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**Pre-Situational Analysis (PSA) of Employers’ Associations and Master Crafts persons’ awareness, attitudes, interest, existing best practices and capacity to implement work based training including Apprenticeships** **in Kilifi, Kitui and Busia Counties of Kenya**

**FKE SURVEY STUDY**

**July 2019**

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# Executive Summary

In Kenya 85% of the jobs, new jobs and apprenticeships are in Small and Micro Enterprises (SMEs) sector, popularly known as *Juakali*. In this sector artisans make all types of merchandise and all items are specially fitted to meet the customers’ needs and tastes. Their products are mainly for local consumption with a percentage being exported to East African nations and COMESA region. The sector offers workplace based trainings for youth therefore enabling youth them acquire skills at the workplace. This is beneficial, particularly for employers in the sectors where there are skills shortage. One of the priorities of Federation of Kenya Employers is to ensure small and medium enterprises (SMEs) are able to reap the greatest net benefits from work based training programs such as apprenticeships, as this will increase competitiveness, productivity and skills development for the wider economy.

The Federation of Kenya Employers (FKE), in partnership with the International Labour Organization (ILO) conducted a Pre-Situational Analysis on workplace based training amongst employers. The general objective of the study was to assess awareness and attitudes; interest and practices; and capacity and obstacles around work based training (WBT), including apprenticeships among employers, employers’ associations and Master Crafts-persons. The focus was on WBT programs for youth aged between 16 – 24 years, with particular focus on vulnerable and marginalized youth and specifically, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labour in Kilifi, Kitui and Busia Counties of Kenya

The methodology involved qualitative methods of data collection. Interviews and focus group discussions were used and in total 327 employers participated from both the formal and informal sectors. Purposive sampling was employed for both key informant interviews of the Human Resources Officers in organizations (formal) offering workplace-based learning and focus group discussions (FGDs) of MCPs (informal) offering WBT programs. The study findings show there is awareness and positive attitude and interest both for formal and informal WBT programs in Kilifi, Kitui and Busia counties. Workplace based training programs carried out by both master crafts persons and organizations are very important in providing skills to youth. The trainings are based on internal individual understanding of MCPS and host organizations. However, implementation of work place-based training has a number of challenges such as capacity constraints in terms of human capital, finance and materials; low enthusiasm by the youth; rapid technological growth against low innovation and knowledge diffusion in some sectors; and lack of market for goods and services for MCPS.

The study recommends awareness creation by educating the public that the government allows 16 -17 year olds to work, increase funding and resource, create policies at county level to encourage WBT in counties and institutionalise apprenticeship programs, develop capacities of MCPs, provide space, introduce certification and recognition of outstanding MCPs, share best practices, map out sectors that can implement WBT programs that can lead to employment including self-employment as well as profiling MCPs, then link them with youth for WBT.

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Special gratitude goes to those who freely gave information during data collection, your contributions aided the completion of this report. Our deepest appreciation goes to the Master Craft Persons and Employers who received our requests to attend to the data assistants.

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Last but not least, we appreciate the financial and technical assistance given by the International Labour Organization to facilitate the process and analysis of the study.

# List of abbreviations and acronyms

|  |  |
| --- | --- |
| COMESA | Common Market for Eastern and Southern Africa |
| EAC | East Africa Community |
| FDGs | Focus Group Discussion |
| FKE | Federation of Kenya Employers |
| ILO | International Labour Organization |
| MCPs | Master Craft Persons |
| PSA | Pre- Situation Analysis |
| WBT | Work Based Training |
| SMEs | Small and Micro Enterprises |

VMY Vulnerable and Marginalized Youth

# SECTION ONE

1. **BACKGROUND**

In Kenya 85% of the jobs, new jobs and apprenticeships are in Small and Micro Enterprises (SMEs) sector, popularly known as *Jua-Kali*. In this sector artisans produce a variety of high quality hard and soft wood furniture, fabricated doors and gates, priceless pieces of art created from scrap metals and carpets etc. All items are specially fitted to meet the customers’ needs and tastes. The products are mainly for local consumption or are exported to nations within the East African Community (EAC) and COMESA regions. Most of the labour force in the sector is provided by the youth who acquire skills at the workplace.

However, workplace based Training programmes such as apprenticeship has a cost for the employer and the Master Craft Persons (MCPs) in informal sector, be it direct costs in terms of remuneration or indirect costs such as staff time dedicated to this activity and employers view, this as a major impediment. Nevertheless, Workplace based Training programmes also have benefits that go beyond sole economic returns. As trainees in workplace training programmes in particular apprentices that spend time in the firm, they take part in a firm’s productive process and generate gains for the firm.

Most informal enterprises have limited financial resources, and thus Workplace Based Training (WBT) programmes such as apprenticeships represent an important tool to react in a flexible, efficient and concrete way to the needs of the company. It also offers the opportunity to train young people according to the needs of the company and grow with the enterprise. This is of particular interest to employers in the sectors where there are skills shortages. Training young people has broader benefits for enterprises. In-company trainers or MCPs responsible for training/mentoring learners benefit by developing their skills and competences as trainers but also by developing new knowledge, since learners bring new perspectives and challenges as they learn. The people who interact with apprentices are not only those designated as formal trainers but many more people in a host company who take on training and mentoring tasks. This broad engagement of staff enhances the organisational learning in a company.

Small and medium-sized enterprises (SMEs) are significant sources of employment and job creation. However, SMEs tend to engage less in the apprenticeship system than might be otherwise expected by their share of the industrial sector. Ensuring that SMEs are able to reap the greatest net benefits from apprenticeships in Kenya is a priority to FKE in order to increase competitiveness, productivity and skills development for the wider economy. This is in line with FKE's Employers Business agenda. However, SMEs are often unable to provide apprenticeship opportunities due to reasons of scale, variable demand, and perceived lack of utility, geographical remoteness or issues with skills matching.

In Kenya most areas have little penetration from large or international employers, as such; SMEs play the principal role in supporting local employment and promoting a thriving economy. It is therefore crucial that SMEs are able to both contribute to skills development and also reap the benefits of apprenticeships in terms of improved productivity and production in order to sustain the local economy. This is particularly significant for SMEs in Kenya, where apprenticeship is often the only method of learning a particular trade or skill, as 34 per cent of workers receive training on the job have lower primary education or lower education attainment[[1]](#footnote-1). Likewise, a supportive local training infrastructure is important to help SMEs deliver and ensure the quality of their apprenticeships. Apprenticeships thus, require financial, organisational and time investments from employers because they necessitate the sharing of responsibilities between the worlds of work and education. However, SMEs are less likely to have well-developed human resource and support functions that can find, train, support and protect apprentices. Lacking these capacities can be particularly difficult for employers and SMEs in particular to plan and implement workplace based training programmes. The Federation of Kenya Employers (FKE), with support from the International Labour Organization (ILO) conducted a Pre-Situational Analysis study to provide the missing information to support WBT a local training infrastructure to help SMEs deliver and ensure the quality of their workplace based training programs.

## Pre-situational analysis objective and assessment questions

The general objective of the study was to assess awareness and attitudes; interest and practices; capacity and obstacles around work based training, including apprenticeships among employers, employers’ associations and Master Crafts-persons. In order to meet the PSA objective, FKE undertook surveys in Kilifi, Kitui and Busia counties and the survey was guided by the following questions;

1. What is the level of awareness and attitudes of employers towards implementing of workplace-based training programs for youth; with particular focus on vulnerable and marginalized youth; and specifically, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labour?;
2. What are employers’ views on the extent and quality of current and past workplace training programmes, including apprenticeships?
3. What challenges do employers face in implementing formal and informal workplace-based training? What good practices do employers already use while implementing formal and informal workplace-based training?
4. What types of work based training are offered by employers?
5. What is the interest level of employers in engaging youth in workplace-based training programs, including apprenticeships? and
6. What are the capacity constraints, if any, in offering workplace-based training, and what actions may be taken to overcome the constraints?

## Pre – Situational Analysis Methodology

The methodology involved qualitative methods of data collection targeting employers. These included Master Crafts Persons, HRM in formal organizations, and members of FKE both at national and county level. Interviews and focused group discussion were used. Purposive sampling was used for both key informants interviews and focus group discussions (FGDs). Key informants were Human Resources Officers in organizations (formal) offering workplace-based learning. The FGDs consisted of the MCPs (informal) that had offered WBT program. The national and county stakeholders’ employers’ forums were held in all the counties and at the national level. The table 1 summaries participation of formal and informal sectors.

**Table 1: PSA participation per sector summaries**

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Formal** | **Informal** | **Total** |
| Busia | 19 | 101 | **105** |
| Kilifi | 14 | 80 | **102** |
| Kitui | 20 | 115 | **120** |
| Total | **57** | **296** | **327** |

### National and County stakeholder meetings

A national employer’s stakeholder’s workshop was held in Nairobi on 31st August, 2018) and was attended by 25 HR managers. In Kilifi, Kitui and Busia the meetings were held on 4th September, 25th September, and 25th October, 2018 respectively. These meetings were attended by 45 HR managers representing FKE members at counties. This enabled FKE get useful information directly from stakeholders involved in WBT.

### Focus Group Discussions (FGDs)

The MCPs were selectively chosen because they have a direct involvement in the work based training (WBT) hence the knowledge and understanding of the work based training (WBT) programs. Once identified, the research team organised the venue for the focus group discussions (FGDs). The local Jua-Kali associations helped in identifying participants based on their roles in WBT.

Discussions were conducted guided by a set of questions (Annex 2) while providing sufficient time for feedback from participants. Each FGD approximately lasted for 2 hours in which an audio recording of the discussions was done. The number of male or female involved in interviews were not pre-determined. For FGDs, invitations went out un-discriminatively however since participation requires limited participants, the selection of participants was based on first come. Table 2 summaries FGD participation.

**Table 2: Summary of Participation in Focus Group Discussions**

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Men** | **Female** | **Total** |
| Busia | 81 | 20 | 101 |
| Kilifi | 59 | 21 | 80 |
| Kitui | 79 | 36 | 115 |
| **Total** | **219** | **77** | **296** |

### Key Informants Interviews

To attain the desired results, qualitative methods of data collection were used. In-depth interviews were conducted with people involved in WBT programs. In depth interviewing normally provides a lot of intimate detail and a great deal of insight into the community being assessed. Therefore, the purpose of personalised interviews was to collect information from a wide range of people who have first-hand knowledge about the WBT. For this study, the primary KII were with human resource persons or administrators. In total 57 interviews were held as summarised in the table 3 below. KII were guided by a protocol in annex 1. For face to face interviews the criteria used was whether the supposed interviewee had a workshop with students already undergoing work based training.

**Table 3: Summary of Participation in face to face Key Informants Interviews**

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Men** | **Female** | **Total** |
| Busia | 16 | 3 | 19 |
| Kilifi | 12 | 6 | 18 |
| Kitui | 12 | 8 | 20 |
| **Total** | **40** | **17** | **57** |

### Sampling of study Locations

The survey was conducted in three counties namely: Kilifi, Kitui and Busia selected by ILO BUSY Project. Annex 5 below shows the county locations. The official government statistics shows that the three counties (Kilifi, Kitui and Busia) had high prevalence of child labour and hence vulnerability of youth in these counties. Given that child labour usually has an impact on school enrollment, retention and academic performance, it followed that such situations could also lead to high levels of work based training in these counties, particularly for youth below 24 years.

### Sampling of the respondents

Purposive sampling was employed to arrive at the final group of respondents. Generally employers who already established attachment and internship programs were considered first, while MCPs who had young people training in their establishments were selected for interviews and FGDs.

### Data analysis

Data collected was verified and analysed to establish themes, patterns and relationships in line with study objectives as presented in the PSA findings in the next chapter.

# SECTION TWO

# SURVEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

## Introduction

The PSA was to find out information on the employers’ level of awareness and their attitude towards implementing WBT programs; the quality of WBT programs offered; specific skills offered; main technical and soft skills required by these youth; key challenges faced by employers and lessons learnt as they implement the programs and their recommendations to make WBT program attractive to youth especially the youth aged between 16 – 24 years, with particular focus on vulnerable and marginalized youth; and specifically, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labour in Kilifi, Kitui and Busia Counties of Kenya. This section details the PSA findings, conclusion and gives recommendations on how to improve WBT programs with a strong focus on initiatives to upgrading the informal apprenticeship programmes.

## Findings

The findings were analysed to address the Pre-Situational Analysis objective and assessment questions. Therefore the findings of this assessment gives employers’ level of awareness and their attitude towards implementing of WBT programs; the quality of WBT programs offered; specific skills offered; main technical and soft skills required by these youth; key challenges faced by employers and lessons learnt by employers in implement the programs.

### The impression about WBT from the National and County Stakeholders Meetings

The study established that Workplace based training programs are beneficial to the youth. Some of the benefits noted were: Youth are able to earn a living. It enhances knowledge and value transfer and hence enables youth become productive. It is also affordable and offers low cost labour and enables youth to develop their skills. Master crafts persons who also went through WBT program said it empowered them, and are advocating the youth who are not in training to such programmes.

However, it emerged that there is still confusion on legal requirements of allowed working age in Kenya. As 93% of the HR managers who participated stated that according to existing laws, youth aged 16 and 17 are minors who should still be in school hence engaging them in WBT is seen as child labour. This scenario has made many employers not consider youth aged 16 and 17 in WBT opportunities. In the rural areas however where primary school dropout and poverty levels are high. The youth are joining WBT at the age of 16 and 17, even earlier.

### Level of awareness and attitudes of employers regarding WBT programs

1. Level of awareness:

The study established that 95% of formal employers and 84% of the MCPs participating in the PSA are aware of WBT programs and are conducting such trainings. However, they noted when training youth aged 16 to 24, there is need to focus on practical skill, observation and theory transfer. The mode of training however depended on operations of each organization. The literacy levels of trainees vary, this forces the trainers to adopt the training to suit the learner needs.

1. Attitude towards implementing of WBT programs

Employers’ attitude towards workplace-based training is positive as 87% of the formal employers and 86% of the MCPs are receptive of WBT programs. All the employers and MCPs who participated are willing to train youth if supported. In general, this positive attitude is attributed to employers’ appreciation that WBT increases productivity, helps employers to mould their own experts, promote affordable labour in the marketplace and give youth an opportunity to better themselves. All the MCPs who participated are offering the youth with skills. It’s evident that majority of the beneficiaries are the vulnerable youth; the illiterate, the primary dropouts, those from poor families, and the teenage mothers

### Interest level of employers in engaging youth in workplace-based training programs

The MCPs who participated in the PSA confirmed having engaged the vulnerable youth. As majority of youth engaged are illiterate, primary dropouts, those from poor families, orphans, and teenage mothers. As majority of such youth are referred to them by the guardians, relatives, friends, and church and community leaders. The MCPs gave various reasons why they engage the youth. The chart 1 below summarized these reasons.

**Chart 1: Reasons why MCPs engage the youth**

1. Majority (29%) of the MCPs as shown in chart above responded that they train the youth to pass on skills of trade to ensure that future generations get the knowledge.
2. The MCPs train to help youth to become independent and earn their livelihood, and that of their families. Some youth have mastered the skills of trade and even become better than the MCPs.
3. They train to keep the youth busy and away from vices like drug abuse, idleness and theft, this is common for the youth who are out school and are at home.
4. They MCPS also train to impart skills and empower the youth so that they can get jobs and better their lives in future as well as self-reliance.
5. They train with intention to employ the youth since they provide cheap expert labour and experience compared to those with diploma and certificates from learning institutions like polytechnics.

However MCPs also gave some reasons why the sometimes decline to engage youth as summarised in chart 2 below.

**Chart 2: Reasons why MCPs decline to engage the youth**

1. The common reason why most MCPs (30%) would decline engaging is youth bad attitude and lack of interest from the youth to participate in training.
2. Many MCPS decline to engage youth because of youth bad behaviour. Indiscipline, discourteous and at times youth stubbornness inhibit MCPs to engage them in training. MCPs are keen to engage disciplined youth who will be respectful and courteous to the enterprise clients. , The MCPs (28%) also don’t engages youth, since they have to provide for them more than just training. Since most of the youth the train are from disadvantaged backgrounds, MCP will be required to provide some youth of them with accommodation and lunch.
3. Some employers (3%) do not like to train youth because they fear competition that might come from the youth.
4. Some MCPs also do not engage the youth as most youth are interested in quick money. When they are trained they don’t put in effort and quite often resort to businesses that has quick money like boda boda[[2]](#footnote-2).

### Extent and quality of current and past workplace training programmes

The study established that from the MCPs perspectives, the training that they offered is of good quality. They claimed that the skills they offered are the same offered in polytechnics, but with more hands on skills transfer incorporated. MCPs WBT programs are entirely on the job experience and relevant to particular market demands. The trainings are offered with professionalism, the learning meets customer and market needs. New trainees join through of recommendations and their abilities. Therefore there are few drop outs. However, these views were highly subjective as the MCPs were rating themselves.

Table 4: Quality aspects in WBT offered

|  |  |  |
| --- | --- | --- |
| **Quality aspects** | **% Informal (#/296)** | **% Formal (#/57)** |
| Established training methodology | 11% (34) | 37% (21) |
| Existing curriculum | 10% (29) | 16% (9) |
| Training capacity | 31% (91) | 70% (40) |
| Practical on job the training | 91% (268) | 100% (57) |
| Theoretical training | 3% (8) | 2% (9) |
| Assessment procedure | 3% (9) | 1% (5) |
| Certification award (NITA trade test) | 1% (4) | 1% (8) |
| Sufficient training tools | 17% (50) | 70% (40) |
| Sufficient training materials | 3% (10) | 18% (10) |
| Current technical knowledge | 37% (109) | 65% (37) |
| Defined training time | 7% (20) | 16% (9) |
| **Average quality** | **19%** | **36%** |

However, national and county stakeholders’ forums findings and findings from MCPs discussions was that the quality of the programs is not uniform and depends on capacity of the company or MCPs as summarized in table 4 above. Generally, all the employers participating lacked methodology of training combining theory and practise to ensure interactions to facilitate practical skills learning. It also lacks assessments and certification, trained and qualified personnel. There is also lack of modern equipment and machinery to ensure the trainees are up to date with new technology.

### Challenges employers face in implementing formal and informal workplace-based training

1. Employers’ (both MCPs and formal employers) views on youth related challenges Most of VMY are illiterate and have communication challenges. As most trainings are done in either Swahili or English. It also brings the challenge of slow learning hence spending a lot of time.
2. The challenge of poaching trained youth by competitors. By training, employers aim to absorb the youth, but once trained, they are taken by other employers, which de-motivate those who do the training. At times youth seek green pastures after being trained.
3. High youth expectations, as some trainees expect to be paid while on training, whereas, employers want to treat them as trainees. This at times prompts some youth to steal from the organization and become unwilling to learn.
4. Generally VMY exhibit bad behaviour such as distrust, stubbornness, lack of respect to customers, stealing cash from workshop, not remitting what customers have paid for the services as compared to other youth. This de-motivates employers engaging the youth in WBT programs.
5. Lack of trust and support from customers, who prefer to be served by adults (owner of workshop) instead of youth who are trainees. This demoralises even those youth who are hardworking.
6. Poverty, leads to youth non engagement in WBT programs since they are not able to pay even the small fee that is requested by MCPs. Normally the payment is used to buy the tools of training.
7. The largest industry in Kilifi County is tourism which supports hotels and hospitality industry, yet tourism industry is seasonal. The high and low cycles affect WBT.
8. Substance abuse by VMY has led to misuse of money they earn from their trade thus increasing the cycle of unemployment and poverty.

### Formal employers institutional challenges

Employers are experiencing a number of institutional challenges towards implementing work based place learning as illustrated in the chart 3 below.

**Chart 3: Formal employers’ institutional challenges**

The major constraints in implementing workplace-based training experienced by the MCPs are;

1. Financial constraints is the highest constrain experienced all the employers.
2. Amongst the formal employers, limited capacity of organizations in terms of resources dedicated towards the program (including, time, and personnel)
3. Limited tools & equipment.
4. Uncooperativeness from customers due to their preferences of service providers and will not what to service by youth.
5. Gender discrimination in certain sectors.
6. Limited physical space to train, including ability to pay rent.
7. Limited modern tools and machines (limited technology application)
8. Shortage of trained trainers, especially in trades where many youth are interested such as electronics, mobile phone repairs etc. Those that are trained go to towns to look for jobs.
9. Lack of certification of both trainers and trainees.

However some MCPs stated that they faced no constraints since they trained within their available capacities. There was no significant constraint based on gender reported.

### Good practices employers are using to implement formal and informal workplace-based training

The training methodology varies from company to company, and also differs amongst MCPs. However, it was noted that typically it involves naming tools in each trade and explaining their uses at the entry and formative level for technical skills, then simpler tasks are introduced to learners. Learning is mainly through observation and doing. However, it was observed there were no written curriculum in all the workplaces visited. The theoretical aspects of skills learning is very minimal.

### Types of work based training are offered by employers

### Common workplace based training skills offered by MCPs

The common skills offered by MCPs in Kitui, Kilifi and Busia as summarized in chart 4 are: The most top common skills offered in all the counties are dress making, welding, hairdressing, carpentry, metal works, construction, cookery auto mechanical repairs for vehicles and motor-bikes, hospitality and car wash services.

**Chart 4: WBT training offered by MCPS**

### The common technical and business skills required by the youth

The most sought after skills by youth and offered by formal employers in all the three counties are catering, welding, mechanics, masonry, electrical installations, plumbing and carpentry as shown in the chart 5 below.

Chart 5: WBT training offered by formal employers

### The level of skills offered do in workplace training programmes

The levels offered vary depending on the youth entry level and what is produced in the company or by MCPs, it ranges or equals levels one to three comparing to the Kenya National Qualification Authority (NQA) framework[[3]](#footnote-3). The youth are introduced to technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options. The table 5 below gives examples of selected trainings offered.

Table 5: Skills offered at workplace training programmes

|  |  |  |  |
| --- | --- | --- | --- |
| **Trade** | **Company / MCP Name** | **Location** | **Skills offered** |
| Dress making | Apache dressmaking | Sokoni Ward, Kilifi town | Fabric selection and materials,  Basic Sewing machine operations and maintance, basic sewing skills with machine, simple stitching and placing batons with hands etc., measurement and material cutting |
| Shoe making | Samson Muli Shoe Makers Shop | Nzangathi Village, Kitui East | Tools and materials used in shoe making and repairs such as threads, soles, needles, dyes etc.  Simple shoe repairs, pricing and costing, customer service. |
| Wood work, carpentry and joinery | Sunset Furniture | Sikalira Village, Butula | Tools and how to use them, for example claw hammer, tape measure, utility knife, chisels, jackplanes, saws etc., simple furniture making and repairs, section and preparation of good materials, cushion measurement and fitting, and pricing |
| Construction and masonry | Kaya Enterprises | Rabai, Kilifi | Tools and uses such as gauge box, shovel, pans, plumb not string, spade, level space, measuring tapes, etc., construction of straight walls, corners, openings i.e. windows and doors, foundation laying, mixing motor etc. |

### The common soft skills required by youth according to formal employers

Based on the finding of FGDs youth between the age of 16 and 24 are in need of transferrable skills such as communication, presentation, self-branding, team work, time keeping, etiquette, ethics, data entry, decision making and computer software skills.

### The support, lessons learned, proposals on ways of improving current WBT

1. **The support required by MCPs to implement workplace training programmes**

Majority of MCPs have never received any kind of support and require the following assistance as shown in the pie chart below:

Chart 3: Support required by MCPs

1. **Capacity building;** MCPs need refresher trainings on modern and new technology and training on how to mentor and counsel the youth they train.
2. **Provision of training materials;** In most cases training is done using clients’ materials, which normally poses great challenge to MCPs because in cases where the materials are damaged (which is often), the MCPs have to use their own cash to replace the materials.
3. **Facilitate National symposiums:** so as to bring together all MCPs to showcase what they do, skills and knowledge they have. This could also act as a benchmarking exercise with good practices in other counties.
4. **Provision of modern technology:**  particularly with regard to machines, tools and equipment which will ease training as well as expose trainees to technology that is already in the market. This will also increase their chances of getting employed after training.
5. **Centre of excellence**: construction of a county juakali training centre of excellence where students from diploma and artisan colleges as well as trainees by MCPs would come and share their experience as well as get expert advice regularly. This would sharpen their skills in addition to increasing their confidence in the craft they are learning.
6. **Working space**; provide bigger space for juakali operations so that there is space to train more students, as well as have space for trainees who want to open their own workshops.
7. **Certification of WBT programs and NITA trade certificates**; support MCPs to offer certificates to their trainees. The MCPs capacity should be built to prepare youth to take trade test assessments with NITA.
8. **Financial support**. Support the trainees in terms of sponsorship. Many trainees are orphans, some have parents who cannot afford to pay for the training. Some youth reside very far from the training centres making it difficult for them to come daily for the training. Other financial support to cover for lunch and fare will also encourage consistent training attendance.
9. **Market development for jua-kali products and services**; Support by creating more market channels for jua kali products starting with local big factories, government procurement, up to international level.
10. **Exemption of levies/ taxes.** The government should consider the number of levies imposed on the MCPs and the many taxes especially at the county levels. Which are too expensive for them. In the spirit of promoting the WBT programs some the MCPs asked for some levies/ taxes to be exempted.**The lessons learned by implementing WBT**

The MCPs noted the following lessons-

1. Youth who have a positive attitude learn very fast and get good skills regardless of their background, even if they are primary school dropouts or never went to school.
2. The MCPS find it easy to engage former trainees if there are opportunities for employment, or business expansion.
3. Given more time depending on the trade, youth are able to learn and get good skills of trade, and be productive just as those going to formal colleges. On average it would take two to three years to train youth to a level they can start their business.
4. Training the youth provides them with opportunity to share knowledge, experiences and skills, and this propagates skills for future generations, A skilled youth is not idle hence it reduces chances of engaging in criminal activities.
5. Youth are more interested in motorcycling transport business (boda-boda) more than participating in WBT programs as the business has immediate financial returns.
6. Most youth seem to like technical skill training more than soft skills.
7. Youth require counselling and mentorship. As a MCPs one needs a lot of patience and parental care when training VMY. Youth aged 16-17 need continuous mentoring to keep them in focus.
8. Lack of certification hinders opportunities to progress in career as well as getting new jobs for youth who acquired skills through WBT programs.
9. Youth need training on Occupational Safety and Health (OSH) to help them in terms of safety and health. They need focus particularly when handling machine.
10. Higher institutions of learning do not teach practical, they only concentrate on theories, which brings a challenge when training such youth and even willingness on the part of employers to implement internship programs.
11. The cost of establishing and implementing work based training programs is very high hence de-motivating to employers.
12. **Proposals on ways of improving current WBT delivery targeting VMY by MCPs**

MCPs suggested the following to make WBT program model more effective;

1. Awareness creation among the youth to make them understand the importance of WBT. This will enhance their seriousness and willingness as well as manage their expectations.
2. Counselling youth and parents before the youth joins any trade for WBT. This would guide in deciding best trade for the youth and increase willingness to learn on the part of youth. It is good to manage the expectations of youth at the beginning of the training program especially in terms of pay, and give them an opportunity to either pull out or continue.
3. Establish ways of accrediting WBT programs. Official recognition of qualification of these trainings will make youth passing through programs to feel appreciated and the skills they learn recognized. This will also help them when they are looking for jobs.
4. Introduction of extra-curricular activities such as entertainment and sports activities for youth since they still young and their counterparts have these activities in school. Entertainment activities especially in the evenings will help keep them busy as well as enhance some development.

## Conclusions

The study was undertaken to establish the attitudes, awareness, interest, existing best practices and capacity of master crafts persons and organizations to implement work based training programs. From the study findings, the study concludes as follows.

1. There is knowledge gap on legal requirements regarding the working age in Kenya as majority of HR managers are not aware that apprentice can be engaged from age 16 years. This scenario has made many formal employers not consider youth aged 16 and 17 in apprenticeship opportunities.
2. Workplace based training programs are being carried out by the master crafts persons and organizations, and are very important in providing skills to youth. However, all MCPs and organizations are providing the trainings based on their individual understanding. They are not guided by any form of a standardized curricula and training methodology. The quality of the training offered is low on certain aspects such as skills theoretical foundations. The youth trained also do not take trade tests with NITA and therefore they do not have certificates of competency.
3. The attitudes of MCPs and organizations towards WBT is positive, further the level of awareness regarding WBT is high. The MCPs are willing to engage youth, and are happy to transfer the skills they have to youth. However they are constrained by resources negative behaviour and bad attitude of youth towards WBTs.
4. The MCPs participating in the PSA are providing vulnerable youth, most of whom are illiterate, primary dropouts, from poor families, orphans and teenage mothers a chance to gain skills. The MCPs are aware of vulnerable youth needs, as most of them are known to them.
5. There is no support provided to MCPs and formal employers in the counties currently. The support required includes; - financial assistance, capacity building of MCPs through trainings, provision of training materials and appropriate tools. The MCPs also require working space and shades as well amenities such as toilets which are lacking. The MCPs also requires marketing products of products support so as increase business revenues for them to sustain WBT as well pay apprentices.

## Recommendation*s*

In order to enhance employers ’engagement in WBT programs for vulnerable and marginalized youth following the above PSA findings, the following recommendations were proposed;

1. With reference to the target group in terms of age, there is need for awareness creation to educate the employers and MCPs that the government allows 16 -17 year olds to work under close supervision, as long as the fundamental rights of the youth are not violated. The communication messages should target the HR managers.
2. There is need to develop training curricula as well develop capacity of MCPs to train. The focus should be on common workplace based training skills offered identified in the PSA. These includes; dress making, welding, hairdressing, carpentry, metal works, construction, cookery auto mechanical repairs for vehicles and moto-bikes, hospitality and car wash. The project should also support stakeholder develop a certificates of trainings offered in long term. In short it’s recommended that MCPs should encourage youth taking WBT register for trade tests by NITA which is conducted three times annually.
3. .
4. Employers (both informal and formal) need to be supported in provision of work based trainings. This could be in terms of provision of resources and capacity building. Towards this assistance, FKE proposes creating of apprenticeship fund kit that will support youth in terms of giving them a stipend during training and costs for own materials for training just like in colleges and high schools, thus lessening the burden of employers.
5. .
6. Assist MCPs grow by assisting marketing of their products and services to ensure steady incomes. This will enable them provide materials for training as well as offer some payment to youth.
7. The County governments in the participating counties of Kilifi, Kitui and Busia should be approached to provide working space and shades, amenities such as water, toilets etc. to MCPs who are will to engage youth and are constrained by such facilities. This will offer a conducive environment for learning as well as accommodate the new trained persons who want to open their own workshops.
8. It is desirable for county and the national government to design policies and initiatives that will encourage companies to implement WBT. These could be in form of some WBT tax rebates to ensure sustainability of these businesses to continue providing work based trainings. The county government could reduce or limit taxes and levies placed on small business, since they make maintenance costs too high.
9. The study recommends mapping of sectors that can provide WBT programs that can lead to employment including self-employment as well as profiling MCPs so as to link them with youth for WBT.

# References

African review (2017). SMES are growing Kenya's economy. Retrieved from African Review of Business and Technology. http://www.africanreview.com/finance/business/smes-are-growing-kenya-s-economy-3

Enterprise surveys (not dared). Micro, Small and Medium Establishment (MSME) Survey: Basic Report [Transcript]. Retrieved from http://www.enterprisesurveys.org and Micro, Small and Medium Establishment (MSME) Survey: Basic Report

# Appendix

1. **Master Craft Persons (Informal Sector) Protocol**

Researcher welcomes MCPs and thanks them for participating.

Researcher then explains purpose and methodology of the discussion:

* *We are here to conduct a study on behalf of Federation of Kenya Employers.*
* *We are here to conduct a study on how work based training programs are implemented. We are interested in your involvement in workplace-based training programs for youth; with particular focus on vulnerable and marginalized youth; and specifically, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor in this area.* ***Our focus during this discussion is on youth who are in ages of 16 to24 years old and in particular 16-17 years old and out of schools who are engaged in or at risk of engaging in hazardous work****.*
* *We are confident that your voice and thoughts will lead us to better support youth skills development.*
* *We plan to use your thoughts and ideas, not your names. Your information will be kept confidential.*
* *We encourage you to be honest and open. Feel free to express different opinions.*
* *You do not have to answer any question that you don’t want to answer.*
* *If you have any questions, please feel free to ask at the end of our time.*

*We would like to record this discussion so that we can make sure to capture the thoughts, opinions, and ideas we hear from the group*

**Questions**

1. What is your general impression about the skills training program in terms of design for this category of youth?
2. How do you implement skills work based training programs to this category of youth in this area?
3. What type of skills training do you offer for this category of youth?
4. What are your views on quality of workplace training programmes you offer?
5. What level of skills do your workplace training programmes offer?
6. Do you receive/d any type of support from any organization?
7. If yes, what type of support?
8. Is the support sufficient?
9. If no, what type of support is needed?
10. In your opinion:
    1. Are employers interested in engaging youth in workplace-based training programs?
    2. If yes or no why?
11. What are the challenges you face during training implementation?
12. What are the capacity constraints, if any, in offering workplace-based training in this area?
13. What actions may be taken to overcome the constraints you face?
14. What are some of the lessons you have learnt from training this this category of youth?
15. How can WBT program model be made more effective?
16. What recommendations would you give to make work based training Program attractive to this category of youth?
17. Do you know about Federation of Kenya Employers? Where are they located? Are you their member?
18. **KIIs Interview Questions for Employers (Formal Sector)**

Researcher welcomes employer and thanks him/her for participating.

Researcher then explains purpose and methodology of the discussion:

* *We are here to conduct a study on behalf of Federation of Kenya Employers*
* *The study looks at how work based training programs are implemented. We are interested in your involvement in workplace-based training programs for youth; with particular focus on vulnerable and marginalized youth; and specifically, adolescents at or above the legal working age who are engaged in or at risk of engaging in child labor in this area.* ***Our focus during this discussion is on youth who are in ages of 16 to24 year olds and in particular 16-17 years old and out of schools who are engaged in or at risk of engaging in hazardous work****.*
* *We are confident that your voice and thoughts will lead us to better support youth skills development.*
* *We plan to use your thoughts and ideas, not your names. Your information will be kept confidential.*
* *We encourage you to be honest and open. Feel free to express different opinions.*
* *You do not have to answer any question that you don’t want to answer.*
* *If you have any questions, please feel free to ask at the end of our time.*

*We would like to record this discussion so that we can make sure to capture the thoughts, opinions, and ideas we hear from the group*

1. According to your opinion what is the level of awareness (as given) of employers towards implementing of workplace-based training programs this category of youth?

|  |  |  |  |
| --- | --- | --- | --- |
| Not aware | Slightly aware | Aware | Additional information |
|  |  |  |  |

1. According to your opinion what is attitudes of employers towards implementing of workplace-based training programs for this category of youth?

|  |  |  |
| --- | --- | --- |
| Do not like / not interested | Like / interested | Additional information |
|  |  |  |

1. What is your view on the quality of workplace training programs offered?
2. What is specific skills that are offered in the workplace training programmes?
3. What are the key challenges faced by employers regarding workplace-based training programs for this category of youth?
4. What are the main technical skills required by the youth?
5. What are the main soft skills required by this category of youth?
6. What are some of the lessons you have learned from implementing training programs focusing on this category of youth
7. What recommendations would you give to make WBT program attractive to this category of youth?
8. Do you know about Federation of Kenya Employers? Where are they located? Are you their member?
9. **Terms of Reference for field data collectors**

**Workers Pre-Situational Analysis**

**Purpose of this Assignment**

The purpose of this assignment is to assist in the collection of qualitative data for BUSY Project Pre-Situational Analysis (PSA) in [County]. The field data collectors is responsible for collecting qualitative data under the supervision of FKE

**Scope of work**

The assignment includes the following tasks:

Training and Orientation

Field data collector will be required to attend a training and orientation session. It is expected at the end of the training participants will:

* Be familiar with the research questions, methods to be used and protocols to be implemented
* Have a clear understanding and capacity to recruit participants for the study in an ethical manner according to the research protocol

Respondent Recruitment and Data Collection

Field data collectors will first work with FKE and ILO/BUSY to refine the data collection tools. Then will undertake qualitative data collection in assigned constituency. At this phase of the project field data collectors will be expected to:

* Work in a sensitive and respectful manner with communities and key contact persons recruit participants into the study
* Organize focus group discussions and in-depth interviews
* Undertake focus group discussions and in-depth interviews in English or a relevant language spoken by the field data collector and the participants
* Ensure field diaries and observation protocols are completed in a timely manner immediately following the observation period
* Ensure equipment such as tape recorder or smart phone is working, that there is back-up equipment, and that appropriate measures are taken to keep the data safe and back-ups are made.

**Estimated Level of Effort**

The level of effort required for these responsibilities is currently estimated at 7 working days.

|  |  |
| --- | --- |
| **Deliverables** | **Days** |
| 1. Participate county stakeholder workshop | 1 |
| 2. Tools pre testing and training | 1 |
| 3. Actual data collection | 5 |
| **Total Days 7** | |

**Required Skills/ Experience**

* Completed as a minimum diploma or secondary schooling with demonstrated ability to read, write and speak English
* Demonstrated ability to speak at least one of the local regional languages
* Demonstrated capacity to work closely, collaboratively and productively with a research team and in an inter-sectorial capacity.
* Research experience relevant to community development context, knowledge of research methodologies and associated ethical processes.
* Demonstrated experience in working with local community in a sensitive and respectful manner.
* Ability to conduct qualitative data collection and analysis.

**Estimated Schedule**

This consultancy will run from [Date. / / ] to [Date. / / ]

**Management and Logistical Support**

The consultant will report directly to the FKE Team leader.

**Payment**

The assignment will be remunerated upon delivery of the agreed outputs, at the agreed fee rate and the agreed number of days of professional fess chargeable, as per the normal procedures of FKE.

1. **Study location**

|  |  |
| --- | --- |
| http://gabriellubale.com/wp-content/uploads/2012/09/47-Counties-Of-Kenya.jpg  BUSIA COUNTY  Busia is a county in the former Western Province of Kenya. It borders Kakamega County to the east, Bungoma County to the north, Lake Victoria and Siaya County to the south and Busia District, Uganda to the west. The main economic activity is trade with neighbouring Uganda, with Busia town - the county headquarters and largest town - being a cross-border centre. Away from town, the county economy is heavily reliant on fishing and agriculture, with cassava, millet, sweet potatoes, beans, and maize being the principal cash crops.  The 2009 population of Busia County was estimated to be 743,946 with females numbering 387,824 (52.13%) and the males numbering 356,122 (47.87%) respectively. By the Yr 2020, the population is projected to grow to a total of 899,525 (437,291 males and 462,064 females).  Labour Force (15-64): in 2015 was estimated at 400,017 and was projected to increase to 435,667. About 71 per cent of the labour force is engaged on family farms while the remaining 29 per cent work in other economic activities such as fishing, trading and employment in the formal and informal sectors. The county has unemployment rate of over 60 per cent. | KLIFI COUNTY  Kilifi County is a county of Kenya. It was formed in 2010 as a result of a merger of Kilifi District and Malindi District. Its capital is Kilifi and its largest town is Malindi. It covers an area of 12,245.90 km² (4,728.17 sq. mi). Tourism and fishing in Kilifi are major economic activities due to its proximity to the Indian Ocean. Opportunities exist in agriculture, particularly dairy and crop farming for its fertile soils and a good weather pattern.  The county is predominantly inhabited by the Mijikenda community. Nevertheless, county residents constitute a representation of Kenya’s forty four (44) tribes and a small population of foreigners. The population of the county is estimated to be 1,498,647 in 2018 as projected from the Kenya Population and Housing Census of 2009, composed of 723,204 male and 775,443 Female. Youth Population (15-29 years) was 297,612(out of which 46.5% are male while 53.5% are female) in 2009, projected to 401,911(out of which 46.5% are male while 53.5% are female) in 2018 and will rise to 426,802(out of which 46.5% are male while 53.5% are female) and 453,234(out of which 46.5% are male while 53.5% are female) in 2020 and 2022, respectively.  The county has a gross labor force of 743,941(out of which 46.5% are male while 53.5% are female) persons in 2018, which is projected to grow to 838,939. The County labor force constitutes 56 percent of total population, out of which 46.5% are male while 53.5% are female). Of this population, the youth (ages 15-29) comprise 49%.The level of unemployment in the County has remained high since independence but has worsened due to recent tourism industry recession.  The Micro, Small and Medium Enterprises comprise of distribution and wholesale, retail and informal trade, international trade, trade in services and electronic trade  KITUI COUNTY  Kitui County is a county in the former Eastern Province of Kenya. Its capital and largest town is Kitui, although Mwingi is also another major urban Centre. The county has an area of 24,385.1 km² Kitui County shares its borders with seven counties; Tharaka-Nithi and Meru to the north, Embu to the northwest, Machakos and Makueni to the west, Tana River to the east and southeast, and Taita-Taveta to the south.  The County’s population was 1,012,236 in 2009, according to the population and household census report of 2009. The population is estimated at 1,123,401 and is projected to reach 1,176,650 in 2022. Labor Force (15 - 64 years): This comprises the economically active group. According to the 2009 census the County had a total labour force of 487,648 and is projected at 577,700 persons in 2018. This accounts for 51 per cent of the County population.  According to the Micro, Small and Medium Enterprises (MSMEs) survey conducted in 2016 by the Kenya National Bureau of Statistics (KNBS), Kitui County was reported to have a total of 16,700 enterprises licensed by the County Government out of which 97.5 are micro and 2.5 per cent translating to about 418 enterprises. There is no medium enterprise in the County. The numbers of unlicensed enterprises were notably high at 71,500. Most of these businesses were identified from the households. This is an indication that most enterprises operating in the County are not licensed (81 per cent) and only 19 per cent are licensed.  The total labour force available in kitui county 514,133 of which their age range between 15 – 64 years. The approximate number of self empoyed people in Kitui County is around 388,431 of which the largest proportion do farming. The county has approximately 18,228 wage earners most of whom are from the public sector. |

**5. County FG Ds and KII locations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **County** | **Constituency** | **Data collection sites** | **Constituency** | | **Data collection sites** |
| Kitui | 1. Kitui Central | Kalundu  Munganga  Mulutu  Kiambit  Mutune | 1. Kitui Rural | | Kwavonza  Kanyangi  Kisasi  Mbithin  Masimba |
| 1. Kitui West | Katutu  Mutongoni  Matinyani  Kwa Mtonga  Katheka | 1. Mwingi West | | Migwani  Kivou  Mwalano  Kanzanzu  Nguutuni |
| 1. Mwingi Central | Walta  Mui  Nguni  Nuu  Mwingi town | 1. Mwingi North | | Kyuso  Mumoni  Ngomani  Tharaka  Katsiani |
| 1. Kitui East | Nzambani  Zombe Mwitike  Mutitu  Chuluni  Voo Kyamatu | 1. Kitui South | | Mutomo  Ikutha  Kanziko  Mutha  Athi |
| Kilifi | 1. Kilifi North | Mnarani  Tezo  Matengani  Sokoni  Kibarani | 1. Kilifi South | | Mtwapa  Mtapeni  Kizingo  Mwakambi  Gongoni |
| 1. Kaloleni | Kaloleni  Mariakani  Mbalamweni  Makomboni  Mikiriani | 1. Malindi | | Mkondoni  Kakomani  Kakuyani  Jilore  Malimo |
| 1. Rabai | Jibana  Ruruma  Mazeras  Kambe  Rabai | 1. Ganze | | Jiribuni  Magongoni  Dungicha  Sokore  Malanga |
| 1. Magarini | Gongoni  Magarini  Sabaki  Adu  Marafa |  | | |
| Busia | 1. Funyula | Sio Port  Nangina  Nambuku  Ganga  Namboboto | 1. Budalangi | Rwambwa  Magombe  Mabingu  Bulemia  Port Victoria | |
| 1. Matayos | Mundika  Matayosi  Busia Town  Busende  Nasira | 1. Teso South | Alupe  Otimong  Aludeke Chakol  Aderema  Amukura | |
| 1. Teso North | Malaba Town  Kakoli  Angulai  Aokor  Akobwait | 1. Butala | Bumala A  Elukanya Echango  Butula  Tingolo  Lungulu | |
| 1. Nambale | Nambale town  Kisoko  Malanga  Mungatsi  Musokoto |

1. Micro, Small and Medium Establishments Basic Report 2016 page 12 [↑](#footnote-ref-1)
2. are bicycle & [motorcycle taxis](https://en.wikipedia.org/wiki/Motorcycle_taxi) commonly found in East Africa [↑](#footnote-ref-2)
3. http://www.knqa.go.ke/about-the-qualification-framework/The KNQF is a learning outcome-based qualifications framework, comprising of all educational and training sectors and all forms of learning; formal, non-formal and informal learning. The KNQF comprises of 10 levels, each being identified by a unique set of Level Descriptors. In order to place a qualification on any KNQF level, the learning outcomes (L.O) of each unit comprising a qualification and the overall qualification learning outcomes are mapped against these Level Descriptors. At each level, the Level Descriptors are classified into three separate strands (categories) covering Knowledge, Skills and Competencies. [↑](#footnote-ref-3)