



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

# USAID EMPOWERED YOUTH LANDSCAPE ANALYSIS REPORT FOR NAKURU COUNTY March 2022



This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of the College of Education at Michigan State University and do not necessarily reflect the view of USAID or the United States Government.



## CONTENTS

CONTENTS.....	i
List of Tables.....	ii
List of Figures.....	ii
List of Abbreviations.....	iii
<b>Acknowledgments.....</b>	<b>iv</b>
<b>Executive Summary.....</b>	<b>iv</b>
<b>1. BACKGROUND.....</b>	<b>1</b>
<b>2. METHODOLOGY.....</b>	<b>2</b>
<b>3. FINDINGS.....</b>	<b>3</b>
3.1 COUNTY OVERVIEW.....	3
3.2 PROFILE OF YOUTH IN NAKURU.....	6
3.2.1 Demographic and Social Definition of Youth.....	6
3.2.2 Education and Skills Development.....	7
3.2.3 Youth Labor Market Trends and Challenges.....	7
3.2.4 Economic Opportunities for Youth.....	8
3.3 YOUTH EMPLOYMENT ECOSYSTEMS.....	12
3.3.1 Youth Serving Institutions and Support Services.....	12
3.3.2 Regulatory Environment.....	14
3.3.3 Higher Education Institutions' Capacity.....	15
<b>4. IMPLICATIONS OF FINDINGS FOR USAID EMPOWERED YOUTH</b>	
<b>OBJECTIVES AND PROJECT DESIGN.....</b>	<b>17</b>
4.1 Increasing Youth Economic Opportunities.....	17
4.2 Building Higher Education Capacity.....	18
4.3 Strengthen Youth-Serving Systems.....	20
4.3.1 Skills that Should be Impacted on Youth.....	20
4.3.2 Programing Focus sectors.....	20
4.3.3 How Interventions can be Designed to Ensure they are Sustainable, Demand-Driven, Relevant to the County Context, and Inclusive of Youth.....	20
4.4 Strengthening Youth-serving Systems.....	20



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

4.5 Areas for Partnership .....	21
<b>5. GENDER CONSIDERATIONS</b> .....	21
<b>6. CONCLUSIONS</b> .....	23
<b>7. RECOMMENDATIONS</b> .....	24
<b>8. BIBLIOGRAPHY</b> .....	26
<b>9. ANNEXES</b> .....	26
Annex 1: List of Interviews.....	26
Annex 2: Assessment Teams.....	27

### List of Tables

Table 1 The respondents and sampling size during data collection.....	2
Table 2 Constituencies and Wards in Nakuru County.....	3
Table 3 Population projections by age cohort .....	4
Table 4 Classification of the definition of youth by constitution and characterization .....	6
Table 5 Definition of vulnerable youth by respondents.....	6
Table 6 Barriers and challenges to youth employment.....	8
Table 7 Sectors that employ youth in Nakuru County.....	9
Table 8 Major sectors and the sub-sectors that have a high potential for youth employment in Nakuru County .....	9
Table 9 Upcoming projects and skills required.....	11
Table 10 Challenges or barriers when supporting youth employment .....	13
Table 11 HEIs Completion Rates .....	17
Table 12 The role HEIs can play to support youth development .....	19
Table 13 Identified areas of partnerships .....	21
Table 14 Programs supporting adolescent girls, PWDs, and women .....	21

### List of Figures

Figure 1 Challenges impacting HEIs .....	16
--	----



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

## List of Abbreviations

<b>MSMEs</b>	<b>Micro, Small and Medium Enterprises</b>
<b>KNBS</b>	Kenya National Bureau of Standards
<b>USAID EY</b>	USAID Empowered Youth Program
<b>USAID</b>	United States Agency for International Development
<b>NCBACLUSA</b>	National Cooperative Business Association Cooperative League of United States of America
<b>USIU-A</b>	United States International University-Africa
<b>MSU</b>	Michigan State University
<b>PWDs</b>	People Living With Disabilities
<b>ECDE</b>	Early Childhood Development and Education
<b>NKR</b>	Nakuru
<b>CIDP</b>	County Integrated Development Plan
<b>HEIs</b>	Higher Education Institution
<b>KIIs</b>	Key Informant Interviews
<b>KNEC</b>	Kenya National Examination Council
<b>NGO</b>	Non-Governmental Organization
<b>NITA</b>	National Industrial Training Authority
<b>TVC</b>	Technical and Vocational Training
<b>TVET</b>	Technical and Vocational Training
<b>TVETA</b>	Technical and Vocational Training Authority
<b>VTC</b>	Vocational Training Centre
<b>FGDs</b>	Focus Group Discussions
<b>YPWDs</b>	Youth Living With Disabilities
<b>NG-CDF</b>	National Government Constituency Development Fund
<b>CBC</b>	Competency-based curriculum
<b>CBET</b>	Competency-based Education and Training
<b>CBO</b>	Community-based Organization



## Acknowledgments

The preparation and publication of the Nakuru County Landscape Analysis Report 2022 benefited from the inputs of different individuals and key institutions. We acknowledge the leadership of the USAID EY technical teams, for exceptional support, and for providing overall leadership and oversight in preparation of this report.

The Nakuru Landscape Analysis Report 2022 was prepared by a technical team, led by Mr. Wilson Munene Karimi (Focal Point), Mr. Ian Khakila (County Liaison Officer), Prof. Stephen Kimotho (Supervisor), and Prof. Alexander Kahi (Partner and Technical Lead) for whom we are truly gratefully. The other members involved were Mrs. Atabong Adeke, Mr. Daniel Mworira, Mr. Wesley Kijedi, Ms. Brenda Achieng, Mr. Enock Rugut, Ms. Stacy Kandie, Ms. Salome Njoki, Mr. Benard Kibet, Mrs. Lucy Muhambe, Mr. Wasike Mohamood, and Mr. Sarowiwa Andanje. Special thanks go to MSU, Egerton University, USIU-A, NCBACLSA, and NYBA teams for their insights and contributions and for actively participating in quality control. The report also benefited from different stakeholders from the County Government of Nakuru, the National Government, the private sector, youth organizations, and various HEIs. To all other stakeholders who participated in the various workshops and in different capacities, your contributions are highly appreciated. The preparation of this report was made possible through financial support to USAID EY Program by USAID who also supported the process to ensure the timely completion of the report.

## Executive Summary

The objective of the study was to gather and analyze data to develop an in-depth understanding of the workforce situation in Nakuru County. Specifically, it identified economic, market, social, cultural, institutional, and structural factors affecting youth employment, as well as details related to specific employment and business opportunities (e.g., costs, profit, wages, competition, work, and skill requirements). The assessment followed a systematic process including a desk review of existing secondary information. Qualitative and quantitative data were collected from 87 respondents who were randomly selected for FGDs and KIIs from the government, financial institutions, NGOs, and other non-state actors, MSMEs, funders (donors and foundations), youth leaders, HEIs, and large companies in Nakuru County. The data were then analyzed using the thematic analysis approach, using [NVivo™](#).

From the study, the definition of youth emerged in two major categories (i.e., by the constitution and by characterization). Constitutionally, a youthful person was described as one between the ages of 18-35. By characterization, a youth was described as an energetic, dynamic, and innovative future leader and driver of the economy looking for opportunities. Society identified the most vulnerable youth as those living in poverty or those from a poor background, those who are unemployed and/or uneducated, teen mothers, girls married at a young age, and educated but unemployed youth. The type of youth mostly affected by joblessness was those out of school and those who had completed school recently, female youth, orphaned youth, and PWDs.

The causes of joblessness were highlighted as, saturation in the job market (i.e., incongruence between the number of graduates and number of available jobs in the market), corruption, nepotism, tribalism and favoritism, design of the curricula, the mismatch between education courses and job requirements,





**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

the effects of COVID 19, limited access to capital, drug and substance abuse among the youth, inadequate job opportunities, the attitude of youth towards technical training, inadequate skills, inadequate access to labour market information. From the study most HEIs did not have up-to-date training equipment, some did not have adequate space and trainers to cater for the students. Some students were struggling to pay school fees and thus some thought of dropping out. Entrepreneurship and job market penetration skills were not properly integrated into the HEIs training. Graduate's internship and incubation programs were limited. Hands-on skills porograms and those that take a shorter duration to complete were popular.

There was limited support to PWDs and vulnerable youth through sponsorship and tailored programs. There were more females enrolled in TVET/VTCs than males, while most HEIs did not cater to audio, visually impaired, and PWD youth. From the respondents interviewed, HEIs completion rates average was 70% but that of males was higher compared to women and PWDs. Respondents indicated, digital skills, business skills, entrepreneurship skills, financial management skills, innovation/creativity, communication skills, leadership skills, hands-on skills, problem-solving skills, critical thinking, decision-making skills as required by youth to secure gainful employment for both current and future employment. The respondents highlighted agriculture, IT/ICT, informal sector, manufacturing, service industry, sports, trading, education, and creative industry as potential areas for youth employment.

Institutions supporting youth employment included the County Government, financial institutions, and NGOs. The County Government indicated they were supporting youth employment through access to education, financing youth programs, and internships, matching the youth with industry, sensitization on technical skills training, and through talent nurturing programs. It was stated that most youths did not have inadequate knowledge on starting and running a profitable and sustainable business, this made them not get funding from banks and other investors. Some youths were unable to access finance to fund their businesses because of unfavorable lending conditions and some did not have information on how they can raise capital.

It was highlighted that youth should be trained in agriculture and agribusiness to expand employment opportunities. The value chains that had the highest potential to employ the youth were identified as poultry, carrot, dairy, avocado, pyrethrum, potatoes, and urban farming. Other skills identified that youth needed to expand their economic prospects that USAID EY should focus on were technical/hands-on skills, innovation, critical thinking, communication skills, and life skills. The youth indicated they lacked role models and mentors who could guide them on the right path in their career life cycle and thus most had no clear understanding of how they could climb their career ladder. The respondents highlighted that there is still a substantial gap in funding for projects targeting persons with disability and adolescent girls. Most of the beneficiaries are not involved in designing and implementing interventions that target them.

It was suggested that the program should design interventions that will facilitate the acquisition of entrepreneurship skills that will help the youth start new ventures or be able to manage their existing businesses well. Respondents indicated that programs targeting the youth need to be implemented up to grass root levels to reach the most vulnerable youth. The youth, adolescent girls, and PWDs should be included in designing, implementing, and monitoring programs that target them. They also indicated the



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

need to establish mentorship programs for the youth and ensure that female and male youth are treated equally. The respondents recommended paid internships and ensuring youth are well supported to start new businesses. It was also recommended that youth should be exposed to business and financial activities as early as possible as this will create interest and ensure that they learn as early as possible. It was recommended that the program should focus on creating sustainable youth-serving systems as most youths were not aware of the youth-serving systems in their area, what they offer and how they can join. Youth organizations need to train on mobilizing youth and convening youth for a purpose.

## I. BACKGROUND

USAID Empowered Youth (USAID EY) is a five-year activity funded by the United States Agency for International Development (USAID) to empower Kenyan youth aged 18-24 years and adolescent girls aged 15-19 years by increasing their prospective economic opportunities and building the capacity of Kenyan Higher Education Institutions (HEIs) and youth-serving organizations. The USAID EY is implemented by Michigan State University (MSU) and a consortium of partners, including United States International University-Africa (USIU-A), Egerton University (EGU), NCBA CLUSA, and the National Youth Bunge Association (NYBA) among other local private sector and public organizations and agencies. The USAID EY will result in empowered youth networks and increased economic opportunities beginning with six high-touch counties (Mombasa, Kiambu, Isiolo, Nakuru, Kisumu, and Kakamega) at the inception year and expanding to 20 low-touch counties in subsequent years.

As a foundational activity, the program undertook a landscape assessment in Nakuru County in the period November 2021 to March 2022. The main objective was to gather and analyze data to develop an in-depth understanding of the workforce situation. Specifically, it was to identify economic, market, social, cultural, institutional, and structural factors affecting youth employment, as well as details related to specific employment and business opportunities (e.g., costs, profit, wages, competition, work, and skill requirements). The program will develop, pilot and scale, and case management approach for marginalized and vulnerable adolescent girls. It will also map out relevant youth-serving institutions and support services and the regulatory and policy environment within which Kenyan youth operates.

Kenya's population is generally youthful, the country is currently experiencing a 'youth bulge' a situation where at least 20 percent of a country's population is between the age of 15 to 24. This presents an opportunity for the government to use the young people for positive economic development and at the same time a risk if the large population of youth is not positively engaged to contribute to the country's economic growth. The country's real GDP more than doubled from Ksh 2,150 billion in 2001 to KES 5,049 billion in 2019. Despite this, the country faces significant labor market challenges in form of unemployment, time-related underemployment, and inactivity. (Onsomu, 2021)

The agriculture sector remains the largest contributor to Kenya's GDP (James Ochieng' Beverly Musili, 2021). With an annual GDP growth of more than 5 percent recorded, Kenya's youth unemployment rate has shown little to no positive development and stands at a staggering 22 percent for 2016 (according to ILO estimates). In addition, with 500,000 to 800,000 young Kenyans entering the job market each year, the economy has not been able to provide the necessary amount of employment opportunities in both formal and informal sectors. Economic progress has primarily benefited the older generation. Young females in rural locations constitute the largest share of unemployed Kenyan youth (in absolute numbers), while their counterparts in urban areas are most likely to be unemployed (in relative terms). Gender and living location are defining factors, but youth unemployment is rampant throughout Kenya.

Most of Kenya's young generation relies on the possibilities the informal sector offers, employment, and self-employment. Kenya's dual, but intertwined, economy is characterized by an informal sector that



provides 83 percent of all current employment opportunities – formal and comparably well-paid wage employment is only available for very few of Kenya’s youth.

## 2. METHODOLOGY

The assessment followed a systematic process including a desk review of existing secondary information. Qualitative and quantitative data were collected from 87 respondents who were randomly selected for FGDs and KIs from the government, financial institutions, NGOs, and other non-state actors, MSMEs, funders (donors and foundations), youth leaders, HEIs, and large companies in Nakuru County. Table I shows the respondents, their numbers during data collection, and Annex 1 and 2 show the list of interviews and the assessment teams, respectively.

*Table I The respondents and sampling size during data collection*

<b>Respondents</b>	<b>Total</b>
Focused group discussions(youths)	4 groups with 42 participants
NGOs	8
Government	12
Financial institutions	4
MSMEs	5
Youth leaders	2
Private sector (large companies)	3
Higher education Institutions	11

During data collection, gender integration, equity, and social inclusion were observed. Youth were engaged in all aspects of the process. The following challenges were encountered during data collection:

-

1. Difficulty in accessing some respondents - some were engaged in activities outside the county.
2. The refusal of some financial institutions to be interviewed.
3. Respondents stated that some of the interview schedules were too long.
4. Unsuccessful appointments – some data collectors had to travel to some institutions severally to secure an interview.
5. Geographical limitations - with the expansiveness of the county, the data collection team could not transverse the whole county.
6. COVID 19 - some institutions were closed due to the pandemic.

The data was analyzed following the thematic analysis approach, using [NVivo™](#).

### 3. FINDINGS

#### 3.1 COUNTY OVERVIEW

Nakuru County is one of the 47 counties of the Republic of Kenya as provided for in the Constitution of Kenya 2010. The cosmopolitan County is among the 14 counties within the former Rift Valley Province. The major economic activities include agriculture, tourism, and financial services. Nakuru is an agricultural-rich county whose background was shaped by white settlers. The county’s human settlement has been shaped by major transport infrastructure (i.e., the early colonial rail network and road A104). The poverty level for the county is 29.1 percent - which is below the national level of 36.1 percent. The county covers an area of approximately 7,498.8 Km<sup>2</sup>. Table 2 shows constituencies and wards in Nakuru county.

*Table 2 Constituencies and Wards in Nakuru County*

CONSTITUENCY	WARDS
<b>Molo</b>	Molo, Turi, Elburgon, Marioshoni
<b>Njoro</b>	Mau Narok, Kihingo, Mauche, Nessuit, Lare, Njoro
<b>Naivasha</b>	Biashara, Maiella, Maimahiu, Viwandani, Hell’s Gate, Olkaria, Naivasha East, Lake View
<b>Gilgil</b>	Gilgil, Malewa West, Eburru/Mbaruk, Elementaita, Murindat



<b>Kuresoi South</b>	Amalo, Keringet, Kiptagich, Tinet
<b>Kuresoi North</b>	Kiptororo, Nyota, Sirikwa, Kamara
<b>Subukia</b>	Waseges, Subukia, Kabazi
<b>Rongai</b>	Mosop, Soin, Menengai West, Visoi, Solai
<b>Bahati</b>	Kabatini, Kiamaina, Lanet/Umoja, Dundori, Bahati
<b>Nakuru West</b>	Barut, London, Kaptembwo, Kapkures, Rhonda, Shaabab
<b>Nakuru East</b>	Biashara, Kivumbini, Menengai, Flamingo, Nakuru East

Source: Nakuru County Second Integrated Development Plan 2018 - 2022

According to the Kenya National Population and Housing Census of 2019, the county’s population was approximately 2.1 million with 1,077,272 males, 1,084,835 females, and 95 intersexes. At a growth rate of 3.05 percent, the population is estimated to grow to 2.4 million people in 2022. With the rapid population growth, the county is expected to enhance its infrastructure to cater to the ever-growing population. Table 3 shows the population projection by age cohort.

Table 3 Population projections by age cohort

<b>POPULATION PROJECTIONS BY AGE COHORT</b>						
Age cohort	2020 (PROJECTIONS)			2022 (PROJECTIONS)		
	Male	Female	Total	Male	Female	Total
10-14	126,230	125,649	251,879	134,160	134,260	268,416
15-19	114,031	112,885	226,916	119,179	118,952	238,131



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

19-20	122,737	117,558	240,295	128,944	124,328	253,271
20-24	114,874	114,316	229,190	122,367	120,758	243,124
25-34	94,525	99,467	193,992	104,391	105,272	209,639

Source: Kenya National Bureau of Statistics 2019.

Nakuru was recently upgraded into a city. This brings enormous opportunities the youth should leverage on. Such an upgrade to city status upscales physical planning, economic development modeling, and governance standards. This will attract new investors and development partnerships. Nakuru is a hub for commercial agriculture and remains to be an essential transit economy linking the East and West of Kenya. Lake Nakuru and the National Park are attractive destinations for local and international tourist, therefore, creating more opportunities for the youths in Nakuru. The major economic activities are agriculture, tourism, industry, and trade.

### **Agriculture**

Nakuru is an agricultural town with different agricultural activities taking place. Most of the people who practice agriculture are small-scale farmers who deal with crop production, livestock, fish production, apiculture, and value addition. The main crops produced in the county include maize, beans, Irish potatoes, and wheat. Horticultural crops produced include fruits, vegetables, and flowers.

### **Tourism**

Nakuru County is among the counties with a large inflow of tourists from within and outside Kenya. The county boasts of major flora and fauna that attract tourists. The main tourist attractions are Lake Nakuru National Park, Hell’s Gate National Park, and Mt. Longonot National Park. Other tourist sites include Menengai Crater, Subukia Shrine, Lord Egerton Castle, Lake Naivasha, Lake Elementaita, Hyrax Hill Pre-Historic Site, Ol-doinyo Eburru Volcano, and Mau Forest complemented with various hotel lodges, and tented camps, vacation hotels, villas cottages, and apartments.

### **Industry and trade**

Various industries drive the economy of Nakuru County and offer employment opportunities. They include animal feed production companies, agricultural input manufacturers (e.g., Syngenta), engineering workers, manufacturing industries (e.g., Keroche and Menengai Oil Refineries), canneries, dairy producers, bakery, hotel industries, and MSMEs.

## 3.2 PROFILE OF YOUTH IN NAKURU

### 3.2.1 Demographic and Social Definition of Youth

According to the KNBS, Nakuru County has approximately a total of 370,490 male and 364,038 female youth, with most of this population living in rural areas (Statistics, 2019). This section of the analysis aimed to understand youth demographics and definitions by the respondents. From the study, the definition of youth emerged in two major categories: by the constitution and by characterization. Constitutionally a youth was described as someone between the age of 18-35 years. In terms of characterization, the respondents described the youths in different ways. The breakdown of definition and perception of youth in the county is as described in Table 4.

Table 4 Classification of the definition of youth by constitution and characterization

	Constitutional	Characterization
Other respondents	<ul style="list-style-type: none"> <li>Someone aged between 18-35</li> </ul>	<ul style="list-style-type: none"> <li>One who is not married</li> <li>Future leaders and drivers of the economy</li> <li>One who is dynamic, energetic, and innovative</li> <li>A focused person looking for opportunities</li> <li>A group of idlers who focus on what they can get, and you cannot engage them meaningfully</li> </ul>
Youth respondents	<ul style="list-style-type: none"> <li>Someone aged between 18-35</li> </ul>	<ul style="list-style-type: none"> <li>One who is energetic and knowledgeable</li> <li>One who is not married</li> <li>A generation that the society looks upon to carry the next generation</li> <li>One who is expected to help the community</li> <li>In the community youth is anybody who is in school, married, or jobless</li> </ul>

### Vulnerable youth

Society categorized vulnerable youth in three areas (i.e., economic status, education level, and social status). Table 5 shows how different respondents defined vulnerable youth.

Table 5 Definition of vulnerable youth by respondents

Vulnerability Classification		
Economic	Education Level	Social
<ul style="list-style-type: none"> <li>Unemployed youth</li> <li>Youth living in poverty</li> <li>Youth living in slums due to poverty are likely to engage in crime and other social vices.</li> <li>Someone who is from a poor background</li> </ul>	<ul style="list-style-type: none"> <li>Uneducated youth</li> <li>Uneducated/Unskilled youth have limited access to the highly competitive job market.</li> <li>Youths with higher education and have no jobs</li> </ul>	<ul style="list-style-type: none"> <li>Youth living with disability</li> <li>Anybody prone to abuse or exploitation, for example, people living with disability</li> <li>Youth with mental issues</li> <li>Youth living with HIV/AIDS</li> <li>Young mothers/ teen mothers.</li> <li>Someone who is easily taken advantage</li> <li>Girls married at an early age</li> <li>Youth living with a disability</li> <li>An orphaned youth</li> </ul>

### 3.2.2 Education and Skills Development

According to the CIDP, the youth population (15-35 years) accounts for 38 percent of the total population. In 2018, the population stood at 615,223 and is estimated to increase to 695,050 by the year 2022. Most of the youth who were interviewed included youth in school, youth who had completed school, and those who were out of school. Youth out of school were identified as the most disadvantaged group when it came to accessing employment, education, and skills training.

From the study, most HEIs do not have up-to-date training equipment, some do not have adequate space and trainers to cater to the students. Some students struggle to pay school fees. Entrepreneurship and job market penetration skills are not properly integrated into the HEIs training. Graduate internship and incubation programs are also limited. Hands-on programs that take a shorter duration to complete are popular. There is limited support to PWDs and vulnerable youth through sponsorship and tailored programs.

There were more females enrolled in TVET/VTCs than males. Most HEIs did not cater to audio, visually impaired, and PWD youth. From the respondents interviewed, the average HEI completion rate was 70% with that of males being higher as compared to women and PWDs.

### 3.2.3 Youth Labor Market Trends and Challenges

#### Overview of the Youth Employment Situation

A huge proportion of the population of youth in Kenya is unemployed. Those who are employed are either underemployed or are working on temporary jobs that pay very low wages. The study aimed to understand the youth labor market trends, the challenges youth are facing to access decent employment as well as understanding the sociocultural, economic, and institutional factors shaping the current state of joblessness in the county.

#### Factors shaping the current state of joblessness

The group of youth mostly affected by joblessness was highlighted as a youth out of school and those who had completed school recently. More specifically, those affected include female youth, orphaned youth, and PWDs. The causes of joblessness were highlighted as, saturation in the job market (i.e., incongruence between the number of graduates and number of available, jobs in the market), corruption, nepotism, tribalism and favoritism, design of the curriculum, the mismatch between education courses and job requirements, the effects of COVID 19, limited access to capital, drug and substance abuse among the youth, inadequate job opportunities, the attitude of youth towards technical training, inadequate skills and inadequate access to labor market information.

*“The main factors influencing the current state of joblessness are the education curriculum, lack of capital, and expensive loans. Taxation is very high. It is quite tricky in the whole business climate in areas of trust concerning contracts and other business services that are needed to grow and expand businesses.” (Respondent Gov6)*



Youth respondents stated that joblessness led to drug addiction, prostitution, lack of productivity, depression, reference to past failures, early marriages, low self-esteem, and recruitment into gangs. It also led girls into early marriages and eventually early pregnancies. These increased crimes in society.

*“Joblessness has resulted in frustrated youths, leading youths in crime and drug abuse. Girls have ended up in early marriages and prostitution.” (Respondent Yleader2)*

### **Sociocultural and structural barriers/challenges to youth employment in Nakuru County**

The challenges that were highlighted were characterized into three major factors: social-cultural, economic, and institutional factors. The respondents felt that males are more favored for technical jobs and sports as compared to females.

*“Women face more challenges than men, when you look at sports you will find more men than women. With girls not allowed to play by either their parents or friends.” (Respondent Gov6)*

*“Men have more opportunities than females, in terms of culture females are more affected they believe they should be married.”(Respondent NGO2)*

Table 6 shows how different respondents categorized the barriers and challenges to youth employment.

*Table 6 Barriers and challenges to youth employment*

<b>Social Cultural</b>	<b>Economic</b>	<b>Institutional Factors</b>
<ul style="list-style-type: none"> <li>▪ Drug and substance abuse among the youth</li> <li>▪ Teenage pregnancies</li> <li>▪ Mental health issues</li> <li>▪ Recruitment into criminal gangs</li> <li>▪ Lack of sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>▪ Insufficient resources</li> <li>▪ Unemployment</li> <li>▪ High youth population leading to scarce resources</li> <li>▪ Lack of collateral to get a loan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Limited access to the internet due to high cost</li> <li>▪ High cost of skilled education</li> <li>▪ Lack of mentorship</li> <li>▪ Lack of support structures</li> </ul>

### **3.2.4 Economic Opportunities for Youth**

From the study, it was highlighted that information on economic opportunities was sourced from county notice boards, advertisements, word of mouth, social media (LinkedIn, WhatsApp), the county website, the innovation centers, and online job websites. The study also identified the skills needed by youth to participate in these sectors as highlighted below.

#### **Sectors Where Youth Secure Employment**

The respondents highlighted the following as the major sectors of employment: the informal sector, agriculture (horticulture), manufacturing, ICT/IT, and MSMEs. Table 7 shows the sector, companies/institutions, and areas of employment identified.



Table 7 Sectors that employ youth in Nakuru County

Sector	Companies/Institution	Area of employment
Informal sector	Government	Kazi Mtaani program
Horticulture/Agriculture	Unitas Flower Farm	Flower farming
	Sian Roses Self-employment	Small scale farming
Security	Government	Defense forces
Manufacturing	Simba Cement	Cement production
Informal sector	Salons	Beauty
	Bodaboda/Driving lorries	Transport
	Household	House help
MSMEs	Local Groceries	Supply of vegetables and fruits
	Retail Trade and wholesale	Selling new and second-hand clothes
		Tailoring
ICT/IT	Online	Digital marketing
		Freelancing
		Forex trading
		Betting
Entertainment	Self-employment	Fine Art
		Performing arts

### Skills Needed for Employment

The respondents identified various skills that youth required to secure gainful employment for both current and future employment. Such skills include digital skills, business development skills, entrepreneurship skills, financial management skills, innovation/creativity, communication skills, leadership skills, hands-on skills, problem-solving skills, critical thinking, and decision-making skills.

*“The skills that are most valuable in the local economy are financial literacy, business management, customer care. These are skills that drive the economy” (Respondent Yleader I)*

### Sectors That Have Potential to Employ Youth

The respondents highlighted agriculture, IT/ICT, informal sector, manufacturing, service industry, sports, trading, education, and creative industry as potential areas for youth employment. Table 8 shows the major sectors and the sub-sectors that have a high potential for youth employment in Nakuru County.

Table 8 Major sectors and the sub-sectors that have a high potential for youth employment in Nakuru County

Sector	Subsector	Potential Level
Agriculture	Dairy value chain, Avocado value chain, Pyrethrum value chain, Carrots value chain, poultry value chain, Potato Value Chain, Aquaculture value chain	High
Online and ICT	Digital Marketing Gaming	High



**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

Freelancing Influencers		
Informal Sector	Jua Kali, casual jobs, bodaboda, truck drivers	<b>High</b>
Manufacturing	Value addition of agricultural products	<b>High</b>
Service Industries	Transport (Bodaboda)	<b>High</b>
	Construction- Masonry, engineering, plumbing, electrical works, woodwork	
	Tourism	
	Health- Hospitals-Government is constructing new hospitals	
	Hotel (Selling fast food)	
Sports	Athletics, football	<b>Low</b>
Trading	MSMEs in retail and wholesale	<b>High</b>
Education	TVETs and ECDE	<b>Low</b>
Creative Industry	Fine art, music, curvings	<b>High</b>

The senior officials from the county government stated that the government has upcoming projects that will present future opportunities for the youth in the county. Table 9 shows the upcoming projects and the skills that will be needed.

Table 9 Upcoming projects and skills required

Upcoming infrastructure development projects	Type of skills required
<ul style="list-style-type: none"> <li>▪ Construction of ECDE centers of excellence in each sub-county</li> <li>▪ Construction of Rironi-Nakuru-Mau summit dual carriage project</li> <li>▪ Construction of Nakuru Airport in Lanet</li> <li>▪ Upgrading of Dundori road</li> <li>▪ Upgrading of various hospitals</li> <li>▪ Construction of stadia, roads</li> <li>▪ Construction of smart markets</li> <li>▪ Development of digital centers and ward offices.</li> <li>▪ Affordable housing project through World Bank funding,</li> <li>▪ Large fertilizer plant i.e., MEA was given that tender to operate</li> <li>▪ Potato processing and chipping in Sereni</li> <li>▪ Creation of youth hubs</li> <li>▪ Development of sports academy in Keringet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Masonry</li> <li>▪ Engineering</li> <li>▪ ECDE teachers</li> <li>▪ Plumbing</li> <li>▪ Electrical works</li> <li>▪ Carpentry (wood wok )</li> <li>▪ Hospitality (catering )</li> <li>▪ Digital skills</li> <li>▪ Sports coaches (coaching)</li> <li>▪ Stadium manager</li> <li>▪ Carpenters</li> <li>▪ Various agricultural skills</li> <li>▪ Plant operation</li> <li>▪ Sales agents</li> </ul>

### Interventions Offered by The Government to Reduce Unemployment

It emerged that the county government had various ways of reducing unemployment in the county through access to education, financing and nurturing youth programs, internships and mentorship programs, and partnering and matching skills with industries.

### Access to Education and Youth-Nurturing Programs

The government is promoting technical training through infrastructure support and provision of equipment and subsidizing tuition fees of TVETs, building new sports facilities and ICT hubs, organizing sporting activities to promote youth involvement, and funding youth programs such as sports and performing arts in the county.

*“The county government is reducing youth unemployment through provision of subsidized courses e.g., in TVETS and provision of job placements.” (Respondent Gov3)*

### Access to Finance, Business Permits, Traders, and Agriculture Inputs

Respondents stated that the County Government has made it easy for the youth to get business permits. The government enables youth to access tenders by allocating slots to youth. The County and National Governments have established economic zones to promote industries and support agriculture sectors through the provision of seeds, extension services, and connecting farmers to the market. The County Government has projects in aquaculture, apiculture, dairy, and pyrethrum where youth are engaged through training and facilitation (i.e., the provision of equipment or start-up capital).

*“In poultry, youth groups who are settled and with families are being given chicks as seed fund to grow their ventures.” (Respondent GOV6)*



### **Internship and Mentorship Programs**

It was stated that the County Government offers mentorship by engaging youth in leadership and decision-making at the county level to ensure they fully participate in county activities and opportunities. The county and the national government offer attachments and internships to student graduates in different departments.

### **Partnering, Linkages, and Matching Skills with Industries**

The County Government also stated that they are partnering with the private sector (for instance KCB) to support youth employment and youth-led businesses through linking youth to opportunities and programs to facilitate learning of best practices, and mobilization of resources from international organizations to support agribusiness development.

### **Sectors That Have Potential to Engage Youth Out of School**

The following sectors had high potential to employ youth out of the school; agriculture (agribusiness, horticulture, apiculture, urban farming, poultry, value addition of agri-produce), sports, entrepreneurship (small businesses), service industry (beauty and therapy, hotel industry, motor vehicle mechanics, construction, tourism, transportation (boda-boda and taxi)), digital businesses (online marketing, online writing, influencers), and entertainment (sports, performing arts). Table banking was proposed as a way of saving for the out-of-school youth.

### **Recovery Plan for The Counties That Present Youth Employment Opportunities**

The County Government has plans to revamp the agriculture sector (avocado, carrots, livestock [dairy], herbs and spices, and pyrethrum), education (ECDE, VTCs), health, tourism, hospitality, trade, investment in infrastructure, sports (rehabilitation of sporting facilities), performing arts, culture, and heritage. Plans are underway to establish youth-friendly centers and organize capacity-building initiatives, that would go a long way in nurturing talent.

The Department of Agriculture, Livestock and Fisheries is working with thousands of youth groups across the county by availing inputs such as farm implements, equipment, eggs incubators, improved chicks, milk coolers, and seedlings. The County Government through the General Economics and Commercial Affairs sector in partnership with the KCB has operationalized the enterprise fund to the tune of KES 850 million to support start-ups. The County Government has also leased 10 acres of land to be used in constructing an SME center. The county is connecting youth to financial institutions (for instance KCB) to access loans with the private sector and to train and mentor the youths in different sectors of the economy

## **3.3 YOUTH EMPLOYMENT ECOSYSTEMS**

### **3.3.1 Youth Serving Institutions and Support Services**

The institutions supporting youth employment included the County Government, financial institutions, and NGOs. The County Government indicated that they were supporting youth employment through

access to education, financing youth programs, and internships, matching the youth with industry, sensitization on technical skills training, and talent-nurturing programs.

*“We organize training, especially for young mothers, like textile training, we are also coming up with agricultural projects that the youth can involve themselves in.” (Respondent NGO3)*

The financial institutions indicated that they supported the youths through mentorship and training on entrepreneurship and financial literacy. They trained youth on how to manage costs and maximize profits and how to be investor ready. They also gave financial education in schools and religious organizations.

*“We teach various youth in forums organized by the bank. We have a department that deals specifically with youth and women.” (Respondent financial3)*

Most of the respondents indicated that NGOs were among the institutions that served the youths in various ways (i.e., through training and reskilling programs, job placements, issue of grants to start businesses, and mentorships) as illustrated in the excerpt below.

*“There are programs that deal with the youths with youths with different age bracket like between 15-24 years, we talk to them on mentorship and their health those above this age bracket to 35 are taught on networking.” (Respondent NGO4)*

Gaps exist in supporting youth to engage meaningfully in the economic space. In this section, the major challenges and barriers that hinder youth engagement were identified as institutional, financial, youth perceptions and youth support ecosystem challenges when supporting the youth. Table 10 presents the challenges and barriers encountered when supporting youth employment.

*Table 10 Challenges or barriers when supporting youth employment*

<b>Youth perceptions</b>	<b>Institutional</b>	<b>Financial</b>	<b>Youth Support ecosystem</b>
1. Bad perception about technical courses among the youths	1. Corruption and bureaucracy in processing trading, waivers, and quality assurance certification	1. Lack of securities	1. Inconsistency among youths when doing business
2. Youth want to become rich quickly	2. The county has limited innovation hubs	2. Stringent terms and conditions in accessing loans	2. lack of resources and mentorship
3. Lack of resilience and experience		3. High-interest rates, inability to pay loans	3. Limited or no sharing of information from guarantors
		4. Lack of guarantors	






---

in operating business	3. Limited resources allocation towards the youths	5. Diverting funds to other endeavors	relevant authorities
	4. Limited or no sharing of information from relevant authorities for instance the county government	6. Inconsistence income patterns	

---

To mitigate the gaps, the respondents indicated that;

1. The government and private sector have special departments that deal with youth and women where they are trained on different opportunities in financing and governance.
2. The County Government has increased the allocation of funds to VTCs and TVETs to support the training of the youth.
3. The government is working with development organizations and other partners to increase the enrollment of youth out-of-school into VTCs and TVETs and offer internships and attachments to these youth after completion.
4. The government is building and equipping VTCs and TVETs to increase enrollment and to ensure a 100 percent transition from basic education to tertiary education by creating awareness of the opportunities available in TVETs and VTCs.
5. The government is also giving startup funds to youth to encourage youths towards self-employment.

### 3.3.2 Regulatory Environment

Two themes around regulation that are shaping youth economic opportunities in Nakuru County were identified as illustrated below. They include financial policies and government policies.

#### Financial Policies

Most of the respondents indicated that financial policies and requirements are stringent. Financial products also attract high-interest rates. Youth are required to have collateral for them to access loans creating a barrier since most youths do not own property. This limits the ability of youth to conduct business as explained in the excerpt below.

*“Policies that present barriers to youth employment is the requirement for collateral/security for provision of loans.” (RespondentGov3)*

### **Government Policies**

Some of the respondents stated that the curriculum adopted by the government is universal and may not favor geographical situations in every county due to different skills demanded by the labor market. In addition, the high cost of starting businesses (i.e., due to expensive licenses and tax policies) and long legal procedures make it hard to run businesses. The respondents indicated that the law demands that youth access government tenders through the AGPO program. The County Government reserves 30% of contracts for youth, women, and persons with disabilities.

*“The policies that present barriers to youth employment are high cost of doing business in the municipalities due to the high startup costs and regulatory requirements.” (respondent Gov10)*

### **Adjustments to Enhance Youth Employment Opportunities**

Most of the respondents stated that the County Government should establish entrepreneurship and innovation hubs to assist entrepreneurs, give tax incentives, ensure that market information is available to all the youths in the county, amend policies streamline the process and cost of licensing, stem corruption and encourage youth to venture into business.

*“Creating an environment where youth can be able to start, training the youth and then give them incentives that will enable them to start a business.” (Respondent NGO5)*

In addition, some of the respondents indicated that the youth should be trained and educated on technical and business skills and that their success stories should be shared to motivate and educate other youth in the county.

*“Support the youth in developing innovation and business, create a conducive environment for them to grow.” (Respondent NGO6)*

### **3.3.3 Higher Education Institutions' Capacity**

Nakuru County has one public university (i.e., Egerton University) and one private university (i.e., Kabarak University). It also houses 13 university campuses, four teachers training colleges, 15 institutes of Technology, and two technical training institutes. The Vocational Training Directorate has 33 functional VTCs. There are 24 active youth polytechnics spread across the County that offer various courses to improve the skills of the youth. According to the CIDP report, the total number of youths enrolled in the polytechnics across the County is approximately 1,260 with a completion rate of 64 percent. The County has approximately 114 youth instructors. The number of youths who join the polytechnics is projected to significantly increase by 2022 due to the ongoing expansion of polytechnic programs through conditional grants to the County Government and promotion of student enrolment.

There are two accredited public TVET institutions in the county as per TVETA. These are the Dairy Training Institute in Naivasha and Rift Valley Institute of Science and Technology in Njoro. There are 18 accredited private TVET institutions. There are three additional public TVET institutions under construction in Naivasha, Molo, and Bahati in partnership with NG-CDF.

HEIs have a huge role to shape youth employment opportunities since most of the youth have to go through HEIs one way or the other. Most of the institutions have the necessary equipment and infrastructure to shape youth employment. However, some are inadequate and outdated.

HEIs trained young people to acquire new skills and to expand their knowledge. They had strategic partners that provide attachments and internships. Some HEIs have incubation centers that support start-ups and train youth on entrepreneurship and other skills such as digital marketing, media, photography.

The challenges that HEIs encounter are summarized in Figure 1 below.

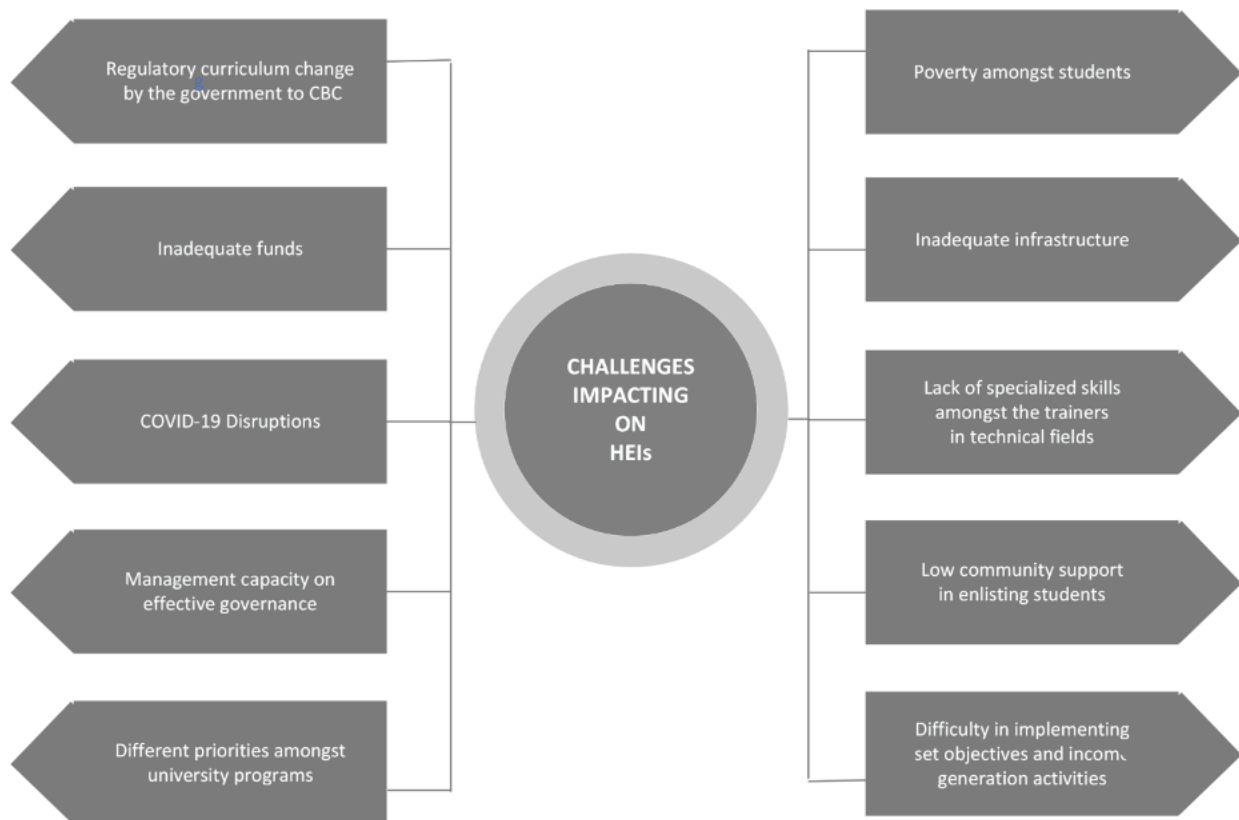


Figure 1 Challenges impacting HEIs

HEIs admitted that they faced several challenges while administering the valuable courses. Some of the outstanding challenges include the lack of adequate staff to offer training due to staff mobility.

*“Lack of a professional staff sometimes due to staff mobility for continuity of imparting the skills.”  
(Respondent NKR/TV001)*

Other challenges found were inadequate funds to support training and inadequate resources (machines and materials). The available machines are dilapidated and outdated. The HEIs are incapacitated to keep up with emerging technologies.

*“The technology is changing very first and thus it is a challenge for us to keep up with changing technology.” (Respondent NKR/TVC002)*

HEIs need more funding to be able to run activities that support the youth. There is a need to reskill HEIs trainers on emerging curriculum changes specific to CBC. To support youth internship and incubation, HEIs need to be linked to the private sector players to ensure students are placed in industry and gain the relevant skills to help them transition into the labor market. HEIs should set up a graduate traceability system to measure the transition rates of graduates to the labor market. The capacity of HEIs researchers, students, and trainers on how to commercialize research products should also be built. A network outside the regulators' umbrella needs to be created to ensure HEIs interact and learn amongst themselves to create better solutions to serve youth.

Based on interviews conducted, the completion rates for HEIs were an average of 70% but that of males was higher compared to women and PWDs as indicated in Table 11.

Table 11 HEIs Completion Rates

Institution	Completion Rate Male	Completion Rate Female	Completion rate for PWDs	Overall Completion Rate
NKR/UNI/01	55%	45%	<1%	75%
NKR/TVC/01	n/a	n/a	n/a	n/a
NKR/TVC/02	95%	95%	n/a	95%
NKR/TVC/03	95%	95%	n/a	95%
NKR/TVC/04	80%	80%	60%	73%
NKR/TVC/05	60%	60%	n/a	60%
NKR/VTC/01	85%	45%	100%	77%
NKR/VTC/02	75%	90%	100%	88%
NKR/VTC/03	95%	95%	95%	95%
NKR/VTC/04	50%	50%	n/a	50%
NKR/VTC/05	50%	50%	n/a	50%
NKR/VTC/06	100%	100%	100%	100%
<b>Average</b>	<b>70%</b>	<b>67%</b>	<b>38%</b>	<b>72%</b>

## 4. IMPLICATIONS OF FINDINGS FOR USAID EMPOWERED YOUTH OBJECTIVES AND PROJECT DESIGN

### 4.1 Increasing Youth Economic Opportunities

Youth out of school, youth from poor backgrounds, teen mothers, female youth, and PWDs were identified as the most vulnerable youth. The youth indicated that they lacked role models and mentors who could guide them on the right path in their career life cycle and thus most had no clear



understanding of how they could climb their career ladder. Most youths did not have adequate knowledge of starting and running a profitable and sustainable business. This limited their access to funding from banks and other financial service providers. Some youths were unable to access finances to fund their businesses because of unfavorable lending conditions. Some did not have information on how to raise capital.

USAID EY should design interventions that will facilitate the acquisition of entrepreneurship skills that will help the youth start new ventures or be able to efficiently manage their existing businesses.

The value chains that have the highest potential to employ youth are poultry, carrot, dairy, avocado, pyrethrum, and potatoes. Urban farming was also identified as a field that could employ the youth. Youth should be trained in agriculture and agribusiness to expand employment opportunities.

Most youths have access to mobile phones. The youth indicated that they did not have the skills to make money using their phones. The program should focus on training the youth on how they can harness digital marketing skills to make money through the web.

Therefore, other skills identified that youth needed to expand their economic prospects include technical/hands-on skills, innovation, communication skills, and life skills.

#### **4.2 Building Higher Education Capacity**

HEIs are central to the development of youth skills since they play a critical role in equipping youth with the technical skills needed for both wage and self-employment. This makes youth self-reliant and sustainable in the future.

*“The Institution to emphasize on technical skills that prepare them for self-reliance.” (Respondent from NKR/VTC/05)*

They play a critical role in identifying and nurturing youth talents. Investing in programs that support talent growth would see many youths getting involved and realizing their potential.

*“The institution to become vibrant in youth talent search and nurturing - comedy, sports, and music, of late, are full of opportunities” (Respondent from NKR/VTC/005)*

HEIs can set up community resource centers and libraries in partnership with key stakeholders which will contribute to youth development. Bringing such facilities near the youth would conveniently help them expand their skills and knowledge.

*“Establishment of a community resource center/library” (Respondent from NKR/VTC/006)*

HEIs can mobilize resources to increase physical and training facilities, staffing, and other vital resources in HEIs to support youth development programming. This would comfortably accommodate youths in HEIs and reduce stress on the available resources to increase the acquisition of skills among the youth in HEIs. Table 12 shows the role HEIs can play to support youth development.

Table 12 The role HEIs can play to support youth development

Opportunities to Support Youth Development	Role
<b>Mobilize more youths to join HEIs</b>	<ul style="list-style-type: none"> <li>▪ Do a campaign in the community and do school visits</li> <li>▪ Change youth mindset on technical education</li> </ul>
<b>Youth talent nurturing</b>	<ul style="list-style-type: none"> <li>▪ Identify individual student talents and connect them to opportunities</li> </ul>
<b>Set up community resource centers</b>	<ul style="list-style-type: none"> <li>▪ Host and advice on career paths</li> </ul>
<b>Improve training facilities for more technical courses</b>	<ul style="list-style-type: none"> <li>▪ Review curriculum to start more relevant courses</li> </ul>
<b>Reskilling HEIs trainers</b>	<ul style="list-style-type: none"> <li>▪ Do a proper trainer skill demand assessment</li> <li>▪ Implementation of the competence-based curriculum to better address societal needs</li> </ul>

The capacity of tutors in HEIs can be built on the new curriculum to make sure they transfer the needed skills effectively. The government should increase funding to HEIs to ensure they get competent tutors and acquire new equipment to train students. The tutors need to be trained on career guidance so that they can be able to guide youth appropriately.

The opportunities for engaging HEIs that came out included capacity-building of trainers on rolling out the new CBET curriculum. With the change in curriculum, the County Government sees the rising need to orient and train more tutors on CBET, and this can only be done if the interaction between the two parties was strengthened.

*“Capacity-building trainers to handle the newly rolled out CBET curriculum.” (Respondent (NKR/GOV 1))*

Other opportunities include engagement with government/county government, private sector, NGOs to offer attachments and create elaborate internship programs. With government funding, vocational training institutes are being expanded to reach more youth. This will allow for the creation of programs that would align youth with what they studied in school to ensure that most of the youth are employed. There also exists the need to introduce value-added courses in the agri-sector which align with the value chains that are prominent in the areas where HEIs are domiciled.



There is a rising need for further engagement of HEIs through youth empowerment programs that require partnerships between the County Governments to further research and formulate youth-related policies and systems. Collaboration with the private sector and governments in community outreach, research, and public participation in budgeting is also vital.

### **4.3 Strengthen Youth-Serving Systems**

#### **4.3.1 Skills that Should be Impacted on Youth**

To strengthen youth-serving systems, the study identified that the systems should be trained on leadership, governance, entrepreneurship, and critical thinking. Some of the organizations are now defunct because they were unable to sustain their activities. Therefore, the sustainability of such organizations is important to ensure that they do not depend on donors only

#### **4.3.2 Programing Focus sectors**

The landscape analysis identified different sectors that have the potential to engage youth through self or wage employment. They include agriculture, digital/online, manufacturing, construction, service industry, MSMEs (trading), entertainment, and sports as illustrated in the excerpt below.

*“The sector that present potential for youth employment are agriculture sector, sports sector, tourism, and construction sector” (Respondent Gov9)*

Most of the respondents indicated that financial policies and requirements are stringent with high-interest rates. Such discourage the youths to conduct business at ease and therefore affect the kind of business the youths can venture into to support their livelihood.

#### **4.3.3 How Interventions can be Designed to Ensure they are Sustainable, Demand-Driven, Relevant to the County Context, and Inclusive of Youth**

To ensure the sustainability of youth interventions, the youth the findings indicated that, adolescent girls, and PWDs should be included during the design and implementation of programs. Youths should work with mentors in their line of specialization. The mentors will guide them to ensure success in their endeavors. Youth-friendly centers that have safe spaces where youth can interact and share valuable ideas for development should be established. Youth need to access affordable capital to start, run their businesses and grow their businesses.

### **4.4 Strengthening Youth-serving Systems**

The findings indicated that better and strong youth-serving systems need to be established. Most youths were not aware of the youth-serving systems in their localities, what they offer, and how they can join them. Youth organizations should be capacitated on the mobilization of youth and convening youth for a purpose. Leadership is a critical aspect of the success of youth organizations. Therefore, youth organizations should be capacitated to lead their organizations successfully.

The youth should take center stage when developing youth interventions. Programming methods that involve the youth should be used during project planning. Youth organizations should be trained on self-reliance and sustainability to mitigate dependence on donor funding. Youth suggested that they should not only be beneficiaries of projects, but also stakeholders and partners who are included during the designing and implementation of projects.

#### 4.5 Areas for Partnership

The landscape analysis identified four areas under which the program can leverage to ensure successful implementation of the program. Table 13 shows the identified area of partnership within each of the institutions.

Table 13 Identified areas of partnerships

Institutions	Areas of partnership
<b>Government</b>	<ul style="list-style-type: none"> <li>▪ Internships and apprenticeships</li> <li>▪ Training (Entrepreneurship, agribusiness, technical)</li> <li>▪ Creating budgets under the youths' programs</li> <li>▪ Cocreation workshops and joint work plans</li> <li>▪ Joint implementation of projects</li> <li>▪ Startup incubation and acceleration</li> </ul>
<b>Private sector and NGOs</b>	<ul style="list-style-type: none"> <li>▪ Internships and apprenticeships</li> <li>▪ Entrepreneurship, soft, technical skills training</li> <li>▪ Assessment of labor market</li> <li>▪ Sponsorships (events, students)</li> </ul>
<b>Higher education</b>	<ul style="list-style-type: none"> <li>▪ Training (short term and long term)</li> <li>▪ Curriculum development</li> <li>▪ Internships and apprenticeships</li> <li>▪ Startup incubation and acceleration</li> <li>▪ Research and innovation development</li> </ul>
<b>Financial institutions e.g., SBM Bank, Faulu Bank, Equity Bank, KCB, Balloon Ventures</b>	<ul style="list-style-type: none"> <li>▪ Internships and apprenticeships</li> <li>▪ Training</li> <li>▪ Financial literacy training</li> <li>▪ Creating better financial products for the youth</li> </ul>

## 5. GENDER CONSIDERATIONS

The government, private sector, and NGOs had special programs supporting adolescent girls, PWDs, and women. Table 14 shows the programs and the effectiveness of the programs.

Table 14 Programs supporting adolescent girls, PWDs, and women

Organization	The focus of the program	How effective has the program been
<b>Financial Institutions</b>	<ul style="list-style-type: none"> <li>▪ Training of technical and employable skills and providing repayable funds for the youth to start SMEs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not highlighted</li> </ul>
<b>Private Sector</b>	<ul style="list-style-type: none"> <li>▪ Focuses on ensuring that adolescents particularly those belonging to the young key</li> </ul>	<ul style="list-style-type: none"> <li>▪ The projects have been effective in ensuring reduced GBV cases, teenage</li> </ul>



	<p>population are well equipped with requisite life skills as well as income-generating skills</p> <ul style="list-style-type: none"> <li>▪ Class 8 graduates and those either dropped out of school and form four graduates,</li> <li>▪ Teenage mothers particularly those who have dropped out of school</li> </ul>	<p>pregnancies, and improved sexual reproductive health.</p>
<b>Government</b>	<ul style="list-style-type: none"> <li>▪ AGPO- Reserved 30% of her funding to Youth, women, and persons with disability to better engage in income-generating activities.</li> <li>▪ Provision of skills involving the adolescent girls and ensuring they do not drop out of school due to teenage pregnancy or because of harmful cultural practices.</li> <li>▪ Enhancing affirmative action in education, employment, and governance.</li> <li>▪ The county sets aside county tenders for persons living with disability youth</li> <li>▪ PWDs are exempted from paying taxes, fees, and license levies by the county government</li> <li>▪ USAID-funded Afya Uzazi's supports, the Nakuru County Department of Health to provide training on emerging health and sexuality issues affecting adolescent girls.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The response AGPO for PWDs on this has been low in Nakuru county.</li> <li>▪ The county encourages the persons with disability to apply for jobs whenever there are vacancies and usually given the priority,</li> </ul>
<b>NGOs</b>	<ul style="list-style-type: none"> <li>▪ Providing mentorship programs to women</li> <li>▪ Kijiji focuses on women from 15-35 years,</li> <li>▪ COERS AMERICAN SPACES trains girls at the aged 18 -24</li> <li>▪ Better lives/ human rights for girls and women, they also provide sanitary towels</li> <li>▪ Lions Group Foundation gives wheelchairs, to PWDs.</li> <li>▪ Training adolescent girls and young mothers on entrepreneurship and various technical skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Very effective a case was given where adolescent girls were trained on entrepreneurship and now, they are running a bakery business</li> </ul>

The respondents highlighted that there is still a substantial gap in funding for projects targeting persons with disability and adolescent girls. Most of the beneficiaries are not involved in designing and implementing interventions that target them.

Adolescent girls and PWDs should be involved in policy formulation, implementation, and evaluation of programs that target them. All interventions should be easily accessible to all adolescent girls despite geographical and demographic disparities. All Infrastructural development should be custom made to cater to special groups. There should be more focus on skills that will make them marketable and generate income.

*“Youth with a disability should be involved in policy formulation, interventions should be tailored to meet specific disability needs e.g. programs for the blind should be different to those physically impaired persons.” (Respondent Gov10)*

## 6. CONCLUSIONS

Nakuru County's major economic activities are agriculture, tourism, manufacturing, and general trade, and the population of youths is estimated to be 734,528. The analysis highlighted that youth is a person between the age of 15-35 years with characteristics such as being energetic, creative, and custodian of the next generation. A vulnerable youth was defined according to education level, economic and social status. Youth out of school, teen mothers, poor youth, and PWDs were identified as the most disadvantaged groups when it came to accessing self and wage employment, education, and skills training thus limiting their participation in the economic ecosystem.

The factors that caused joblessness among the youths were identified as a large youth population and thus saturation in the job market, corruption, nepotism, tribalism and favoritism, design of the curriculum, the mismatch between education courses and job requirements, the effects of COVID 19, limited access to capital, the attitude of youth towards technical training, inadequate skills and access to labor market information. This has led to drug and substance abuse, prostitution, depression, early marriages, low self-esteem, early marriages, pregnancies, and increased crime in society.

The following sectors were identified as the main sectors of employment; Informal sector, service industry, agriculture (horticulture, avocado, carrots, dairy, urban farming), manufacturing, creative industry sports, ICT/IT, education, and general trading (MSMEs). Digital skills, business, entrepreneurship, financial management, innovation/creativity, communication, leadership, problem-solving, critical thinking, and decision-making skills were identified as skills needed for success in the job market.

It was noted that the government has various interventions to help reduce unemployment in the county. This includes facilitating youth access to education through sponsorships and bursaries, facilitating access to finance, easing the acquisition of business permits for the youth, educating and informing the youth on tenders, promotion of agriculture, provision of internship and mentorship opportunities, nurturing youth talent through sports and talent programs, creating linkages that benefit the youth, and matching skills with the labor market.

Institutions supporting youth employment included County and National Governments, education institutions, financial institutions, and NGOs. Some of the challenges that hinder youth empowerment were identified as bad perception about technical courses, corruption, and bureaucracy in processing trading licenses and waivers, limited resources allocated to youth programs, lack of collateral to access loans, stringent terms and conditions in accessing loans, lack of resources among the youth to start businesses and mentorship, limited or no sharing of information from relevant authorities on available opportunities, uncoordinated youth ecosystem, and poor perception about the youth.

Most of the HEIs were struggling with fee payments and most did not have up-to-date training equipment. Some HEIs were struggling to adapt to the new curriculum and did not have adequate space for training and trainers. The facilities for PWDs were inadequate in some of the institutions. Some

institutions had closed due to a lack of resources to operate and in some, the staff members were on strike because of unpaid salaries. From the county, it emerged that financial policies and government policies were a hindrance to the growth of the youth employment ecosystem.

The study identified different areas of collaboration and partnership to attain the objectives of the program during the implementation process. The areas identified include the provision of training (entrepreneurship, agribusiness, technical and soft skills), job placements through internships and apprenticeships, curriculum development and review, assessment of labor market needs, research and innovation development, and sponsorships (events, students). Identified institutions that can support the program include governments, private sector organizations, NGOs, HEIs, and financial institutions. The government, private sector, and NGOs have special programs supporting adolescent girls, PWDs, and women, but there is still a substantial gap in funding of those projects. Beneficiaries of such projects are not involved in designing and implementing interventions that target them.

Most youths prefer wage employment to self-employment due to job security and because they lacked the capital to start a business. They get information on employment opportunities from CBOs, digital media, the internet, social media, posters, family and friends, referrals, online jobs sourcing platforms, social media platforms like LinkedIn, advertisements. Some youths stated they prefer employment because they gained more knowledge and skills during employment. Those who preferred self-employment stated that they like 'being their own boss' and thus able to make more decisions and think differently since they will be self-driven and will enjoy profits from their businesses.

*“Some youths prefer employment because they gain more knowledge and skills, have security and they fear losses, some prefer self-employment because they are self-driven, and they are their own boss.” (Respondent 1 FDGI)*

## 7. RECOMMENDATIONS

**Policies should be developed and amended** to ease the process of business registration and funding for start-ups. Such policies will facilitate the lowering of interest rates. The youth should have increased access to internships and apprenticeships to gain experience and skills in entrepreneurship.

**Programs targeting the youth should be implemented at the grassroots level** to reach the most vulnerable youth.

**Mentorship programs for the youth should be established** and ensure that female and male youth are treated equally.

**Youth internship and incubation uptake should be supported** by players in the youth ecosystem, among the private sector, and other players.

**Paid internships programs should be developed**, and there is a need to **create more jobs** to ensure that youth are fully involved and cater to unemployment among the youth population. The youth should also be exposed to business and financial activities as early as possible.



**Loan interest rates should be subsidized by the government** to facilitate the accessibility of financial services. Youth should also be given **tax incentives**. It was suggested that the government should set up **fully-fledged departments to handle the youth**.

USAID EY should focus on **creating sustainable youth-serving systems** as most youths were not aware of the youth-serving systems in their area, what they offer and how they can join. Youth organizations need to be trained **on the mobilization and convening techniques of youth**.

USAID EY should also **strengthen monitoring and evaluation tools** to ensure their objective is achieved.

There is also the need to **invest in research and development** to ensure that the program is aligned with changing needs of the current world. This will enable the program to offer viable skills that make youth competitive around the globe.

**HEIs should set up a graduate traceability system** to measure the transition success of graduates to the labor market. There is a need to **reskill trainers in HEIs on the implementation of competency-based curricula**, emerging curriculum changes, and online teaching. More focus should be on skills that will make youth marketable and generate income.

**Training programs should be market-oriented** to ensure the timely transitioning of the youth to the job market. This can take the form of short courses of 3-6 months.

**Adolescent girls and PWDs should be involved in policy formulation, implementation, and evaluation of programs that target them**. Equal rights in all interventions and programs should be accorded to all adolescent girls despite geographical and demographic disparities.

All **infrastructural development** should be **custom-made** to cater to the needs of special groups.

## 8. BIBLIOGRAPHY

- Communication, economic planning, and executive development committee. (2018). Nakuru County Second Integrated Development Plan 2018 - 2022. Nakuru: Nakuru County Government
- James Ochieng' Beverly Musili, M. M. (2021). *Kenya Economic Report 2021: Kenya in COVID-19 Era: Fast-Tracking Recovery and Delivery of the "Big Four" Agenda*. Nairobi: Kenya Institute for Public Policy Research and Analysis (KIPPRA).
- Onsomu, E. N. (2021). Policy Brief No. 10 of 2020-2021 on Exploiting Job Creation Potential for Youth in Industries Without Smokestacks in Kenya.
- Statistics, K. N. (2019). *KENYA POPULATION AND HOUSING CENSUS*. Nairobi: Kenya National Bureau of Statistics.

## 9. ANNEXES

### Annex I: List of Interviews

Sno	Respondent	Respondent Code
1	Nakuru FGD 1 (Male)	FGD1
2	Nakuru, FGD 2 (Female)	FGD2
3	Rongai, FGD 3 (Male)	FGD3
4	Rongai, FGD 4 (Male)	FGD4
5	Respondent NGO 1	NGO1
6	Respondent NGO 2	NGO2
7	Respondent NGO 3	NGO3
8	Respondent NGO 4	NGO4
9	Respondent NGO 5	NGO5
10	Respondent NGO 6	NGO6
11	Respondent NGO 7	NGO7
12	Respondent NGO 8	NGO8
13	Respondent foundations 1	Foundation1
14	Respondent government 1	Gov1
15	Respondent government 2	Gov2
16	Respondent government 3	Gov3
17	Respondent government 4	Gov4
18	Respondent government 5	Gov5
19	Respondent government 6	Gov6
20	Respondent government 7	Gov7
21	Respondent government 8	Gov8





**USAID**  
FROM THE AMERICAN PEOPLE



College of Education  
MICHIGAN STATE UNIVERSITY

22	Respondent government 9	Gov9
23	Respondent government 10	Gov10
24	Respondent financial institution 1	Financial1
25	Respondent financial institution 2	Financial2
26	Respondent financial institution 3	Financial3
27	Respondent financial institution 4	Financial4
28	Respondent 1 large companies	Private1
29	Respondent 2 large companies	Private2
30	Respondent 3 large companies	Private3
31	Respondent MSMEs 1	MSME1
32	Respondent 1MSMEs 2	MSME2
33	Respondent 3MSMEs 3	MSME3
34	Respondent 4MSMEs 4	MSME4
35	Respondent 5MSMEs 5	MSME5
36	Respondent youth leaders 1	YLeader1
37	Respondent youth leaders 2	YLeader2
38	Respondent HEIs 1	NKR/UNI/01
39	Respondent HEIs 2	NKR/TVC/01
40	Respondent HEIs 3	NKR/TVC/02
41	Respondent HEIs 4	NKR/TVC/03
42	Respondent HEIs 5	NKR/TVC/04
43	Respondent HEIs 6	NKR/TVC/05
44	Respondent HEIs 7	NKR/VTC/01
45	Respondent HEIs 8	NKR/VTC/02
46	Respondent HEIs 9	NKR/VTC/03
47	Respondent HEIs 10	NKR/VTC/04
48	Respondent HEIs 11	NKR/VTC/05
49	Respondent HEIs 12	NKR/VTC/06
50	Respondent HEIs 13	NKR/Gov1
51	Respondent HEIs 14	NKR/Gov2

## Annex 2: Assessment Teams

Atobong Odeke	NCBA-CLUSA
Enock Rugut	Egerton University
Lucy Muhambe	Egerton University
Wilson Munene	Egerton University
Wasike Mohamood	USIU-A
Wesly Kijedi	Egerton University
Benard Kibet	NYBA
Salome Njoki	NYBA
Stacy Kandie	NYBA
Daniel Mworira	USIU-A
Brenda Acheing- Report editor	USIU-A
Ian Khakila- Report editor	Egerton University
Sarowiwa Andanje	Egerton University