of placement was solely left to the students. Career guidance was weak in the TVETs with most career advice offered during the orientation of students. Most institutions lacked a structured way of engaging with the industry thus limiting the extent of engagement in internships and industrial attachments. The institutions had embraced income-generating which was a major source of funding. The institutions were willing to strengthen commercialized tailor-made short courses.

Youth dynamics in employment indicate that education levels vary between male and female youths. On average, female youths have a higher education level than male youths. A majority of the unemployed youth in Nakuru County were actively searching for work with most of them preferring to work in public organizations. The unavailability of jobs was a major challenge facing the youth. There was also job dissatisfaction and a lack of job commitment among the youth as indicated by their willingness to move and search for other jobs.

Both female youths and those with disabilities faced different challenges in accessing employment opportunities such as stigmatization, corruption, early pregnancy and marriages, lack of social support, and sexism in jobs. Female youths are attracted to work in organizations that appreciate maternity leave, are free from sexual harassment, respect their opinions, and provide flexible work hours. On the other hand, youth with disabilities prefer working in organizations that have inclusive work environments, whose activities are aligned with their passion, and who are free from stigmatization. A strong factor that came out among youth with disabilities is the ability of their employer to take care of their assistants instead of them paying them from their own pockets.

8.2 Key Recommendations

From the LMA, the following implications are drawn for EY programming:

6. Empowered Youth should sign MOUs with the private sector for job placements, internships attachments, and mentorship

- e) EY should train and place youth in apparel companies like Bedi and Spinknit and partner with the company's human resource managers to be mentors to the youth.
 - f) EY should partner with Agrico PSA, to train youth on potato production and linkage to the market.
 - g) EY should sign an MOU with Rift Valley Products to purchase soybean from youth in Kisumu and Kakamega counties.
 - h) EY should partner with Wonder Feeds to train youth in Kakamega (where there was a deficit of animal feeds) in feed production and animal production.
7. EY should partner with the county government to build the capacity of TVET staff and train county departments on labor market assessment. The project should partner with the county government to map and strengthen youth employment centers and build the capacity of the employees manning these centers in the provision of employment information.
 8. EY should strengthen the capacity of TVETs in career guidance, developing and delivering commercial short courses, and developing gender and PWDs policies. EY can assist the TVETs that have equipment that can be used to generate income to develop policies and guidelines on the use of the equipment and also link the TVETs to industry partners and SMEs that would wish to use the equipment at a fee.
 9. EY should also offer labor market assessment training to TVET and County staff.
 10. For the youth:
 - d) EY should offer training on technical skills in potato production and feed formulation
 - e) The project should build the capacity of the youth in soft skills, employment information search, CV writing, and interview presentation.
 - f) EY should link the youth to training and other opportunities offered by the county government and other like-minded development partners.

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ANNEXES

Annex I. List of Meetings

Youth	1. Five FGDs and 75 IDIs of youth
Youth-serving organizations	NCBA CLUSA (Nakuru representatives)
National and County Government Departments	<ol style="list-style-type: none"> 1. Department of Youth, Gender, Culture, Sports and Social Services <ol style="list-style-type: none"> a) Directorate Culture & Gender b) Directorate Social Services c) Directorate Youth Affairs 2. Department of Finance & Economic Planning <ol style="list-style-type: none"> a) Directorate Economic Planning 3. Department of Public Service Management and Administration <ol style="list-style-type: none"> a) Directorate Human Resource b) Directorate Civic Education & Public Participation 4. Department of Trade Industrialization, Cooperatives & Tourism <ol style="list-style-type: none"> a) Directorate Trade Industrialization b) Directorate Tourism 5. Department of Education, Vocational Training, Ict & Government <ol style="list-style-type: none"> a) Directorate Ict & Government b) Vocational Training 6. Department of Water, Environment, Natural Resources & Climate Change <ol style="list-style-type: none"> a) Directorate Environment 7. Department of Agriculture, Livestock and Fisheries
TVETs	<ol style="list-style-type: none"> 1. Njoro Vocational Training Institute 2. Rift Valley Institute of Business Studies 3. Nakuru Vocational Training Centre 4. Barut Vocational Training Centre 5. Rift Valley Institute of Science and Technology 6. Comboni Technical and Vocational Training College 7. Cheptuech Vocational Training Centre 8. Mirera Vocational and Training Centre 9. Kenya Institute of Development Studies
Employers/Private Sector	<ol style="list-style-type: none"> 1. Njoro Canning Factory (K) Ltd 2. Kenya Association of Manufactures - South Rift Region 3. Bedi Investments Ltd 4. Spin Knit Ltd 5. Rift Valley Products Ltd 6. Gilanis Supermaket Ltd 7. Wonder Feeds Ltd 8. Agrico Potato Services Africa 9. Nakuru Business Association 10. Wonder Feeds Ltd 11. Planttech Kenya Ltd 12. Interplant Roses



13. Merica Hotel

14. Danish Church Aid

Annex 2: Interview Schedule for County KII

Script for oral consent

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

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

Do you have any questions?

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

- 1. YES, 2. NO**

Section A. Interview questions

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

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

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

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

- 1. Yes
- 0. No

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

.....

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

- i. The number of staff.....
- ii. Level of training.....

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

- 1. Yes
- 0. No

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

others

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

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

Annex 3: TVET/HEIs Capacity Mapping Tool

Training Institution Name: County:

Position of the Training Officer:

Section A. Demographic characteristics

A1. Age.....

A2. Gender:

1. Male 2. Female

Section B: Institution profile

B1. Location.....

B2. Type of institution

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

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

B4. What is the ownership structure of this institution?

1. Public
2. Private

B5. Is this training institution accredited?

1. Yes,
2. No

Section C. Education and Training Programmes

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

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

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

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

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

Section D. Internship and industrial attachments

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

1. Yes,
2. No

D2. How long is the internship training?

D3. Where do they go?

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

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

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

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

.....
.....

D6. Do you have a career guidance office?

1. Yes,
2. No

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

1. Yes
2. No

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

D9. Who is involved in career guidance services?

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

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

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

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

If Yes: What policy do you have in place?

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

If Yes: Specify the policy

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

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

1. Yes,
2. No

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

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

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

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

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

D18. Does the institution conduct training needs assessments?

D19. Do you do any tracer studies?

1. Yes,
2. No

D20. If Yes, what is the frequency?

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

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

D22. Does the institution have an Alumni Association?

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

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

Section E. Funding mechanisms in the institutions

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

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

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

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

Section F. Tailor made short courses and training

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

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

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

1. Yes,
2. No

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

F4. Are you willing to commercialize your short courses?

1. Yes,
2. No

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

Section F. Skills level assessment

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

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

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

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

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

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

2. Yes

1. No

If No Go to G4

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

.....

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

i. The number of staff.....

ii. Level of training.....

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

1. Yes

0. No

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

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

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

.....

Annex 4: Employer Guiding Questions

Script for oral consent

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

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

Do you have any questions?

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

1. YES, 2. NO

County.....

Characteristics of the organization

A1. Name of the enterprise

A2. Address of the enterprise.....

A3. Location of the enterprise.....

Guiding questions.

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

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

Annex 5: Youth Focus Group Discussion Schedule

Script for oral consent

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

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Do you have any questions?

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

2. YES, 2. NO

County.....

Sub-County.....

Questions

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

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

Annex 6: Youth In-Depth Interview Tool

Script for oral consent

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

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

Do you have any questions?

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

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

County

Section A: Personal information

A1. Age.....

A2 Location (county).....

A3 What is your highest level of education?

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

A4. Sex (Observation)

1. Female 2. Male

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

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

.....

A7. Where do you reside?

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

A8. Are you employed?

1. Yes, 2. No

If Yes answer sections C and D

If No answer sections B and D

Section B: Unemployed Youth

B1. Are you searching for employment?

1. Yes, 2. No

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

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

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

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

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

6. More than 1 year

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

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

B7. Have you ever declined any job offer?

1. Yes
2. No

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

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

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

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

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

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

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

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

1. No
2. Moving to city

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

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

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

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

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

Section C: Wage Employed Youth

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

C2. What type of organization do you work for?

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

C3. What is the nature of your employment?

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

C4. At what level of employment are you?

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

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

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

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

C7. If yes in B11, what kind of assistance.....

C8. what skills did you have at entry level?

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

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

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

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

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

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

- 1. Yes,
- 2. No

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

- 1. Higher
- 2. Lower

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

- 1. Satisfied
- 2. Dissatisfied

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

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

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

- 1. Yes,
- 2. No
- 3. Not sure

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

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

C18. Would you consider moving to find other work?

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

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

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

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

1. Yes
2. No

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

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

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

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

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

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

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

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

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

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

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

1. Completion of vocational training

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

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

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

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

C29a I am satisfied with my contract situation because:

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

C29b I am not satisfied with my contract situation because:

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

3. I do not get the same benefits as other employees
4. Other reason (Specify).....

Section D: Skills assessment

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

Technical Skill	Very poor	Poor	Average	Good	Excellent
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					