

# **RAPID REVIEW OF LOCAL WORKPLACE BASED TRAINING INITIATIVES FOR VULNERABLE AND MARGINALIZED YOUTH IN KENYA**

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## **Abbreviations and Acronyms**

ACWICT	African Centre for Women, Information and Communications Technology
AFIDEP	African Institute for Development Policy
BA	Bachelor of Arts
BSc	Bachelor of Science
CBOs	Community Based Organizations
CDACC	Curriculum Development, Assessment and Certification Council
CYECs	County Youth Employment Compacts
FKE	Federation of Kenya Employers
GoK	Government of Kenya
HFF	Housing Finance Foundation
HFG	Housing Finance Group
HND	Higher National Diploma
ICT	Information and Communications Technology
ILO	International Labour Organization
IRC	International Rescue Committee
ITCs	Industrial Training Centres
IYF	International Youth Foundation
KATTI	Kenya Association of Technical Training Institutions
KCB	Kenya Commercial Bank
KCSE	Kenya Certificate of Secondary Education
KEPSA	Kenya Private Sector Alliance
KIHBS	Kenya Integrated Household Budget Survey
KNBS	Kenya National Bureau of Statistics
KSh.	Kenya Shilling
KWFT	Kenya Women Finance Trust
KYEOP	Kenya Youth Employment and Opportunities
KYEP	Kenya Youth Empowerment Project
K-YES	Kenya Youth Employment and Skills
M&E	Monitoring and Evaluation
MIED	Ministry of Industry and Enterprise Development
MoL&SP	Ministry of Labour and Social Protection
MPYG	Ministry of Public Service, Youth and Gender
MSEs	Micro and Small Enterprises
MSMEs	Medium, Small and Micro Enterprises
MTP I (2008-2012)	First Medium Term Plan
MTP I (2013-2017)	Second Medium Term Plan
MTP I (2018-2022)	Third Medium Term Plan
NCA	National Construction Authority
NCPD	National Council for Population and Development
NEET	Not in Employment, Education or Training
NGOs	Non-Governmental Organizations
NHIF	National Hospital Insurance Fund
NITA	National Industrial Training Authority
NSSF	National Social Security Fund
NYBA	National Youth <i>Bunge</i> Association
PWDs	Persons with Disabilities
SACCOs	Savings and Credit Cooperative Organizations
SAGA	Semi-Autonomous Government Agency

SDG	Sustainable Development Goal
SIDA	Swedish International Development Agency
SWT	School-to-Work Transition
TOTs	Trainers of Trainers
TVET	Technical and Vocational Education and Training
TVETA	Technical and Vocational Education and Training Authority
USAID	United States Agency for International Development
USD/US\$	United States Dollars
VMY	Vulnerable and Marginalized Youth
WBT	Workplace Based Training
WBL	Workplace Based Learning
WEDF	Women Enterprise Development Fund
YEDF	Youth Enterprise Development Fund
YEF	Youth Entrepreneurship Facility
YEP	Youth Empowerment Program
YYC	Yes Youth Can

## **CHAPTER ONE**

### **BACKGROUND**

#### **1.1 Study Context**

Creation of productive, gainful and sustainable employment opportunities remain an important pillar of Kenya's transformation agenda. The *Kenya Vision 2030* and Sessional Paper No. 4 of 2013 *Employment Policy and Strategy for Kenya* underscore the importance of employment as a foundation for national transformation and instrument of working people out of poverty (Republic of Kenya, 2007; 2013b).

Consistent with Kenya's policy aspiration, the First Medium Term Plan (MTP I, 2008-2012) projected the country's employment to grow at 6 per cent per annum to yield a total of 3.27 million new jobs over the five-year period (Republic of Kenya, 2008). However, only 2.7 million new jobs were realized (Republic of Kenya, 2013a). A total of 5.17 million jobs were targeted to be created during MTP II (2013-2017) period with the share of modern sector employment projected to increase from 12 per cent in 2012 to 40 per cent by 2017 (Republic of Kenya, 2013a). Kenya's economy, however, generated only 4.13 million new jobs in 2013-2017 of which about 13.6 per cent were in the modern sector [Kenya National Bureau of Statistics, (KNBS, 2018a)]. The subdued rate of employment creation was attributed to low and un-sustained economic growth, and the country's low employment elasticity. The MTP III (2018-2022) targets creation of 1.3 million new jobs annually or 6.5 million new jobs over the five-year period (Republic of Kenya, 2018). The goal is to ensure that the youth secure and maintain good and rewarding jobs (Republic of Kenya, 2018).

The youth are an important constituency in Kenya's development aspiration. The youth, however, remain vulnerable and are among the main casualties of Kenya's apparent economic downturn. The 2015/2016 Kenya Integrated Household Budget Survey (KIHBS) estimated Kenya's open unemployment rate at 7.4 per cent out whom 85 per cent were young people below 35 years (KNBS, 2018b). The youth aged 20-24 bore the greatest brunt of open unemployment at 19.2 per cent while female youth constituted 64.5 per cent of the unemployed. The KIHBS reported under-employment rate of 20.4 per cent of the employed persons with the youth aged 15-19 recording the highest rate of under-employment at 55.4 per cent. This was followed by the youth aged 20-24 (24.3%), 25-29 (16.8%) and 30-34 (14.6%). Slightly more than six in every ten (61.8%) of the under-employed youth were females (KNBS, 2018b).

The youth also suffer vulnerable employment. Estimates show that the proportion of female youth in vulnerable employment across the age categories was high at 65.3 per cent compared to 51.3 per cent for males (KNBS, 2018b). This means that Kenyan females are 1.3 times more likely to be in vulnerable employment compared to males. Vulnerable employment remains highest at 75.8% for male youth aged 15-19 years, declining to about 41 and 46 per cent for those aged 25-29 and 30-34 years, respectively. Labour underutilization, which combines time-related underemployment and open unemployment was estimated at 26.4 per cent of the labour force. The youth aged 15-19 suffered the highest rate of labour underutilization at 62.1 per cent (KNBS, 2018b). Those aged 20-24 had an underutilization rate of 38.9 per cent while those aged 25-29 had an underutilization rate of 24.3 per cent (KNBS, 2018b).

A significant number of Kenyan youth are also not in education, employment or training (NEET). The NEET rate for youth aged 15-34 years was estimated at 29 per cent in 2015, implying that close to 5 million Kenyan youth were NEET [African Institute for Development

Policy (AFIDEP), 2018]. Assuming constancy in the youth NEET rate, the number could increase to 7 million by 2030 and 9 million by 2050 (AFIDEP, 2018). Female youth are disproportionately represented within the youth NEET group at 24 per cent compared to 14 per cent for male youth. Specifically, the ILO estimated that 13.7 per cent of Kenya's youth NEET were those aged 15-24 years with the female youth being twice as likely as male youth to be in NEET. Close to 1.2 million youth aged 15-24 years were NEET in 2015.

The youth who are NEET are particularly at risk. This is because they are neither improving their future employability through investments in vital skills nor gaining work experience through employment. As a result, this group faces the real danger of being shut out of the labour market and excluded in society. Consequently, they are likely to be caught up in poverty trap or potentially become a destabilizing force that can be used to cause civil disturbance or become a recruitment pool for radicalization and violent extremist activities.

The youth that are unemployed and uneducated consider themselves marginalized and vulnerable due to their inability to generate income. Further, when young people are employed, most tend to be engaged in the vulnerable and low paying *jua kali* (informal) sector in urban areas while those in the rural areas are often underemployed, mostly in the subsistence agricultural sector. As a result, the youth receive wages that are inadequate for their needs and most are not covered by any social protection programmes such as the National Social Security Fund (NSSF) and/or National Hospital Insurance Fund (NHIF). Lack of opportunities, therefore, make the youth vulnerable to relative seemingly inevitable life of alcohol, drugs and crime.

Kenya's employment landscape shows that the country must consistently create upwards of one million new jobs annually to absorb the growing labour force. Besides quantity, the jobs must be productive, gainful and offer adequate career opportunities. This is important if the country is to achieve the Sustainable Development Goal (SDG 8) of promoting sustainable and inclusive economic growth; full and productive employment; and decent work for all.

It is instructive to note, however, that even if the economy was to create the jobs in requisite numbers and quality, supply constraints such as skills and incentives might still preclude the workforce, especially the youth from accessing the jobs. A 2013 World Bank survey of enterprises showed that employers in Kenya were increasingly identifying skills as a constraint. According to the World Bank (2013), the skills constraint was felt in virtually all sectors of the country's economy with relative severity in services (38%), retail (37%) and manufacturing (30%). The World Bank (2013) finding is reinforced by a 2018 study by the Federation of Kenya Employers (FKE), which reaffirmed existence of skills mismatches in Kenya (FKE, 2018). The Kenyan scenario is a near mirror of the global situation where 40% of employers report that skills shortage leaves them with entry level vacancies (World Bank, 2013).

Skills constraints include technical, cognitive or socioemotional skills. The skills constraints imply that individuals lack the appropriate skills to respond to the demand of prospective employers. This is likely to be the case of individuals who dropped out of school, those entering the labour market and holding qualifications for which there is not enough demand and those without practical work skills, including soft skills. Skill mismatches may also result from emergence of new skill areas due to changes in technology and the world of work.

## **1.2 Quality Apprenticeships Programming**

Workplace Based training (WBT) methodologies/pathways such as apprenticeships, internships and industrial attachment play an important role in promoting acquisition of employable skills, and enhancing the sync between skills acquired through education and training and those required by industry. Such interventions smoothen school-to-work transition (SWT), expands employment chances of job seekers, reduces unemployment spells, and hastens entry into the labour market hence easing pressure on the job market.

The ILO (2017) defines apprenticeship as a systematic long-term training for a recognized occupation taking place substantially within an undertaking or under an independent craftsman. The ILO (2017) holds that apprenticeship should be guided by a written contract of apprenticeship and be subject to established standards. A distinction can, however, be made between informal apprenticeship and formal apprenticeship. Informal apprenticeship are apprenticeships conducted in the informal economy. It involves transmission of skills from an experienced master craftsman to a young person at the master craftsman's place of work, usually covering all skills of a trade. The apprenticeships do not follow designed curricula, do not often lead to a recognized qualification and are regulated by social norms and traditions rather than laws and/or regulations. A formal apprenticeship is a programme of courses, WBL and productive employment in which workers achieve occupational mastery and industry-recognized credentials. The formal apprenticeships are, therefore, a unique form of education and training that combines on-the-job training and off-the-job learning. They are guided by training policies and legislation.

The ILO has often promoted the concept of Quality Apprenticeship to emphasize the quality and relevance of training to the labour market (ILO, 2017). Quality Apprenticeship, in this context, is a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enables learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue, and require a written contract that details the respective roles and responsibilities of the apprentice and the employer, they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

Kenya's apprenticeship system is dual-presenting formal and informal apprenticeship systems. Consistent with the size of the formal sector (15.7% of total employment in 2018) vis-à-vis the informal sector (83.4% of total employment in 2018), formal apprenticeship systems are fewer in Kenya. Micro and small enterprises (MSEs) operating in the informal economy, for example, provide easy access to a greater number of youth in both rural and urban settings to receive skills training. The MSEs accords the youth, including the VMY opportunities to train and acquire market-relevant skills at a relatively lower cost. While informal apprenticeships provide technical skills needed for paid employment, it also provides the apprentices with skills needed for self-employment.

It is noted, however, that skills gained through informal apprenticeships may vary, both in terms of content and quality, from one provider to the other. The disparity is attributed to lack of uniform training standards; differences in technology and facilities offered by the master craftsman; lack of standard structure of training activities; differences in knowledge, skills and productivity of the master craftsman; and lack of an institutional mechanism to set



standards and monitor the content and quality of training being provided. In addition, the learning by apprentices is not often assessed and certified upon completion. Instead, this is left to unstructured assessment and recognition by individual employers and/or consumers of their products and services. These gaps make it particularly difficult for the youth who have gone through informal apprenticeship to transition into employment in the formal sector.

Informal apprentices are more vulnerable to exploitation. They risk being used as a cheap source of labour or acquire inadequate skills that may inhibit full exploitation of their potential. They may also be exposed to decent work deficits such as low or no pay, poor working conditions, limited social protection and exposure to occupational risks and hazards. The period of training of the apprentices may also, in some cases, be extended by the master craftsman without any valid reason thereby delaying SWT of the apprentice.

Evidence underlying the usefulness of WBL in young people's educational and training experience is compelling. Quality apprenticeship provides an opportunity for young people to bridge theoretical and practical knowledge, and learn new and valuable skills from seasoned professionals. It also helps the youth to gain competencies and develop valuable cross-functional and soft skills, including traits, behaviour, and knowledge that help to bridge and support their smooth transition from school-to-work.

### **1.3 Objectives of the study**

The broad objective of the study was to conduct a rapid review of local WBT initiatives implemented for or beneficial to vulnerable and marginalized youth in Kenya. The specific objectives were to:

- i. Map past and present public and private implementers of workplace-based learning programs in the country;
- ii. Document past or on-going workplace-based learning programs in the country which resulted or are aimed at recipients being able to successfully transition to the labour market or got better job opportunities;
- iii. Identify the key features of the best practices and lessons learned;
- iv. Recommend how such best practices can be further developed and implemented by WBT providers at county and/or national levels.

### **1.4 Scope of the study**

The unit of study scope for the assignment is past and present public and private, including community and faith-based WBT initiatives for vulnerable and marginalized youth (VMY) in Kenya. The VMY, in this context, refers to the youth aged 16-24 years and in particular 16-17-year-old adolescents who are at or above the legal working age, have dropped out of school and are engaged in or at risk of engaging in child labour. The geographical scope of the review is national with emphasis on Kilifi, Kitui and Busia counties.

### **1.5 Overview of Kilifi, Kitui and Busia Counties**

#### *Kilifi County*

Kilifi county had an estimated population of 1,498,647 in 2018 of whom 51.7 per cent were females (County Government of Kilifi, 2018). Kilifi county's Human Development Index (HDI) was estimated at 0.474 in 2012, indicating lower quality of life. The county's HDI value was lower than the national average of 0.52 [National Council for Population and

Development (NCPD), 2017b]. The youth constitute an important constituency in Kilifi county, representing 32.8 per cent of the county's population and 66 per cent of the labour force in 2018. The youth aged 15-19 years constituted one-third of the total youth population in Kilifi county (County Government of Kilifi, 2018). This was followed by those in the age categories of 20-24 (26.8%), 25-29 (21.7%) and 30-34 (18.2%).

The youth exert the highest pressure on the county's labour market. Young people in the county are engaged in manufacturing, building and construction, agriculture, tourism, fishing, small scale businesses, transport (*boda boda*) and *Mnazi* tapping. Most of the young people in paid employment are engaged on casual contracts of service. The main challenges that young people in Kilifi county face include exploitation, low pay from work, lack of appropriate skills, illiteracy and lack of investment capital. Turning the fortunes of young in Kilifi county require targeted skills training and creation of employment opportunities.

#### *Kitui County*

The population in Kitui county increased from 1,012,237 in 2009 to 1,123,401 in 2018 (County Government of Kitui, 2018). The county had a HDI value of 0.482 in 2012 compared to the national average of 0.52, implying that the county is performing worse than the national average (NCPD, 2017c). The youth constitute 30.4 per cent of the total population of Kitui county. The youth aged 15-19 years are the majority, making up 39.6 per cent of the youth population. When combined with the youth aged 20-24 years, the 15-24 years' youth cohort make up 63.4 per cent of the total youth population in the county. Kitui county had a total labour force of 514,133 of whom 75.5 per cent (388,431 persons) are in the informal sector.

The main employment and income generating opportunities in Kitui county are farming/agriculture, transport (*boda boda*) and small scale businesses. Majority of the youth in wage employment are engaged on casual contracts of service. Farming/agriculture and *boda boda* businesses are the main employment and income generating opportunities among the mixed youth aged 20-24 years while casual labour is the main occupation for those aged 20-24 and 25-34 years (NCPD, 2017c). Inadequate knowledge, and lack of appropriate employable skills are some of the key challenges faced by the youth in Kitui county in accessing sustainable income and gainful employment opportunities.

#### *Busia County*

Busia county had a population of 743,946 in 2009 of whom 52.1 per cent were females (County Government of Busia, 2018). The county's population is projected to have increased to 982,942 in 2018. The youth aged 15-34 years accounted for 29.6 per cent of the county's population in 2018. The youth aged 15-19 years made up 35.8 per cent of the youth population. The other youth cohorts 20-24, 25-29 and 30-34 years represented 27.8, 20.2 and 16.3 per cent of the total youth population, respectively.

Busia county had an estimated labour force of 400,017 in 2015 (County Government of Busia, 2018). The county had a dependency ratio of 106.5 per cent, which exerts considerable pressure on the 48.4 per cent of the county's working age population (NCPD, 2017a). The high levels of poverty and dependency in the county may be attributed to the predominance of subsistence agriculture and limited manufacturing activities in the county. Busia county has limited employment opportunities, especially for the youth. This notwithstanding, the youth in Busia county lack appropriate skills to effectively engage in the county's labour market.

## 1.6 Methodology

The study employed a mixed-methods approach involving desk review and field survey, and use of secondary and primary data. A descriptive research design was adopted using observational and case study methods. Descriptive research design was preferred since the aim of the study was to identify and document past and present public and private, including community and faith-based WBT initiatives for VMY in Kenya. Observational case study methods fit well with the study objectives. The main data collection instrument was a Template for documenting the good WBT practices. The sample template is given below.

### Good practices in WBT for vulnerable and marginalized youth

For each heading, one succinct paragraph; include how gender diversity and inclusion of vulnerable and marginalized youth were addressed.	
<b>Name of WBT Programme</b>	
<b>County(s):</b>	
<b>Context:</b> Socioeconomic and demographic context, such as low/high labour force participation rate, level of skills developed, unemployment rate, etc.	
<b>Implementation of programme/ initiative:</b>	
<ul style="list-style-type: none"><li>- Background: Is it public (national/county government) or private run? Or civil society, community or faith-based or some other partnership?</li><li>- Extent of coverage: national, urban/rural, specific targeted youth groups, gender diversity, extent of inclusion of vulnerable and marginalized youth, and numbers of youth reached</li><li>- Objective of the initiative, and Funding: what source (e.g. government, private, donor funds) and amounts (KSh and USD equivalent)</li></ul>	
<b>Main challenges:</b> Brief description of some of the key obstacles that arose during implementation and how these were overcome	
<b>Results achieved:</b> Brief description of the results with emphasis on impact, including supportive data.	
<b>Moving Forward:</b> How can progress be sustained in the longer run, including by expanding coverage (scalability) and addressing identified constraints?	
<b>Replicability/Lessons Learnt:</b> What are the core issues that led to success and how could the three project counties (Kilifi, Kitui and Busia) apply the principles/practices outlined above to achieve similar or better results?	
<b>References</b>	- Maximum three key references, including weblinks

## CHAPTER TWO

### WORKPLACE BASED TRAINING PROGRAMMES

#### 2.1 Implementers of WBT Programs in Kenya

The first objective of the review was to map past and present public and private implementers of WBT programmes in Kenya. The objective sought to establish the profile of the institutions that have implemented and/or implementing the WBT programmes including their ownership structure and status of the initiative, whether ongoing or closed up. Table 1 gives a schedule of some implementers of WBT initiatives in Kenya.

**Table 1: Implementers of WBT initiatives in Kenya**

S/No.	Name of Implementer	Nature of Organization	Name of Programme	Target Group	Duration of Programme	Status
1.	West Kenya Sugar Co. Ltd.	Private	West Sugar Company Graduate Apprenticeship Training	University Graduates- Technical fields	1 year	Ongoing
2.	Unilever Kenya Limited	Private	Unilever Technical Apprenticeship	Diploma Graduates- Engineering	1 year	Ongoing
3.	National Industrial Training Authority	Public	Apprenticeship Training Scheme	Artisans	3 months	Ongoing
4.	Mount Kenya University	Private	Graduate Business Apprenticeship	University Graduates	3 weeks	Ongoing
5.	Kenya Airways	Public	Technical Apprenticeship Programme	KCSE/BA/BSc/HND	2 years	Ongoing
6.	Nairobi Bottlers Ltd., Kronos East Africa Ltd., and Centurion Systems Ltd.	Private	Apprenticeship Programme	Lecturers and students from technical colleges and universities	2 years	Ongoing
7.	DT Dobie Technical Training Centre	Private	DT Dobie Motor Vehicle Mechatronics Apprenticeship Programme	KCSE; Not older than 22 years	3 years	Ongoing
8.	Housing Finance Group	Private	Army of 1 million artisans	Artisans	At least 3 months	Ongoing
9.	National Construction Authority	Public	Apprenticeship Programme	Construction workers without technical certificates and have less than 2 years working experience	At least one year	Ongoing
10	Kisumu Urban Apostolate Programme	Faith-based Organization	Vocational Training Programme	Vulnerable youth aged 16-24 years	6 months	Ongoing
11	Kisumu Urban Apostolate Programme	Faith-based Organization	Skit Project	Vulnerable youth aged 16-24 years	6 months	Ongoing
12	Jitegemee Trust	Non-governmental Organization	Vocational Training Programme	Vulnerable street children	-6 months' rehabilitation programme	Ongoing

					- 1-week trade choosing workshop -1 year workplace-based training	
13	Deutsche Post DHL Group/ SOS Children's Villages	Private/ Non-governmental Organization	GoTeach	Youth aged 15-25 years	3 months to 1 year	Ongoing
14	United States Agency for International Development	Public-private	Generation Kenya Programme	KCSE; 18 years	4-8 weeks	Ongoing
15	Government of Kenya (GoK) and Kenya Private Sector Alliance (KEPSA)	Public-private partnership	Kenya Youth Empowerment Project	-Youth aged 15-29 years -Min. 8 years of schooling -Have been out of school/college for at least 1 year	-2 weeks' life skills training -3-5 weeks' core business training -5 weeks' sector specific training -12weeks' workplace training	Closed
16	ILO and GoK	Public-private partnership	Youth Entrepreneurship Facility	Male/female youth aged 15-35 years	1 year	Closed
17	Cadno Emerging Markets; Kenya Women Finance Trust; Jiinue Holdings; Cooperative Bank of Kenya; KenChic Ltd; and KickStart	Private partnership	Value Girls	Young girls and women aged 14-24 years who have dropped out of school	3-6 months	Closed
18	African Centre for Women, Information and Communications Technology (ACWICT)	Private	Kenya Youth Empowerment Program ( <i>Ninaweza</i> )	-young women aged 18-35 years -have completed high school -have been out of school for at least 1 year -are unemployed and living in informal settlements around Nairobi	-8 weeks in-class training -8 weeks' workplace training -6 months job placement support	Closed
19	ACWICT; Informal Sector Business Institute; and NairobiBits	Private partnership	Youth Empowerment Program (NairobiBits)	-disadvantaged and underprivileged youth aged 17-21 years -living in urban informal settlements in Nairobi	11 weeks	Closed

20	RTI International	Non-governmental Organization	Kenya Youth Employment and Skills (K-YES) Program	-Unemployed and underemployed youth aged 18-35 years -youth who have not completed secondary school	1-4 weeks	Ongoing
21	Informal sector	Informal sector	Informal apprenticeship programme	Youth of all age ranges	varies	Ongoing

Table 1 gives a schedule of past and present WBT initiatives that may be categorized into two: formal and informal apprenticeship programmes. The formal apprenticeships in strands 1-20 in Table 1 are implemented by public and private sector institutions in the formal sector. Some of the apprenticeship programmes in question are regulated through national legislations, collective agreements between trade unions and respective employers, organizational policies and/or other policy decisions arising from social dialogue. Some of the programmes are also based on written contracts that details the roles and obligations of the apprentice and the employer, and provide for remuneration and social protection coverage such as insurance and medical scheme. Some of the programmes listed follow a clearly defined and structured content and period of training with inbuilt assessment mechanism and award of recognized qualification on successful completion of the apprenticeship. In the contrary, the informal apprenticeship as captured in Table 1 is offered by the informal sector operators and are not based on the key building blocks of a Quality Apprenticeship.

In Kenya, formal apprenticeship programmes are regulated by the Industrial Training Act (Cap. 237) [Rev. 2017]. Section 2 of the Act defines an apprentice as a person who is bound by a written contract to serve an employer with a view to acquiring knowledge, including theory and practice, of a trade in which the employer is reciprocally bound to instruct that person. An apprentice is, in this context, regarded as an employee and is entitled to remuneration. Section 11 of the Act requires all employers to register the contracts of apprenticeship with National Industrial Training Authority (NITA).

As illustrated in Table 1, the formal apprenticeship programmes implemented by the organizations listed are mainly aimed at addressing the skill and competency needs of the organizations including that of the national economy. The programmes mainly target high school, college and university graduates in technical and artisan areas with no specific age-based or vulnerability oriented cut-off criteria. Only a few of the formal apprenticeship programmes target apprentices in specific youth age cohorts facing defined socio-economic circumstances qualifying them to be vulnerable and/or marginalized. Such programmes include those implemented by Kisumu Urban Apostolate Programme, which target vulnerable youth aged 16-24 years; Jitegemee programme that targets vulnerable street children; the DHL/SOS Children's Villages GoTeach programme focusing on youth aged 15-25 years; Kenya Government/World Bank project that targeted youth aged 15-29 years; the Value Girls programme that targeted young girls and women aged 14-24 years who have dropped out of school; and ACWICT's NairoBits programme that targeted disadvantaged and underprivileged youth aged 17-21 years, living in urban informal settlements in Nairobi. The WBT initiatives are for a duration of between three weeks and three years with majority running for six months to two years.

The other category of the WBT initiatives (Nos. 10-20 in Table 1) are the project based apprenticeship programmes implemented by public and private institutions through inter and

intra partnerships between organizations. The programmes are mainly supported by development partners. The WBT initiatives are mainly aimed at improving the livelihoods of the primary actors (target beneficiaries) besides responding to the skill needs of the local development. The project-based WBTs have a relatively shorter duration, a more focused target group that include age and socio-economic circumstances of the youth, and a blend of in-class and WBT that is tailor-made to the unique needs of the primary actors and project objectives. Most of the programmes target VMY in specific socio-economic situations or locations. The project-based WBTs also gain leverage in partnering with other organizations. The partnerships range from public-private, private-private, private-community-faith based organizations.

The WBT models illustrated in Table 1 and indicated to be implemented by the National Construction Authority (NCA), Housing Finance Group (HFG), Kenya Youth Empowerment Project (KYEP), Cadno Emerging Markets and African Centre for Women, Information and Communications Technology (ACWICT)<sup>1</sup> all have unique beneficiary targeting attributes. The NCA model, for example, target construction workers without technical certificates and have less than 2 years working experience while the WBT by the HFG generally targets artisans with no formal training. The KYEP was specific on youth aged 15-29 years with minimum eight (8) years of schooling and have been out of school/college for at least one (1) year. The Value Girls program implemented by Cadno Emerging Markets targeted young girls and women aged 14-24 years who have dropped out of school and living along the shores of Lake Victoria while the Kenya Youth Empowerment Program (*Ninaweza*) component of the ACWICT model targeted young women aged 18-35 years who have completed high school, have been out of school for at least one (1) year and are unemployed and living in informal settlements around Nairobi. The Youth Empowerment Program (NairoBits) also implemented by ACWICT focused on disadvantaged and underprivileged youth aged 17-21 years living in urban informal settlements in Nairobi.

Specific targeting of beneficiaries adopted in the second category of WBT initiatives is important. Though almost all the WBT programmes reviewed in Table 1 target the youth aged 15 to 35 years of age, the 29 years' youth age span cover a range of issues and different circumstances. The project-based WBT initiatives had specific youth target groups such as those aged 14-24 years; 15-29 years; 17-21 years and 18-35 years. Focusing of a WBT on different age groups is important because the youth in different age cohorts have different unique challenges. The employment problems, for example, of an out-of-school 15-year-old youth who is not yet of legal ages to work may require efforts to open opportunities for acquiring skills and knowledge of the workplace (pre-apprenticeship training). However, the problems faced by an unemployed, or more likely, an under-employed 30-year-old youth would require solutions that include job creation, possibly second-chance education, upgrading of skills, and possible credit for starting a small business.

## **2.2 Past and on-going WBT programmes**

Many organizations-public and private-have designed and implemented various WBL programmes targeting skills development and employability of the youth. The interventions have variously focused on affecting the employment chances of young people by influencing improvement in the match between the skills possessed by the youth and those required by the labour market, and equipping the youth with other skills and competencies required to smoothen SWT. Despite the myriad interventions, not much is known about what works best

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<sup>1</sup> Details of these initiatives in terms of when they were implemented, by whom, programme cost, duration and results achieved is elaborated in section 2.2.

in youth employment promotion. To guide future policy and investment decisions of government and development partners, more evidence is needed about the effectiveness of different WBT models and approaches used in promoting youth employment and fostering a smooth transition from school to work. Appendix 1 (Tables A1-A13) gives highlights of 13 past and ongoing WBT programmes in Kenya. Details provided for each programme include the name of the WBT programme, location, implementation, main challenges, results achieved and assessment of its replicability.

The 13 past and ongoing WBT programmes identified targets youth of different age groups and socio-economic circumstances. Eight of the 13 programmes target youth in the age range of 18-35 years. The remaining five programme targets youth in the age categories of 14-24, 15-25, 15-29, 16-29 and 17-21 years. Only two of the WBT programmes-Value Girls and *Ninaweza*, had a specific target of empowering young girls and young women. The remaining programmes were accessible to both male and female youth. The WBT programmes variously involve partnership between the implementing institutions, government, private sector, development partners and CBOs.

Defining features of the programmes include inbuilt framework to ensure strong partnership between implementing institutions and other agencies, which promotes social dialogue and tripartism where applicable. The programmes also had inbuilt sustainability mechanisms, and integrated boys and men in the programme design to provide leverage in areas where only young girls and women are targeted. Furthermore, implementation of the WBT programmes were preceded by assessment of the needs of local industry and community. This ensured that the programmes addressed specific youth needs that resonates with the needs of the community, and relevance of the skills imparted to the local industry and labour market. The WBT programmes that integrated financing in the programme design used more innovative and attractive financial models that are responsive to the youth situation and local economy.

### **2.3 Mapping of the WBT Programmes to Quality Apprenticeship Criteria**

The ILO (2017) outlines six key building blocks for quality apprenticeship programming. The building blocks are meaningful social dialogue, robust regulatory framework, clear roles and responsibilities, equitable funding arrangements, strong labour market relevance and inclusiveness. The past and ongoing WBT programmes documented in section 2.2 and elaborated in Appendix 1 were mapped onto the six building blocks to assess how well their design, features and implementation was in sync with the building blocks. Table 2 gives a schematic illustration of the summary of the assessment.



**Table 2: Synchronization of WBT Programmes to Building Blocks for Quality Apprenticeships**

S/No.	WBT Programme	Key Building Blocks for Quality Apprenticeships					
		Meaningful social dialogue	Robust regulatory framework	Clear roles and responsibilities	Equitable funding arrangements	Strong labour market relevance	Inclusiveness
1	Kenya Youth Empowerment Project	×	§	√	×	√	§
2	Youth Entrepreneurship Facility	√	§	√	×	√	§
3	Value Girls Program	×	×	√	×	×	§
4	Kenya Youth Empowerment Program ( <i>Ninaweza</i> )	×	§	√	×	§	§
5	Youth Empowerment Program ( <i>NairobiBits</i> )	×	§	√	×	§	§
6	Army of 1 million artisans	×	§	√	×	§	§
7	Kenya Youth Employment and Skills Program	×	§	√	×	§	§
8	Kenya Youth Employment and Opportunities Project	√	§	√	×	√	§
9	KCB2Jiajiri	×	×	√	×	§	§
10	Generation Kenya	×	×	√	×	§	§
11	NITA Apprenticeship Scheme	√	√	√	√	√	§
12	GoTeach	×	§	√	×	§	§
13	Young Africa Works	×	×	√	×	§	§

Key: √: meets the criteria; §: does not quite meet the criteria; ×: does not meet the criteria

### **2.3.1 Meaningful Social Dialogue Criterion**

The summaries presented in Table 2 shows that most of the WBT programmes are not anchored on sound social dialogue. As illustrated in the table, slightly less than one quarter (three out of 13) of the documented WBT programmes had an inbuilt framework for promoting meaningful social dialogue. The WBT programmes whose design and implementation arrangements had a framework for furtherance of meaningful social were the Youth Entrepreneurship Facility (YEF), Kenya Youth Employment and Opportunities Project (KYEOP) and the NITA Apprenticeship Scheme.

A key feature of YEF, KYEOP and NITA Apprenticeship Scheme is that their institutional framework for implementation is anchored on social dialogue and tripartism. The key partners in the YEF programme were MoL&SP, COTU-K and FKE. The aforementioned tripartite partners were deeply involved in the YEF from its design, implementation, monitoring and evaluation stages. The KYEOP is a multi-component project implemented through MPYG, MoL&SP and MIED. The component that focuses on improving youth employability through skills training and apprenticeship is implemented by NITA, which is a semi-autonomous government agency (SAGA) under the MoL&SP. Implementation of the youth employability component of KYEOP is anchored on the functions of the Industrial Training Council and training committees established under Industrial Training Act (Cap. 237) [Rev. 2017]. Both the council and committees have tripartite representation based on social dialogue framework. A more deepened social dialogue framework is exercised in the implementation of NITA apprenticeship scheme, which is governed by the Industrial Training Act (Cap. 237) [Rev. 2017].

ILO (2017) stresses that quality apprenticeship provides the nexus between the world of education and the world of work. The strength of the nexus hence effectiveness of the apprenticeship programme depends on existence of a strong linkage between education and training institutions and industry in a social dialogue setup. Intentional engagement of relevant government Ministry(s), workers' and employers' representatives in the apprenticeship programme is crucial. This is to ensure that the WBL is consistent with the skill projections by government, and relevant to the labour market demands based on the needs of local employers. Employers also plays an important role of being host organizations to the apprentices thus emphasizing the significance of their ownership, support and commitment in the programme. Furthermore, matching skills training content of the WBL to local skills demand and including employers and workers in WBT curricula design and development increases the likelihood that the apprentices remain in the programme and be able to obtain the right skills that would smoothen their transition into paid or self-employment including entrepreneurship. The three WBTs: YEF, KYEOP and NITA Apprenticeship Scheme may, therefore, be considered to be a good practice if assessed on the basis of social dialogue building block only.

### **2.3.2 Robust Regulatory Framework Criterion**

The ILO (2017) emphasizes that quality apprenticeship requires a robust regulatory framework that establishes the overall conditions for design, implementation, and monitoring and evaluation of the apprenticeship system. The regulatory framework should also aim at securing decent work for the apprentices.

The summaries presented in Table 2 shows that all the WBTs documented save for the NITA Apprenticeship Scheme are either not anchored on a sound regulatory framework or have elements, which mirror existence of a regulatory framework. According to the assessment,

only NITA Apprenticeship Scheme meet the criteria of being governed by a robust regulatory framework.

The NITA Apprenticeship Scheme is anchored on Industrial Training Act (Cap. 237) [Rev. 2017]. The Act sets out the legal and regulatory framework for undertaking apprenticeship in Kenya. It defines an apprentice as a person who is bound by a written contract to serve an employer with a view to acquiring knowledge, including theory and practice, of a trade in which the employer is reciprocally bound to instruct that person. The Industrial Training Act (Cap. 237) [Rev. 2017] recognizes an apprentice as an employee. It defines an employee as “a person employed for wages or salary and includes an apprentice, indentured learner, ...” (Republic of Kenya, 2017:5). Being an employee, the law accords an apprentice the right to remuneration and other terms and conditions of employment including enjoyment of fundamental principles and rights at work.

The Industrial Training Act (Cap. 237) [Rev. 2017] also stipulate the conditions for engaging an apprentice, qualifications of an apprentice, transfer of contract of apprenticeship, and termination and extension of contract of apprenticeship. It also regulates on issuance of certificate of apprenticeship to the apprentice upon successful completion of the apprenticeship contract. The regulatory framework provides for representation of social partners in the design, implementation, monitoring and evaluation of the apprenticeship programme.

A major gap in the other documented WBT programmes is that though they deal with apprenticeships, they do not consider an apprentice as an employee with entitlement to remuneration, leave days that is consistent to what is granted to other employees, safety and health provisions, and provision of a recognized qualification upon successful completion of apprenticeship among other fundamentals. In the case of KYEP, for example, the apprentices were entitled to a monthly stipend of US\$ 60 per month. The stipend paid was 45.1 per cent below the statutory minimum wage of a labourer in the general services industry in 2016. It was also 65 per cent below the average statutory minimum for the general services industry in the same year. Also, the fact that the payment was referred to as stipend connotes that it was not compensation for services rendered by an apprentice but more of tokenism and discretionary payment. The YEF, Value Girls, *Ninaweza* and Army of 1 million artisans programmes all viewed the apprentices as trainees with no right to remuneration. In fact, both Value Girls and *Ninaweza* programmes suffered participant attrition due to non-payment of allowances. A similar case applies in the other WBTs reviewed.

### **2.3.3 Clear Roles and Responsibilities Criterion**

As illustrated in Table 2, all the WBT programmes reviewed were anchored on support and commitment of various stakeholders with specific roles and responsibilities. Most of the programmes were designed and implemented through public-private partnership arrangements while others were purely private oriented with involvement and participation of CBOs, NGOs and faith based organizations. The NITA Apprenticeship Scheme is based on the support of about 436 registered employers besides the TVET institutions, social partners and their affiliates. Generation Kenya works with over 350 employers besides the government and other private sector partners while K-YES has over 114 established public-private partnerships. NairobiBits had a pool 34 CBOs partnering with it. The WBT programmes reviewed, therefore, had a strong mechanism for promoting participation of government, private sector, civil society organizations, development partners and beneficiaries in the programmes. A review of the documented WBT programmes also indicate existence of at least some fair level of

understanding by the partners of their roles and responsibilities. The WBT programmes were, therefore, in sync with this key building block for quality apprenticeship.

#### **2.3.4 Equitable Funding Arrangements Criterion**

Equitable funding arrangements, in the context of quality apprenticeship, is fair sharing of financial burden and costs of the WBT among programme partners and stakeholders. It considers the costs and benefits of quality apprenticeship and how they accrue to the main actors: apprentices, employers, government and the general public. The building block also focuses on the incentive framework for employers and apprentices to promote their participation and stay in the programme.

As illustrated in Table 2, almost all the documented WBT programmes did not have a robust financial model capable of distributing the costs and benefits of the programme fairly on all stakeholders, and guaranteeing participation of stakeholders in the programme on a long-term basis. Only three of the 13 WBT programmes reviewed were funded by local partners, either government or private sector. The rest were funded by foreign governments and international partners without meaningful matching local contribution. The three that are funded by local partners are the Army of 1 Million Artisan Programme financed by HFF, KCB2Jiajiri programme funded by KCB Foundation and the NITA Apprenticeship Scheme funded by the employers through the levy scheme, and the Kenya government through budgetary provision.

Further, only five of the 13 WBT programmes reviewed have incentive structure targeting employers and apprentices. The five are KYEP, *Ninaweza*, KYEOP, GoTeach and NITA Apprenticeship Scheme. However, the incentive schemes for KYEP, *Ninaweza*, KYEOP and GoTeach programmes were not only purely monetary but was also pegged to programme funding hence not sustainable. In addition, the incentive framework for the four WBTs negates the principle of equitable sharing of the financial burden and costs of the programme as advocated for in the building block of equitable funding arrangements.

The NITA Apprenticeship Scheme is to a great extent in sync with the requirements for equitable funding arrangements. The NITA apprenticeship scheme is mainly financed by levy paying employers and government subvention through the budget. Legal Notice No. 113 of 2007 [Industrial Training (Training Levy) Order, 2007] requires every employer to pay a monthly training levy of KSh. 50 (US\$ 0.49) per employee. The Legal Notice puts a penalty of 5 per cent on any outstanding amount. The government also finances the apprenticeship programme through budgetary allocation towards NITA's development and recurrent expenditures. The levy system inclusive of government budgetary provision and grants from partners makes the financial burden of NITA's apprenticeship scheme to be shared by a relatively large number of players.

Linked to the issue of funding is the incentive framework for employers and apprentices to promote their participation in the scheme. Employers under the NITA Apprenticeship Scheme bear the cost of on-the-job training, wages and allowances, and social security (NHIF and NSSF) of the apprentices. The government, private sector partners and other development partners and stakeholders finance off-the-job training in TVET institutions. Under the scheme, apprentices receive relatively lower remuneration compared to skilled workers. The quantum of the remuneration for the apprentices is, however, not specified in law. In terms of benefits, employers recoup their investments overtime through reduction in expenditure on employee arising from the better skills fit, and through productive engagement of the apprentices during on-the-job learning phase. Additional benefit to employers comes if the apprentices are

engaged on fulltime contracts of service. This emanates from savings on the cost of advertisement, lowering of the cost of recruitment, reduction in the lead time between the time when a vacancy arises and the time the position is filled up, shortening of the time required by an employee to get used to the work environment, fostering and sustaining of organizational culture and reduced expenditure on employee training among other important considerations.

### **2.3.5 Strong Labour Market Relevance Criterion**

Kenya experiences skewed skill mix particularly between professionals, technicians and associate professionals and craft workers. The country's skills profile shows a bloated managerial and professional cadres compared to technical, craft and support staff cadres. While the ideal occupational mix for engineers, technicians and artisans is 1:13:60, Kenya has a skewed skills ratio of 1:3:13 (Omolo, 2014). It is also estimated that 75 per cent of Kenyan artisans are not formally or adequately trained, which results in a major skills gap. As it is, artisans are largely trained on the job, a process that fails to capture many basic work requirements. The overall implication is that even if Kenya was to create jobs in requisite numbers and quality, supply constraints such as skills, both technical and soft, might continue to preclude young people from accessing the jobs.

Quality apprenticeships are recognized as offering effective and efficient way of bridging the skills divide (ILO, 2017). As illustrated in Table 2, more than half (61.5%) of the documented WBT programmes were aimed at bridging the youth employability gaps. However, the programmes did not have inbuilt institutional framework to ensure that the skills training provided have strong labour market relevance to close the skills divide that have continued to undermine employment chances of the Kenyan youth.

The WBT programmes that were based on at least some frameworks to ensure meaningful relevance of the apprenticeship skills training to skills requirements of the labour market were KYEP, YEF, KYEOP and NITA Apprenticeship Scheme. Of these, the NITA Apprenticeship Scheme had a more robust policy, legal and institutional mechanism for ensuring that the skills provided through the apprenticeship programme is responsive to the labour market demands and its changing patterns.

The NITA Apprenticeship Scheme is governed by the Industrial Training Act (Cap. 237) [Rev. 2017]. Section 3A of the Act mandates NITA, among others, to be responsible for industrial training, developing industrial training curricula, integrating labour market information into skills development, and harmonizing curricula and certificates of competence. The law, therefore, compels NITA to run apprenticeship and other industrial training programmes that have strong relevance to the labour market demands. Being an institution of social dialogue, NITA has various mechanisms of knowing the trends in supply and demand for skills inclusive of their projections. However, this opportunity is not effectively utilized due to internal capacity limitations.

Kenya has a weak framework for mapping existing skill sets and projecting future skill needs of the country. This weakness may be traced to the fact that the country does not conduct manpower surveys regularly and neither does it have a robust and integrated labour market information system. Training committees established under section 4J of the Industrial Training Act (Cap. 237) [Rev. 2017] have also not succeeded in undertaking a rigorous skills need assessment and projection across all the sectors of the economy, and integration of the same in apprenticeship training. Though the MoL&SP has a labour market information

system, the same is at the nascent stage of development and hardly useful in the context of providing quality apprenticeship.

### **2.3.6 Inclusiveness Criterion**

Inclusiveness in the context of quality apprenticeship is about taking positive steps to increase diversity, improve reporting and accountability, enhance flexibility, and improve advice and support (ILO, 2017). Inclusiveness in the context of Kenya would entail consideration of different social groups such as the youth, VMY, Persons with Disabilities (PWDs) and marginalized communities. Most of the WBT programmes reviewed targeted a specific social group. Programmes such as KYEP, Value Girls, Youth Employment Program (NairoBits), KYEOP and GoTeach all targeted VMY in the age range of 14-29 years. While some of the programmes in this category specifically target young women, others were open to both young males and females. The YEF and K-YES targeted a relatively expanded category of youth aged 15-35 years while the Army of 1 Million Artisans, KCB2Jiajiri, Generation Kenya and NITA Apprenticeship Scheme had a focus on youth but with no defined age limit. None of the programmes specifically targeted the PWDs.

Another aspect of diversity is geographical coverage of the programmes. Analysis of the documented WBT programmes show that YEF, *Ninaweza*, NairoBits and GoTeach were focused on youth beneficiaries from Nairobi. Similarly, the Value Girls program had a regional scope: western and nyanza regions while the scope of KYEP, K-YES and Generation Kenya is county-based -3, 9 and 16-for the three programmes in that order. The Army of 1 million artisans programme, KYEOP, KCB2Jiajiri and NITA Apprenticeship Scheme have a national coverage. The Army of 1 million artisans programme, KYEOP, KCB2Jiajiri and NITA Apprenticeship Scheme, therefore, provide a more flexible framework for access to WBL on account of age and geographical coverage.

All the WBT programmes reviewed, however, fail to meet inclusivity threshold relating to reporting and accountability. While statistics on apprenticeships are being collected by most WBT implementers, it is not done on a regular and timely basis. Furthermore, the data does not highlight the under-represented groups for ease of programme targeting. The same applies to collection of data on the variables at the national level. In addition, there is no deliberate and coordinated campaigns geared towards encouraging vulnerable and marginalized groups to take up apprenticeships as a means of improving employability and smoothening SWT. With such groups being policy orphans at least in regard to availability of up to date and disaggregated data, neither the government nor private implementers of WBTs reviewed have designed and/or implemented incentive scheme for the benefit of employers taking apprentices from the vulnerable and marginalized groups.

The review also established weak coordination and communication of WBT programmes. Little is known about most WBT programmes, their target group, geographical coverage and gaps in coverage and service. Also, there is little documentation, if any, on the successes, failures and key lessons learnt from the various WBT programmes. For most WBTs, no tracer studies have been conducted to establish the differential impact of the programmes on the beneficiaries and the levels of absorption of the interventions by the youth. This undermines harnessing of synergies of the WBTs and ensuring optimal utilization of resources dedicated to youth employment. It also makes it difficult to develop a mechanism for replication and sustainability of the programmes.

## **2.4 Overview of WBT Programme Mapping**

The mapping exercise of the features of the WBT programmes against the six building blocks of quality apprenticeship shows that none of the 13 programmes meet all the criteria. The NITA Apprenticeship Scheme meets five of the six criteria. The features of the NITA Apprenticeship Scheme are in sync with the Quality Apprenticeship building block on meaningful social dialogue, robust regulatory framework, clear roles and responsibilities, equitable funding arrangements and strong labour market relevance. It is, however, not quite compatible with all the components of the criterion of inclusiveness. The inclusiveness criterion concerns taking positive steps to increase diversity, improve reporting and accountability, enhance flexibility, and improve advice and support.

The NITA Apprenticeship Scheme had a focus on all youth categories. It did not have a defined age limit for the youth, did not discriminate based on biological, physical or other socio-economic circumstance of the youth beneficiaries. The Scheme is implemented countrywide and can, therefore, provide an environment for promoting diversity. The NITA Apprenticeship Scheme, however, fails to meet inclusivity component relating to reporting and accountability. The Scheme does not collect statistics on apprenticeships on a regular and timely basis. The data collected does not also flag out under-represented youth groups in the Scheme for ease of programme targeting. In addition, the Scheme does not have a deliberate and coordinated campaign aimed at encouraging VMYs such as the PWDs, disadvantaged young girls and young women, persons living with HIV and youth in rural communities to enroll in the apprenticeship programme. The NITA Apprenticeship Scheme also suffers weak coordination and communication of the WBT programme. Also, there is little documentation, if any, on the successes, failures and key lessons learnt from the Scheme since its establishment in 1959. The Scheme has also not conducted tracer studies to establish its differential impact on the beneficiaries and the youth population in general.

## **CHAPTER THREE**

### **SUMMARY AND RECOMMENDATIONS**

#### **3.1 Summary**

Kenya has numerous WBT programmes aimed at bridging the skills divide and smoothening SWT. The programmes are implemented under public-private partnership, by government, private sector, CBOs, NGOs, faith-based organizations and/or development partners. Most of the WBT programmes were not anchored on meaningful framework of social dialogue. This is despite the valuable role of social partners in ensuring effectiveness of WBT programmes. Kenya has a regulatory framework [Industrial Training Act (Cap. 237)] that establishes the overall conditions for design, implementation, and monitoring and evaluation of the apprenticeship system. However, only the NITA Apprenticeship Scheme is anchored on this legislative framework. Another major gap in the other documented WBT programmes is that they do not consider an apprentice as an employee contrary to the Act. All the WBT programmes reviewed were anchored on support and commitment of various stakeholders. The stakeholders also had clear roles and responsibilities.

Almost all the documented WBT programmes did not have a robust financial model capable of distributing the costs and benefits of the programme fairly on all stakeholders, and guaranteeing participation of stakeholders in the programme on a long-term basis. Only three of the 13 programmes-Army of 1 Million Artisans, KCB2Jiajiri and NITA Apprenticeship Scheme-were funded by local partners. The rest were funded by foreign governments and international partners without meaningful matching local contribution. The NITA Apprenticeship Scheme had a more robust framework of funding by employers through the levy scheme, and the Kenya government through budgetary provision. It also had monetary incentives for employers and apprentices.

More than half (61.5%) of the documented WBT programmes were aimed at bridging the youth employability gaps. However, the programmes did not have inbuilt institutional framework to ensure strong labour market relevance of the skills provided through the WBTs. The WBT programmes that were based on at least some frameworks to ensure meaningful labour market relevance of the apprenticeship were KYEP, YEF, KYEOP and NITA Apprenticeship Scheme. The NITA Apprenticeship Scheme, however, has a more robust policy, legal and institutional mechanism for ensuring that the skills provided through the apprenticeship is responsive to the labour market demands. The Scheme also has inbuilt institutional mechanism for undertaking skills needs assessment and projection even though this opportunity is not exploited fully.

Most of the WBT programmes reviewed targeted a specific social group. The KYEP, Value Girls, Youth Employment Program (NairoBits), KYEOP and GoTeach targeted VMY aged 14-29 years while YEF and K-YES targeted an expanded category of youth (15-35 years). The Army of 1 Million Artisans, KCB2Jiajiri, Generation Kenya and NITA Apprenticeship Scheme had a focus on youth but with no defined age limit. Only two of the WBT programmes-Value Girls and *Ninaweza*-had a specific target of empowering young girls and young women. The remaining programmes were accessible to both male and female youth.

Four of the WBT programmes reviewed were focused on youth beneficiaries from Nairobi, one was based on western and nyanza regions while three covered 3-16 counties. The remaining four programmes had a national coverage thereby providing a more flexible framework for access to WBL opportunities. All the WBT programmes reviewed, however,



failed to meet inclusivity threshold relating to reporting and accountability. This, notwithstanding, the NITA Apprenticeship Scheme may be considered as a good WBT practice.

### **3.2 Recommendations**

The youth constitute important constituency in Kilifi, Kitui and Busia counties, representing 32.8, 30.4 and 29.6 per cent of the population in the three counties, respectively. The youth aged 15-19 and 20-24 years are the majority in the three counties constituting an average of 36.2 and 26.1 per cent of the respective youth populations. All the three counties report subdued labour market opportunities manifested in high levels of open unemployment, underemployment and vulnerable employment. Lack of appropriate skills is a major constraint to the young people in the three counties and this hinders them from effectively engaging in the counties' labour markets.

Quality Apprenticeship is a proven pathway that enables young people to gain appropriate knowledge, skills and competencies required to carry out a specific occupation. It has the capacity to smoothen SWT, expand employment chances of the youth, and hasten entry of young people into the labour market thereby easing pressure on the job market. The documented case studies (see Appendix 1) has demonstrated the effectiveness of quality apprenticeship in promoting acquisition of appropriate and employable skills by young people, and enhancing employment chances of the youth. The documented case studies have variously been implemented at national and also in counties with comparable socio-economic circumstances as Kilifi, Kitui and Busia. It is important that the county governments of Kilifi, Kitui and Busia considers implementing quality apprenticeship programmes within the framework of NITA Apprenticeship Scheme or adapting any other preferred model in the case studies. Such intervention would facilitate quick response to the skills constraint faced by the youth in the counties, and complement efforts by the respective county governments to harness ongoing efforts towards employment creation.

A good WBT practice must be aligned to the six key building blocks for quality apprenticeship. The WBT programmes reviewed demonstrated existence of multiplicity of players and stakeholders in their implementation. Thus, development, replication and/or implementation of the good WBT practices should start with development of a shared vision amongst partners and stakeholders. It is also important to ensure that all the key stakeholders are involved in developing the vision for the WBT and remain committed to it. Given the critical role of meaningful social dialogue in promoting quality apprenticeship, the WBT partners and stakeholders must as a minimum include relevant government ministries and agencies, social partners and vocational education training providers.

For effectiveness, a good WBT programme should have a policy framework built around the shared vision. Though Kenya has a legislative and regulatory framework that guides apprenticeships, it does not have a policy framework on the same. It is, therefore, important that the government in collaboration with the social partners formulates and implements an apprenticeship policy on which the vision is anchored. The existing legal framework would then be able to support the policy framework and vision.

Noting the importance of partnership and differences in roles and responsibilities of stakeholders in a WBT programme, the legislative and regulatory framework could be reviewed to enshrine the roles and responsibilities of the key stakeholders in an established apprenticeship programme. This is important in enhancing accountability amongst the

stakeholders. Given the strong level of tripartism, especially in the NITA apprenticeship system and the fact that NITA has the responsibility of enforcing the law governing apprenticeship, the tripartite partners could initiate and spearhead the legislative review process.

An important feature of a good WBT is that no single government ministry, agency or organization can on its own implement it. This means that structured WBT programmes have a number of distinctive features that key actors such as policy makers, workers and their respective trade unions, and employers together with their membership associations should take into account. The multiplicity of stakeholders in a WBT programme makes it imperative for WBT implementers to develop and ensure the sustainability of a strong framework of stakeholder cooperation.

Review of the WBT programmes show that Kenya has numerous such programmes aimed at bridging the skills divide and enhancing the employment chances of the youth. As demonstrated in the review, the WBT programmes are variously implemented by government, private sector, CBOs, NGOs, faith-based organizations and development partners. It follows, therefore, that a sound WBT programme must have strong channels for institutional coordination and communication. The implication is that NITA being the organization responsible for regulating apprenticeship in Kenya could spearhead the development and implementation of a coordination mechanism for all the apprenticeship programmes implemented in the country.

Most of the WBT programmes reviewed did not have a framework for meaningful social dialogue. Development and implementation of the good WBT practices should, therefore, start with developing the institutional framework for social dialogue. The WBT framework must also give strong ownership and control to the social partners. This could include areas such as WBT policy development, selection and screening of the apprentices, curriculum development, assessment, and quality assurance.

Further development and implementation of the good WBT practices should ensure that the developed programmes have a blend of skills and on-the-job training, employment counselling, job shadowing and access to credit. The blending of these core elements: technical and practical skills, soft skills, mentorship and financial literacy has proven effective in improving young people's self-confidence and supporting their transition to paid or self-employment. The implication is that NITA, working within the framework of training committees established under section 4J of the Industrial Training Act (Cap. 237) [Rev. 2017], should spearhead development of both sector and occupational-based apprenticeship curricula.

Quality Apprenticeship seeks to promote acquisition of employable skills and bridging of skills gap. This presupposes existence of a strong framework for undertaking a skills assessment and mapping, which is lacking in Kenya. It is recommended, therefore, that NITA should partner with the MoL&SP and KNBS to regularly undertake a skills audit. Such audit would reveal the stock of skills in the country, the demand for skills, supply of skills, areas of skill shortages and surpluses, and projected skills demand and supply. It would also give a profile of relevant occupations and skills required in different sectors of the economy. In the medium term, NITA and other tripartite-plus partners should work towards integrating the apprenticeship skills in the country's national occupational classification framework. In the long-term, however, NITA in collaboration with MoL&SP, the social partners and other state and non-state actors should formulate a National Skills Development Policy to provide

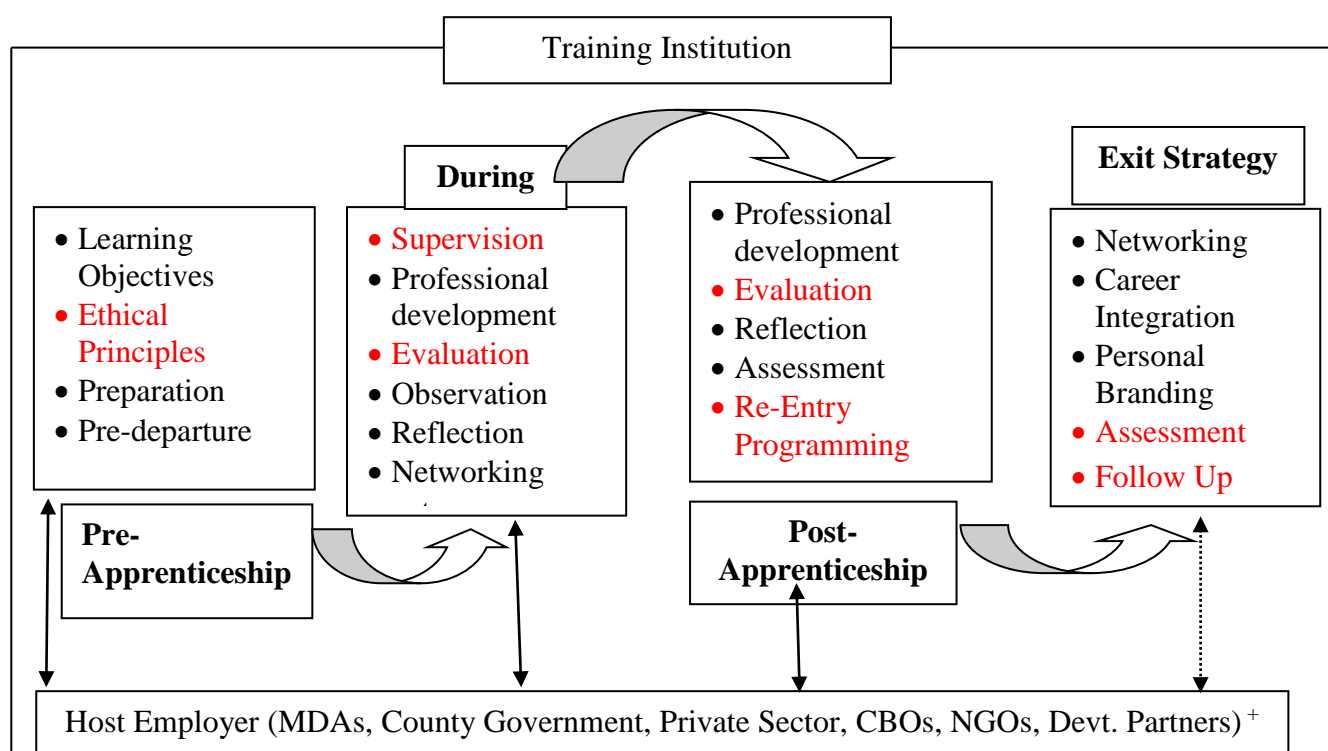
overarching policy, legal and institutional mechanism for managing skills development in the country.

It is also important that robust monitoring and evaluation systems is in a WBT programme. Thus, any WBT programme must have an inbuilt mechanism for capturing programme information, tracking of progress, evaluating extent of achievement of desired results and communicating results. An inbuilt accountability mechanism for receiving and communicating feedback from the WBT partners and beneficiaries is also important as it enhances implementation and impact of the apprenticeship programmes.

### 3.3 Process Flow for Implementing Quality Apprenticeship in Kenya

Figure 1 illustrates a four-phased process for implementing Quality Apprenticeship in Kenya. The phases overlap with one another, are dynamic and non-linear. It denotes, which of the elements relate training institution facilitating the apprenticeship, the employer hosting the apprentice, and the elements that are within the purview of the apprentice.

**Figure 1: Process Flow for Implementing Quality Apprenticeship in Kenya**



The first phase is the “**Pre-Apprenticeship**” phase. This occurs before the apprenticeship commences. It includes three distinct elements: ethical principles underpinning the apprenticeship; provision of basic numeracy and literacy skills to enable the young men and women, including VMY to participate in the apprenticeship; preparatory activities by the training institution, and host employer in relation to coaching and advising the apprentice; and preparatory and pre-departure activities and tasks for the apprentice.

The second phase is the **“During”** phase, which captures the apprentice’s on-the-job experience. The key elements here are: (i) the apprentice conducts and participates in appropriate work assignments and opportunities to gain cross functional skills, soft skills and competencies, and to grow and develop personally and professionally (ii) apprentice builds networks (iii) apprentice observes and interacts with the work context in meaningful and beneficial ways.

It is at this phase where the host organization must identify and assign an on-boarding specialist to provide requisite induction and guidance to the apprentice, assign the apprentice supervisors, ensure that the apprentice is given relevant tasks to perform with adequate guidance and supervision, and that the apprentice has opportunities for job shadowing, including mentorship. A learning and performance tracking mechanism must also be put in place. This should be in the form of an Apprentice Log Book, which the apprentice completes on a monthly basis and is countersigned by the supervisor. The Apprentice Log Book would document the specific tasks that were scheduled to be performed by the apprentice during the month; what was accomplished; practical skills gained; cross functional skills, soft skills and competencies acquired; other learning points experienced; tasks for the ensuing period; and areas of improvement required.

The third phase is the **“Post-Apprenticeship”** phase. The apprentices’ self-reflection and their continued professional development is paramount after completion of the apprenticeship. It is at this point that both the training and host institutions will be required to assess the apprenticeship. This can be done through focus groups and surveys with apprentices, host employers, training institutions, third party and other partners in the programme. Another important element in this phase is Re-Entry Programming, which hinges on the capacity of the apprentices to articulate the learning, skills, and competencies gained from the apprenticeship.

As illustrated in Figure 1, the second **“During”** and the third **“Post-Apprenticeship”** phases incorporate an evaluative component of the programme. This means that the training and host institutions will put in place processes and mechanisms for evaluating the apprentices at mid- and end points of the apprenticeship. The host organization will also evaluate the value of the apprentice at the workplace. The apprentice will also be given the opportunity to feedback on the areas of improvement to make the apprenticeship programme more effective and efficient, and adjustments required to be made by the host organization.

The fourth phase is the **“Exit Strategy”** phase. During this phase, the apprentice, host organization and the training institution plans for exit. This happens as the apprentice continues to harness his/her networks and plans on how he/she aspires to integrate the apprenticeship experience, learning and skills acquired into his/her careers and desired professions. Issues such as personal branding, marketing and long-term follow up support are critical in this phase. It is also at this point that the host organization would put in place mechanisms for counselling the apprentice into or routing out of employment. The role of the mentor remains crucial even after exit. An Apprentice Alumni Network may also be established at this phase (on craft and regional basis) to ensure continuous learning and sharing of experiences, documentation of good practices and impact of the programme, promoting peer-peer learning, and building of synergy amongst apprentices.

### **3.4 Guidelines for good WBT Programme**

The following are some of the guidelines and principles that should be followed in implementing a WBT programme.

### **3.4.1 Data Base of Host Employers and Applicants**

A database of employers both in public and private sector, including county governments, NGOs, CBOs, faith-based organizations and development partners who are involved in WBTs should be established. This can be achieved through a mapping exercise, which seeks to establish the organization, sector and region of operation, number of apprenticeship opportunities, duration of the apprenticeship, target group, minimum qualification criteria, skills set to be imparted through apprenticeship, and organizational readiness. The database should also enlist the applicants, demographic profiles, qualification and skill areas.

### **3.4.2 Recruitment of Apprentices**

Application, screening and recruitment of apprentices should be managed through the database. The apprentices should be recruited in broadly the same way as regular employees with proper consideration given to how their skills and qualifications fit with the functions of the host organization and the tasks they will be expected to perform. Recruitment of apprentices should be conducted in an open and rigorous way to enable fair and equal access to available apprenticeship opportunities. The apprenticeship opportunities should be advertised for equity in access by the targeted youth. The advert should contain:

- Name of the host organization, location, nature of business and number of apprentices required
- Length of the apprenticeship, expected working hours and start date of the apprenticeship
- Main duties of the apprentice
- Wages and remuneration paid, and other key terms of employment
- Prior qualifications and experiences required
- Statement of a realistic possibility of the apprenticeship developing into full time position

### **3.4.3 Apprenticeship Agreement**

A model apprenticeship agreement should be developed preferably by NITA and shared with stakeholders. Both the host employer and the apprentice should be required to sign the Apprenticeship Agreement before commencement of the apprenticeship. The agreement should contain the particulars of the apprentice, host employer, apprenticeship period, monthly wage, social protection cover, insurance cover, roles and obligations of the apprentice and host employer, including code of conduct and requisite notices in the event that either party may wish to terminate the apprenticeship.

### **3.4.4 Induction**

A good WBT programme should integrate an inbuilt induction programme for the apprentices. Comprehensive and appropriate induction of the apprentices by the host organization is useful in facilitating full integration of the apprentices in the workplace. The apprentices should be introduced to the staff within the organization. They should also know the organizational values and culture, work ethics and standards expected, fundamental principles and rights of the apprentice at the workplace, roles and obligations of the apprentice and that of the host organization, and grievance/dispute reporting and handling procedures.

### **3.4.5 Conditions for Placement of Apprentices**

A good WBT programme should have clear conditions for placement of apprentices. Apprentices should be treated with the same degree of professionalism and duty of care as regular employees. In this context, mechanisms should be put in place to ensure that

apprentices are not treated as “visitors”, “strangers” or “work rivals” in the host organization. In addition, no apprentice should be placed and made to do tasks that do not contribute to building of the technical competencies and soft skills required in their occupations. Furthermore, apprentices should be accorded flexibility to attend job interviews or complete workplace study requirements as appropriate

#### **3.4.6 On-boarding and Supervision**

Host organizations should have dedicated person(s) with reserved (ring-fenced) time in their work schedule to on-board and supervise apprentices. The designated person should also be responsible for ensuring that regular performance reviews on the apprentice are conducted. He/she will also ensure feedback is provided to the apprentice, listen to and address any grievance(s) by the apprentice, provide the apprentices with mentorship, and ensure that formal performance review is conducted to evaluate the value of the apprenticeship both to the organization and apprentice. An Apprentice Log Book containing schedule of tasks and milestones for the period of the apprenticeship should also be developed and given to each of the apprentices for ease of recording accomplishments and supervision tracking.

#### **3.4.7 Reference and Feedback**

Each apprentice should be provided with a certificate of service by the host organization upon completion of the apprenticeship. The certificate of service should, as a minimum, contain the name and address of the host organization and apprentice, period of apprenticeship, work undertaken by the apprentice, skills and competencies acquired by the apprentice, and the content of the formal performance review conducted at the end of the apprenticeship. The apprentices should also be required and accorded the opportunity to give feedback on their experience through an exit interview. The feedback will give the host organization the opportunity to reflect on its own performance in delivering apprenticeships. It will also provide valuable inputs to training providers to identify areas to be targeted for improvement in the programme. Each apprentice who has successfully gone through an apprenticeship programme should be issued with Certificate of Completion and a recognized qualification certificate. This may be centralized and issued by NITA.

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## Appendix 1: Past and on-going WBT Programmes

**Table A1: Kenya Youth Empowerment Project**

<b>Name of WBT Programme:</b> The Kenya Youth Empowerment Project (KYEP)
County(s): Nairobi, Kisumu, Mombasa
<p><b>Context:</b> In Kenya, the youth who fall between 15-35 years form about 35 per cent of the country's population. It is estimated that about 155,000 youths join the labour market annually after completing training in Technical, Vocational Education and Training (TVET), or the University. Data on employment dynamics of the youth also show that the youth with tertiary education mostly engage in school up to age 27 years. Most of these youth are not found in formal and informal employment or active job search until the age of 20 years. Representation of the youth with tertiary education in the formal sector mainly starts at the age of 21 years and this increases with age until they reach the cut-off age of 35 years. This means that staying longer in school delays entry into the labour market, hence easing pressure on the market. Also, a relatively larger proportion of the youth with tertiary education are in formal sector employment as compared to other activities such as informal sector employment, job search, home-maker or other economically inactive chores. This emphasizes the importance of TVET, inclusive of apprenticeship and internship programmes in enhancing the employment chances of the youth.</p> <p><b>Implementation of programme/ initiative:</b> The Kenya Youth Empowerment Project (KYEP) was launched by the Kenya Government in 2010 with funding support of US\$ 15.62 million from the World Bank. The KYEP was implemented as a pilot project in Nairobi, Mombasa and Kisumu between 2011 and 2016. It was implemented through a public private partnership involving the government and the Kenya Private Sector Alliance (KEPSA). It was aimed at improving youth employability and integration into the work environment through apprenticeship and internships. The target was to avail apprenticeship training and internship opportunities for at least 11,000 youth with at least 50 per cent of the apprentices and interns securing employment, starting their own businesses or furthering their education within six months after the apprenticeship/internship. KYEP targeted the youth aged 15-29 years with a minimum of eight years schooling and have been out of school or college for at least one year. The youth were taken through two weeks of life skills training, 3-5 weeks of core business training, 5 weeks of sector specific training, and workplace apprenticeship/internships for 12 weeks. The apprenticeship/internship component was divided into eight cycles of six months each during which time three months are spent at the workplace while the other three months are spent in training with an identified technical training provider. The apprentices/interns were placed in the <i>Kenya Vision 2030</i> growth sectors such as energy, finance, tourism, information and communication technology, manufacturing and the micro and small enterprises (MSEs). The youth that were placed in the formal sector went through life skills training, core business skills training and sector specific training while those in the MSEs went through entrepreneurship skills training. Youth aged 15-17 years were eligible for apprenticeships in the MSEs sector. Each youth on apprenticeship/internship was given a monthly stipend of about US\$ 60. Employers were also provided with incentives to accept apprentices/interns and teach the youth job relevant skills, encourage them to create jobs and retain those who successfully completed the programme.</p> <p><b>Main challenges:</b> One of the main challenges encountered in implementing the project was difficulties in procurement of trainers due to bureaucracies in government procurement.</p>

There was also conflict between conventional understanding and expectations, and what the project was offering. Difficulties arose in managing the expectations of the youth and employers, and also the lack of requisite skills sought by industry due to mismatch between the skills imparted by the TVETs and those required by the industry. Much of the skills mismatch was attributed to the fact that the TVET institutions use outdated technology in training while the industry has moved and uses more modern technology and equipment in their operations. Not many employers were willing to take up apprentices. The reluctance may be attributed to the less integrated nature of apprenticeship system in Kenya, and inadequate knowledge of the dual importance of apprenticeships to both apprentices and employers.

**Results achieved:** A total of 20,384 (47% female) youth received training with 13,289 (49% female) youth being successfully placed in apprenticeship/internships. This was against the target of 15,000 and 10,000 youths earmarked for training and apprenticeship/internships, respectively by 2016. The project was also successful in placing youth in paid jobs, increasing the probability of gaining wage employment to about 0.78 and 0.70 per cent in Nairobi and Mombasa, respectively. In this respect, an average of 75 per cent of the apprentices/interns who participated in the project ended up securing employment (wage or self) while approximately 10 per cent went for further skills development. An impact assessment of the project revealed that 80 per cent of the youth who benefitted from the intervention reported that they were in paid work 14 months after completion of apprenticeship/internship compared with 69 per cent in the control group, representing an 11 per cent point gain. The gain increased to 14.2 per cent for those completing the full training program. Among young women, there was a 6.7 per cent increase in employment for those who were offered apprenticeship/internships and an 8.7 per cent increase for those who completed the programme. The project contributed to an increase of 15 per cent in employment of male participants. In terms of earnings, the monthly wages of project beneficiaries increased to US\$ 67.7 for males and US\$ 96.2 for females or by US\$50 and US\$ 75 for males and females, respectively. The wages of male youth that had been placed on apprenticeship/internship increased by about US\$ 51.2 after graduation, corresponding to 26 per cent of wage earnings of the control group males. Further, the monthly earnings from wage employment increased by about US\$ 58 for youths who were originally assigned to the project, US\$ 90 for those who were placed on apprenticeship/internship and US\$ 114.2 for those who completed apprenticeship/internship. This is compared to an average of US\$ 99.4 for control group youths and is equivalent to 90 per cent increase in earnings. The project also increased the probability of a participant's opening a bank account and accumulating savings, especially for females. The project also encouraged the youth to participate in certified skills training.

**Moving Forward:** The future priorities for KYEP should be for the government and the private sector to expand the coverage of the project to the whole country. Also, the mentorship component of the project should be strengthened by assisting the youth to identify the mentors, and promoting linkages with funding agencies and financial institutions.

**Replicability:** The main strengths of the project emanated from involvement of the private sector in youth employment interventions. Also, the project design was evidence based. It provided adequate time for pre-project activities with adequate lead time between project phases. Integration of robust monitoring systems for capturing project information, elaborate and focused communication strategy and planning are some of the key lessons for replication.

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**Table A2: Youth Entrepreneurship Facility**

<b>Name of WBT Programme:</b> Youth Entrepreneurship Facility
<b>County(s):</b> National
<p><b>Context:</b> The youth are an important constituency in Kenya's development aspiration. They, however, remain vulnerable and are among the main casualties of economic downturn. The youth bear the greatest brunt of unemployment. Specifically, the youth aged 15-19 recorded the highest rate of under-employment at 55.4 per cent with slightly more than six in every ten of the under-employed youth being females. The youth also suffer vulnerable employment with female youth in vulnerable employment being highest (65.3%) across the age categories compared to 51.3 per cent for males. The youth aged 15-19 years bear the greatest brunt of vulnerable employment at 75.8 per cent.</p> <p><b>Implementation of programme/initiative:</b> The Unleashing African Entrepreneurship/Youth Entrepreneurship Facility (YEF) was one of the five initiatives launched by the Danish-led Africa Commission in 2009. It was a five-year (2010-2014) project funded by the Government of Denmark at a budget of US\$ 23 million and implemented by the International Labour Organization (ILO). The YEF was implemented in partnership with the national governments of Kenya, Uganda and Tanzania in collaboration with the social partners, and a range of private and civil society organizations. The project targeted male and female youth aged 15-35 years. The project objective was pursued through six interrelated and complementary components: entrepreneurship culture; entrepreneurship education for in-school youth; skills training and business development services for out-of-school youth; finance for young entrepreneurs; skills training and capacity building programmes for youth organizations; and evidence-based advocacy.</p> <p><b>Main challenges:</b> The YEF developed partnership with microfinance institutions for youth financing. However, no meaningful linkage was established between the interrelated stages of producing a confident entrepreneur-from skills training in business development, to writing business plan, to accessing a loan, and to managing the business through a sustained mentorship programme. Such a chain ought to have been managed through a comprehensive package that is jointly managed by all the key partners involved in the intervention. Despite existence of a large number of youth-targeted financial institutions in the project countries, access to finance remained a key challenge to the youth in these countries.</p> <p><b>Results achieved:</b> The YEF reached more than two million youth with entrepreneurship messages compared to a target of 1.2 million. It also developed 115 mentors, 340 individual mentees and 200 group mentees. A total of 100 Trainers of Trainers (TOTs) were trained on mentorship, 300 youth trained by the TOTs, 8,200 youths provided with skills training and business development services and 4,000 youth facilitated with business finance. Also, 56 per cent of the youths impacted on by the project started their own businesses, creating 9,408 jobs. Each business established by the youth who was impacted on by the project created an average of 2.4 jobs compared to none for those businesses that were not impacted on by the project.</p>

**Moving Forward:** One of the mechanisms for sustaining YEF in the longer term is to close the policy implementation gaps inherent in the project countries. The options could include using public institutions as delivery channels for enhanced monitoring and supervision, or through public-private partnerships for cost effectiveness and efficiency, or through integration in the countries' education systems for enhanced coverage and early sensitization. Improvement in the provision of skills training for the youth in the informal sector is also a priority. The training must, however, be tailor-made to the practical needs of the youth. The youth beneficiaries must also identify training as a felt need and commit to attend and participate in the trainings.

**Replicability:** A key issue that led to the success of the YEF is the inbuilt sustainability mechanisms integrated in the design of the project. This included investing in building human and institutional capacities of the implementers and partners, strengthening collaboration with agencies and bodies working on related projects, and encouraging government ownership of the project. Besides this, countries should also develop and implement tailor-made financial products/models such as the Youth to Youth Fund implemented by the YEF to break the financial access constraints faced by the youth. The tailor-made product/model should integrate mechanisms aimed at addressing affordability and capacity challenges in youth financing besides access. Youth entrepreneurship interventions should also be adequately linked to the entrepreneurship opportunities available in the different regions of the country where they are being implemented, and the diversities in the needs and aspirations of the youth. This means that adequate assessments of the existing opportunities, and inherent diversities in the youth and disparities across regions should be a key factor in designing the interventions.

<b>References</b>	ILO (2015). <i>Africa Youth Commission: Youth Entrepreneurship Facility: Evaluation Summary</i> , Geneva: International Labour Office Economic Policy Research Centre (2015). "Youth Entrepreneurship in Uganda: Policy, Evidence and Stakeholders", Occasional Paper No. 37 (May), Kampala: Economic Policy Research Centre
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**Table A3: Value Girls Program**  
**Name of WBT Programme:** Value Girls Program**County(s):** Counties along Lake Victoria

**Context:** The Kenyan labour market is characterized by youth labour market entrants with different educational attainment characteristics. The labour market entrants include an estimated 200,000 persons who never attended primary school; about 300,000 who dropped out of primary school; close to 250,000 who complete primary school education but did not join secondary school; approximately 180,000 secondary school dropouts; about 250,000 who have completed secondary school but did not join any tertiary institutions; and about 45,000 who drop out of tertiary institutions (Diener, Hansen, Omolo, Beti and Karau, 2014). Skills training key in ensuring full and effective participation of the youth in social, economic and political development. Increased attention to improving participation rates of young people, especially the VMY is needed to ensure that the youth acquire knowledge, capacities, skills and ethical values needed to fulfil their roles as agents of development, good governance, social inclusion, tolerance and peace.

**Implementation of programme/ initiative:** The Kenya Value Girls Program was a four-year (2008-2012) program co-funded by Nike Foundation and United States Agency for International Development (USAID) through the Global Development Alliance at a budget of US\$ 4.7 million. The program was implemented by Cardno Emerging Markets in partnership with Kenya Women Finance Trust (KWFT), Jiinue Holdings, Cooperative Bank of Kenya, KenChic Ltd and KickStart. The aim of the program was to raise the incomes of 2,000 young girls and women aged 14-24 years who have dropped out of school from communities around Lake Victoria in Western and Nyanza regions of Kenya. The program was implemented in six sub counties in the two regions and covered 39 beaches along Lake Victoria. The overarching goal of the program was to improve the socio-economic welfare of girls and young women by increasing and strengthening their participation in proven, high return segments of a select number of value chains. The program helped young women to explore and undertake livelihoods activities in horticulture and poultry value chains. It, therefore, aimed to ensure young women's security by offering access to safer and more lucrative livelihood options; increasing their participation in high growth value chains; and developing and communicating an effective model for economically empowering girls and young women. It also integrated the broader workplace based social skills-building in order to take into account the special requirements of a vulnerable group in implementing a value-chain approach.

**Main challenges:** Majority of girls and young women in the programme had either no livelihood activity or were engaged in economic activities that were not particularly beneficial or safe for them. This means that most of the girls and young women were inexperienced in enterprise management. This was addressed by developing and implementing a short-tailor made and practical WBTs for the girls and young women. The programme also suffered from high dependency mentality where the girls and young women expected to be paid allowances to participate in programme activities. This was a difficult but critical attitude to combat. It greatly contributed to some girls and young women dropping out of the programme. To address this, the programme stuck to the market-oriented design that pays no allowances as an incentive to participation in the programme. It also introduced the use of smart subsidies such as matching grants of additional chicks for successful chick breeding, and a guarantee facility for the loans. These have been instrumental in shaping proper incentives within the programme. Finally, targeting of the girls by age was a complicated process. This was worsened by difficulty in verifying ages

and the tendency of the communities to challenge the targeting criteria.

**Results achieved:** The Value Girls Program increased coverage from 8 beaches in 2009 to 41 by 2011. It directly benefited more than 2,400 young women by helping them to establish small businesses in poultry and vegetable production sectors. It facilitated the girls to be organized into 230 groups of 5-6 members and 55 clusters with 15-30 members. Of the clusters, 17 were registered with the county governments. The program also facilitated formal training of 163 of the 220 mentors. Also, 674 girls were trained in financial literacy. By the end of the program, participants' incomes had increased by an average of 51 per cent.

**Moving Forward:** Young girls and women who had the moral support of their boyfriends or husbands were more successful than those who did not have such support. It is, therefore, important to integrate boys and men in the programme while continuing to give priority to young women. It is believed that this will promote more equitable gender norms and further reduce the potential for boys or men to undermine activities focused on girls. This is based on the adage that "changing a girls' life requires changing his mind". The goals are to further support specific activities for boys and men that serve as a key incentive to promote more equitable gender norms while addressing the critical issue of idle youth becoming more prone to violence.

**Replicability:** The unique design of the Value Girls Programme allows it to not only measure its success and lessons learnt at the end of the programme but throughout the entire life of the project. It can be used as a model for achieving effective and sustainable results when targeting vulnerable groups.

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**Table A4: Kenya Youth Empowerment Program**

<b>Name of WBT Programme:</b> Kenya Youth Empowerment Program ( <i>Ninaweza</i> )
<b>County(s):</b> Nairobi
<b>Context:</b> Kenya, like other countries in Africa is facing high youth unemployment. The country's youth are at least three times more likely than adults to be hit by open unemployment. Young females are hard hit by unemployment rate of close to 50 per cent compared to about 30 per cent for young males (Eduardo, Ndirangu, Leigh and Omolo, 2013). At a higher age, the female youth are three times more likely to be unemployed than the male youth. Females at age 34 years, for example, recorded unemployment rates of above 15 per cent compared to 5 per cent for male youth (Eduardo, <i>et al.</i> , 2013).
<b>Implementation of programme/ initiative:</b> The Kenya Youth Empowerment Program also known as <i>Ninaweza</i> was a 24-month youth employability program funded by the World Bank and Microsoft. It was launched in 2011, coordinated by the International Youth Foundation (IYF) and implemented by the African Centre for Women, Information and Communications Technology (ACWICT). The program targeted young women aged 18-35 years who have completed high school, have been out of school for at least one year, are unemployed, and are living in the informal settlements around Nairobi. The purpose of the

program was to improve the earning capacity of young women. It provided young women with technical training in information and communications technology (ICT), training in life skills, work experience through apprenticeship and internships, and job placement support. The off-the-job learning lasted for eight (8) weeks after which the women entered an eight (8) week on-the-job training followed by six (6) months of job placement support.

**Main challenges:** Among the key challenges faced by the *Ninaweza* program was limited time by employers for supervision of young women on apprenticeship/internship since the concept is not fully integrated in Kenya. There was also limited or no stipend support for the apprentices/interns and this inhibited the young women's full uptake and participation in the program. There was also a challenge with the recruitment and retention of participants in the programme due to high levels of poverty in the informal settlements and absence of monetary support to the participants. This challenge was addressed by designing and offering both off-the-job and on-the-job trainings in shifts (morning and afternoon) thereby allowing program participants to attend to other commitments during the day. Also, highly needy participants from far off areas were granted stipends to cater for their transportation.

**Results achieved:** As at the time of its conclusion, the program had reached 530 young women against a target of 700. Impact evaluation of the program revealed that the beneficiaries who received a package of skills training in ICT and life skills, alongside job experience through on-the-job training and job placement support gained knowledge in ICT by 17.3 per cent points more than those who did not receive the intervention. Also, the program beneficiaries who received intervention package that included ICT skills training, job experience through WBT and job placement support but without skills training gained knowledge in ICT, which was 15.8 per cent points more than those who did not benefit from the program. The program also increased the likelihood of its beneficiaries obtaining a job with those who received the intervention being 14 per cent more likely to obtain jobs than those who did not participate in the program. In addition, young women who received the *Ninaweza* intervention were more likely to hold full-time employment positions while those who did not benefit from the program were more likely to work on casual contracts of services as general labourers. The *Ninaweza* program was also successful in increasing the weekly income of participants. The weekly income of program beneficiaries who received the package of skills training in ICT and life skills together with job experience WBT and job placement support was US\$ 5.17 higher than the weekly income of those in the control group. Equally, the *Ninaweza* program beneficiaries who received all the interventions except skills training had a weekly income, which was US\$ 5.88 higher than the weekly income of those who did not participate in the programme. The program also bolstered the confidence of the young women with those who received the intervention being 1.4 times more likely to be confident at the end than those in the control group. It also improved job matching amongst its beneficiaries with the proportion of young women who received the *Ninaweza* intervention and worked in the ICT sector being four (4) times higher than those who did not receive the interventions.

**Moving Forward:** Support services such as child care and travel stipends can be vital to youth participation, especially if the young people are from disadvantaged backgrounds. A greater focus on self-starters, creativity, flexibility, passion and commitment is also important for project success.

**Replicability:** One of the factors that led to the success of the *Ninaweza* program is that prior to the training and to ensure that the technical training responds to the market demands,

the implementing organizations conducted a study to assess the needs of the local industry. This meant that the training was developed with full knowledge of the training gap to be addressed. This is an important lesson and a core area of learning and replicability. As part of the replicability mechanisms, it is important that counselling is integrated in the life skills training so as to improve the attitudes of the beneficiaries towards work. It is also important that mechanisms be put in place to address the culture of invulnerability so as to reduce crave for handouts. Replicating organizations should also consider increasing the duration of training so that the young women can spend more time on their training before transiting them to work. Also, life skills training might have provided advantages that helped participants to obtain more desirable jobs.

**References** World Bank and International Youth Foundation (2013). “Testing What Works in Youth Employment: Evaluating Kenya’s Ninaweza Program”, Vol. 1: Summative Report, Global Partnership for Youth Employment

**Table A5: Youth Empowerment Program**

<b>Name of WBT Programme:</b> Youth Empowerment Program-NairoBits	
<b>County(s):</b> Nairobi	
<p><b>Context:</b> The youth constitute about 35 per cent of Kenya’s population. The youth population is estimated to increase from 16.22 million in 2015 to 18.4 million in 2020 and to reach 23.1 million by 2030 (Eduardo, <i>et al.</i>, 2013). The youth in Kenya are at least three times as likely as adults to be hit by open unemployment. It is projected that the number of unemployed young people will double by 2050. Specifically, the youth aged 18-25 years bear the greatest burden of unemployment. Such youth are more likely to have no education and, therefore, either openly unemployed (26.2%) or in informal sector employment (45.6%).</p>	
<p><b>Implementation of programme/ initiative:</b> The Youth Empowerment Program (YEP) is a youth-targeted program managed by the International Youth Foundation (IYF), financed by the Microsoft and executed in Kenya by the African Centre for Women, Information and Communication Technology (ACWICT), Informal Sector Business Institute (ISBI) and NairoBits. The YEP component implemented by NairoBits was started in 2007 and aimed at providing skills training to disadvantaged and underprivileged youth aged 17-21 years from urban informal settlements around Nairobi. It aimed to improve the employability of young men and women by providing them with skills training in ICT, life skills and entrepreneurship. The program also offered mentorship, training in soft skills and sexual reproductive knowledge, job shadowing and placement. The NairoBits curriculum is structured to provide each participant with at least 204 hours of ICT skills training, 132 hours of life skills training and 160 hours of entrepreneurship training. All the program beneficiaries are required to take both the life skills and entrepreneurship training. The program also offers training in internet skills and techniques, and web design. The program targeted to train 300 young men and women in ICT, life skills and entrepreneurship; and place at least 62 per cent of the trained participants in IT jobs, self-employment and community service. The NairoBits partners with 34 Community Based Organizations (CBOs), which also act as catchment area for recruitment of program beneficiaries.</p>	
<p><b>Main challenges:</b> A key challenge faced by the program was financial constraints coupled by the huge number of youth seeking to be involved in the program. Also, the slow absorption rate of the Kenyan labour market undermined the prospects of the youth</p>	



transitioning to work after training. Weak entrepreneurial culture, and low levels of self-esteem and drive among some of the program beneficiaries inhibited the attainment of the full potential of the program. The program focused on the informal settlements in Nairobi as its catchment areas. However, the youth from these areas have diverse challenges and debilitating effects. Such heterogeneities were not captured in the project design and execution.

**Results achieved:** A total of 31,521 youth had been trained under the program by 2015. Impact evaluation of the program revealed a placement rate of 78.72 per cent after training. In this context, the beneficiaries of the program who were placed after the training stated that they were either involved in an apprenticeship/internship (48.72%), worked in a job (53.85%) or independently (12.82%), or performed community service (35.90%), or in many cases, a combination of these activities. Another 10.63 per cent of the beneficiaries continued with their studies or participated in another training program outside of NairoBits. In aggregate terms, 83 per cent of the youth who benefitted from the program were employed, self-employed, participated in an apprenticeship/internship or community service, or continued their studies after the training. The average monthly salary of the program beneficiaries was KSh. 10,586 (equivalent to USD 103.4<sup>2</sup>). This was 3.5 and 3.2 times the statutory minimum wage in the agricultural sector in 2009 and 2010, respectively. It was also 1.6 times the 2010 statutory minimum wage for minimum wage earners in the general services sector in Nairobi, Mombasa and Kisumu cities.

**Moving forward:** The YEP seeks to expand training in ICT to include maintenance and repair. It also seeks to expand and widen the scope of the entrepreneurship program to offer more specialized courses. The program also aims at expanding business services to students who do not continue through to the advanced ICT courses, create linkages with other centres and organisations that have a niche in business development, develop partnership with financial institutions, create partnership with placement agencies and restructure the system designed to collect student information.

**Replicability:** The success of the YEP implemented by NairoBits may be traced to the strong partnership that the institution has with development partners, CBOs and government. NairoBits has a pool of 34 CBOs, which it partners with especially in recruitment of the beneficiaries. It also has a healthy partnership with business organizations and employers. This partnership particularly promotes the apprenticeship/internship, job shadowing, placement and entrepreneurial training component of the program. The holistic training provided by the program in areas such as soft skills, entrepreneurial skills; ICT, leadership, and reproductive health provides a strong basis for its replication.

## References

Nairobits (2010). *Youth Empowerment Program, Evaluation Report*, Kenya  
Republic of Kenya (2016), Kenya Youth Employment and Opportunity Project, Ministry of Public Service, Youth and Gender Affairs. Available at [www.worldbank.org](http://www.worldbank.org)  
NairoBits Trust (2015) NairoBits 2015 annual report, leveraging on technology to transform lives as retrieved from [www.nairobits.com](http://www.nairobits.com)  
NairoBits Trust (2010) Youth Empowerment Project Evaluation Report, Kenya. Available at [www.nairobits.com](http://www.nairobits.com)

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<sup>2</sup> Based on exchange rate of KSh. 102.34/USD as of 29<sup>th</sup> June 2019

**Table A6: Army of 1 million artisans**

<b>Name of WBT Programme:</b> Army of 1 million artisans
<b>County(s):</b> National
<p><b>Context:</b> Kenya experiences skewed skill mix particularly between professionals, technicians and associate professionals and craft workers. In the public sector, for example, the ratio of professionals to technicians and associate professionals to craft and related trades workers is 12:33:1. This means that for every 12 professionals, there are 33 technicians and associate professionals and only 1 craft and related trades worker. The ratio of technicians and associate professionals to craft and related trades workers to machine operators and assemblers in the sector is 33:1:2. In the case of the private sector, the skill mix between managerial, technical and support staff is almost equalizing. Specifically, the ratio of professionals to technicians and associate professionals to craft and related trades workers is 134:138:100. Similarly, the ratio of technicians and associate professionals to craft and related trades workers to machine operators and assemblers is 138:100:172. The skill ratios indicate bloated managerial and professional cadres compared to technical and support staff cadres. This implies that Kenya is yet to achieve the optimal skill mix of 1:15:45 being the ratio of managers to technicians to craft and related trades workers, which is required for industrial and global competitiveness. Furthermore, while the ideal occupational mix for engineers, technicians and artisans is 1:13:60, Kenya is still at a skewed ratio of 1:3:13. It is also estimated that 75 per cent of Kenyan artisans are not formally or adequately trained, which results in a major skills gap. Currently, artisans are largely trained on the job, a process that fails to capture many basic work requirements as well as hindering them from accessing higher paying jobs.</p> <p><b>Implementation of programme/ initiative:</b> Army of 1 million artisans, which is also a flagship project in the <i>Kenya Vision 2030</i>, was launched by the Housing Finance Foundation (HFF) in 2013. The initiative is implemented through partnership between the HFF, government, National Construction Authority (NCA), Technical and Vocational Education and Training Authority (TVETA), Kenya Association of Technical Training Institutions (KATTI), private sector and other industry players.</p> <p>It is a skills development programme aimed at achieving the 21<sup>st</sup> century construction industry skills readiness. It is based on realization that Kenya has a skewed skills mix presenting an inverted pyramid in favour of engineers and foremen with inadequate number of artisans. The programme targeted to train 250,000 artisans annually (including those without formal training) in the four-year period between 2013 and 2016. It was implemented through a three pillar approach involving creating relevant skills; improving financial access for TVET students, institutions and artisans; and creating markets that work for the artisans. The programme also involved a three-month WBT for TVET students in construction related occupations such as plumbing, painting, masonry, carpentry, metal fabrication, electrical installation and tiling.</p> <p><b>Main challenges:</b> One of the challenges in implementing the 1 million army of artisans is the variance between the state of technology in TVET institutions and industry. Over time, industry demands have evolved with the changes in the structure of the economy towards labour-intensive and skill-intensive industries, and now, increasingly towards an innovation-intensive future. However, both the curricula and instructional equipment in most of the TVETs have not kept pace with the changes. Furthermore, Kenya does not have a data-base</p>

of artisans, which makes their recruitment into the programme a little difficult.

**Results achieved:** The HFF has, in partnership with TVET institutions and private sector employers delivered both off-the-job learning and on-the-job training to a number of artisans. The artisans have graduated in diverse construction-related skills areas such as plumbing, painting, masonry, carpentry, metal fabrication, electrical installation and tiling. However, no monitoring and evaluation (M&E) nor impact assessment reports were available to provide an indication of the results achieved thus far and the relative importance of the programme.

**Moving forward:** Besides continuing with the intervention of upgrading the skills of the artisan, the HFF and partners have to invest in developing and operationalizing the database of trained artisans for smooth SWT. The parties also have to develop mechanisms for building the capacities of TVET institutions to align with the technology used in industry and general changes in the structure of the economy. For effectiveness, targeted soft-skills training on morally required ethical standards and rewarding job performance levels is key for the artisans.

**Replicability:** The design of the programme, which focuses on public-private partnership and targets a specific occupational group makes the 1 million army of artisans programme to be easily replicable. The fact that it responds to a specific skills need makes the programme to be rated as being responsive to the needs of the artisans, industry and national economy. This promotes acceptance, which is important for effective implementation.

<b>References</b>	Imanyara, W. (2015). “Housing Finance Foundation”, Paper presented at the Kenya Property Developers Association CEO Morning Learning Lesson, 7 <sup>th</sup> July
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**Table A7: Kenya Youth Employment and Skills Program**

<b>Name of WBT Programme:</b> Kenya Youth Employment and Skills Program (K-YES)
<b>County(s):</b> Bungoma, Garissa, Kericho, Kisii, Kwale, Migori, Nairobi, Nyeri and West Pokot
<b>Context:</b> Majority of Kenya’s population is below the age of 17 years. The youth who are in this segment of the population are mostly openly unemployed, underemployed or in vulnerable employment. The untapped demographic dividend of the young Kenyans moving into their productive working years presents both a challenge and opportunity.
<b>Implementation of programme/initiative:</b> The Kenya Youth Employment and Skills Program (K-YES) is a five-year (2015 –2020) investment worth US\$ 21.9 million funded by the United States Agency for International Development (USAID). It is implemented by RTI International and a consortium of partners who include Land O’ Lakes, International Rescue Committee (IRC), McKinsey & Company and SSG advisers. K-YES aims to enhance employment opportunities and the overall labour supply through both wage employment and self-employment, for unemployed and underemployed youth (aged 18–35) who have not completed secondary education. It gives motivated but disenfranchised youth the skills and support they need to compete and succeed in the workplace. K-YES partners with vocational training centres (VTCs) to provide the youth with skills training that focuses on improving their technical and work readiness skills in high demand areas such as plumbing, masonry, poultry farming, and retail and distributive. The skills and vocational training is coordinated

in partnership with public and private sector players, including TVETA; the Curriculum Development, Assessment and Certification Council (CDACC); the Nairobi Youth Bunge Association and VTCs. The program is being implemented in nine counties, namely Bungoma, Garissa, Kericho, Kisii, Kwale, Migori, Nairobi, Nyeri and West Pokot.

**Main challenges:** The challenges faced by K-YES include large geographical coverage, low mobile and internet use particularly among the rural population and lack of resources and infrastructure by implementing partners. The K-YES also suffers ineffective targeting of program beneficiaries. Part of the program target are youth aged 18-35 years who have not completed secondary school education. This attracts beneficiaries with low literacy and numeracy skills. The program also targets unemployed or underemployed youth aged 18-35 years. This is a broad category that presents difficulties in selection. Furthermore, though there are numerous youth who are underemployed, the needier and vulnerable ones may not be easily identified. K-YES also experienced challenges in recruiting potential employers and connecting them with the program beneficiaries for job placement. In this case, employers would notify K-YES of existence of a vacancy but due to shorter turnaround time by employers, they would fill up the vacancies even before K-YES could verify with the employers and contact the beneficiaries. This challenge was addressed through GeoPoll's SMS data collection platform. It involves a four-day process of quickly recruiting employers among the database of 9 million employers across Kenya; verifying with the employers the suitability of the vacancy to K-YES youth employment; and making immediate follow up with the employer to provide relevant contact information and engagement with the K-YES program.

**Results achieved:** Since 2015, K-YES has offered more than 221,708 youth access to youth-friendly financial services, market relevant job and business skills, up-to-date labour market information and youth mentorship. The programme has also supported more than 33,000 youth to gain new or better employment. It has also established 114 new public-private partnerships in key sectors thereby increasing value for both youth employment outcomes and businesses. The K-YES has also facilitated establishment of nine County Youth Employment Compacts (CYECs). The CYECs are platforms used for promoting stakeholder engagement particularly between public and private sector to align youth skills training and workforce development with county economic growth strategies.

**Moving forward:** The K-YES program seeks to promote integrated approach to program implementation. It will also build on USAID investments through the Yes Youth Can [YYC: 2010-2015] and leverage the extensive network of youth connected by county youth *bunge* groups and National Youth *Bunge* Association (NYBA), including existing network of youth Savings and Credit Cooperative Organizations (SACCOs).

**Replicability:** K-YES implemented through an integrated approach that involve a diversity of partners. The program interventions are systematic, rigorously evaluated and a result of collaboration among diverse stakeholders. These attributes make the program to be easily replicable.

<b>References</b>	United States Agency for International Development (2019). "Kenya Youth Employment and Skills", <a href="https://www.usaid.gov/sites/default/files/documents/1860/K-YES_fact_sheet_2019.pdf">https://www.usaid.gov/sites/default/files/documents/1860/K-YES_fact_sheet_2019.pdf</a> , viewed on 4/6/2019
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**Table A8: Kenya Youth Employment and Opportunities Project**

<b>Name of WBT Programme:</b> Kenya Youth Employment and Opportunities Project (KYEOP)
<b>County(s):</b> National
<p><b>Context:</b> The youth in Kenya are among the main casualties of economic downturn. Kenya's open unemployment rate was estimated at 7.4 per cent in 2015. Of these, 85 per cent were young people below 35 years. The youth aged 20-24 bore the greatest brunt of open unemployment at 19.2 per cent while female youth constituted 64.5 per cent of the openly unemployed. The 2015/2016 KIHBS reported under-employment rate of 20.4 per cent of the employed persons with the youth aged 15-19 recording the highest rate of under-employment at 55.4 per cent. This was followed by the youth aged 20-24 (24.3%), 25-29 (16.8%) and 30-34 (14.6%). Slightly more than six in every ten (61.8%) of the under-employed were females. The youth also bear the greatest burden of labour underutilization. This is estimated at 62.1 per cent for the youth aged 15-19 years, 38.9 per cent for 20-24 year olds and 24.3 per cent for those aged 25-29 years. It is noted, however, that even if Kenya's economy was to create employment in requisite numbers and quality, supply constraints such as skills and incentives might still preclude the youth from accessing the jobs.</p> <p><b>Implementation of programme/initiative:</b> Kenya Youth Employment and Opportunities Project (KYEOP) is a five-year World Bank funded project launched in 2016 at a cost of US\$ 150 million. The project is implemented through the Ministry of Public Service, Youth and Gender Affairs (MPYG), Ministry of Labour and Social Protection (MoL&amp;SP) and Ministry of Industrialization and Enterprise Development (MIED). The project seeks to increase employment and earnings opportunities for the youth. The project targets unemployed youth or those in vulnerable employment. The project, which aims to reach at least 280,000 youth is structured into four components. The first component focuses on improving youth employability. It addresses skills mismatch of youth by engaging training providers and private sector employers to offer training and work experience to the youth in both formal and informal sectors of the economy. Part of this component targets vulnerable youth aged 16-29 years with limited education (standard 8 or form 4) in urban and rural areas. The targeted youth beneficiaries are offered job specific training for 6 months in formal sector or informal sector by a master craftsman in a traditional apprenticeship approach. Areas of formal technical training targeted include ICT, hairdressing, dressmaking, mechanical, oil pipeline operations, plant operations, solar PV technology, masonry, painting and decoration, electrical, waste management, welding, plumbing, motor vehicle mechanics, carpentry and electrical installation. The areas of skills training in the informal sector under the master craftsman include agribusiness, welding and metal fabrication, weaving, handcrafts, woodwork, motor vehicle mechanics, plumbing, leather work, panel beating and spraying, masonry, cobbler, carpentry and painting. The project is to be implemented in a number of cycles over the five-year period with each cycle lasting six months. The component is to be implemented in all the 47 counties in Kenya.</p> <p><b>Main challenges:</b> Some of the challenges envisaged in implementing the first component of KYEOP include difficulties in mobilizing sufficient number of employers willing to offer internships and work experience to the youth, especially in the rural areas. The component is also likely to face difficulties in attracting and retaining young women in the project due to their household responsibilities. Furthermore, it may be difficult to attract women in the non-traditional trades for women. Variability in the content and quality of skills training amongst</p>

the master craftsperson and lack of standardization of the training may lead to variation in the levels of skills acquired by the different beneficiaries. Difficulties in finding employers willing to offer internship and WBT to the youth may be addressed through collaboration with FKE and KEPISA. The project can also leverage on the gains achieved under KYEP besides developing and implementing a gender strategy complete with incentive structure targeting young women.

**Results achieved:** KYEOP became effective in December 2016. Over 90,000 applications were received during the first cycle for a total of approximately 4,000 spots in technical skills training and business support services. A total of 1, 2,290 youth completed internships and apprenticeships during the first cycle as part of Component 1 of KYEOP on technical skills training and another 874 youth received two tranches of entrepreneurship grants to help support them to start or expand businesses. In addition, 328 master craftsmen were upskilled during the first cycle and 1,816 youth participated in trade tests following their technical skills training.

**Moving forward:** The KYEOP will continue to promote consultation, collaboration and integrated approach to project implementation. It will also build on gains and lessons learnt from previous projects implemented by the World Bank such as KYEP.

**Replicability:** KYEOP has different components, and a diversity of implementing partners with some components having a national coverage. The project design envisages rigorous evaluation and provision of feedback at different times in the project life. This will promote identification of identification of subtle lessons that may facilitate replication.

<b>References:</b>	<p>World Bank (2018). Kenya Youth Employment and Opportunities (P151831), <a href="http://documents.worldbank.org/curated/en/457161545338099486/pdf/Disclosable-Version-of-the-ISR-Kenya-Youth-Employment-and-Opportunities-P151831-Sequence-No-05.pdf">http://documents.worldbank.org/curated/en/457161545338099486/pdf/Disclosable-Version-of-the-ISR-Kenya-Youth-Employment-and-Opportunities-P151831-Sequence-No-05.pdf</a></p> <p>World Bank (2016). Project Appraisal Document for Youth Employment and Opportunities Project, <a href="http://documents.worldbank.org/curated/en/867311468197383244/pdf/PAD1654-PAD-P151831-IDA-R2016-0077-1-Box394888B-OUO-9.pdf">http://documents.worldbank.org/curated/en/867311468197383244/pdf/PAD1654-PAD-P151831-IDA-R2016-0077-1-Box394888B-OUO-9.pdf</a> , viewed on 5/7/2019</p>
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**Table A9: Kenya Commercial Bank 2Jiajiri Programme**

<b>Name of WBT Programme:</b> Kenya Commercial Bank 2Jiajiri Programme (KCB 2Jiajiri)
<b>County(s):</b> National
<p><b>Context:</b> The youth in Kenya are among the main casualties of the country's apparent economic downturn. The youth bear the greatest brunt of unemployment in Kenya ranging between 14.6 and 19.2 per cent for different youth cohorts in the age range of 15-34 years. A significant number of Kenyan youth, estimated at 5 million in 2015 are also NEET with the female youth constituting 24 percent of the youth NEET. The youth who are NEET are particularly at risk. This is because they are neither improving their future employability through investments in vital skills nor gaining work experience through employment. As a result, this group faces the real danger of being shut out of the labour market and excluded in society.</p> <p><b>Implementation of programme/initiative:</b> The Kenya Commercial Bank (KCB) Foundation launched a youth empowerment program dubbed the KCB 2Jiajiri in 2016 at a cost of USD 500 million (KSh. 50 billion). The KCB 2Jiajiri is a skills development and job creation program that targets to reach 50,000 youth in five years. The objective of the program is to empower and equip unemployed and out-of-school youth to grow microenterprises by providing them with technical skills training opportunities, and upskilling and certifying existing microenterprises. The program includes a 3-6 months' skills training and 12-month incubation period during which time the incubates have access to incubation and mentorship resources. Areas of skills training include domestic services (housekeeping, cookery and laundry), agribusiness, automotive engineering, building and construction, and beauty and personal care. The program, which is implemented in partnership with public and private sector organizations targets to reach 10,000 youths across the 47 counties annually. Of the 10,000, at least 70 per cent are expected to be in the job market, specifically in the informal sector while the remaining 30 per cent will be youth who will be imparted with skills for construction, agribusiness, automotive mechanics, domestic services and beauty.</p> <p><b>Main challenges:</b> A key challenge faced by the project is screening of the huge number of youth seeking to be involved in the project. The slow absorption rate of the Kenyan labour market also undermines the rate at which the youth transit to the labour market after the KCB2Jiajiri intervention. Weak entrepreneurial culture, and low levels of self-esteem and drive among some youth may inhibit attainment of the full potential of the project. Furthermore, slow and/or non-repayment of the loans advanced to the beneficiaries may limit the scale of the project.</p> <p><b>Results achieved:</b> A total of 2,234 young people enrolled in the programme during the pilot phase in 2016, and received technical skills training in 114 vocational centres spread in 20 counties. Of these, 518 have established businesses that have qualified for financing from KCB, 270 have secured paid apprenticeships while 1,446 are in the process of establishing and registering new enterprises.</p> <p><b>Moving forward:</b> The KCB2Jiajiri will continue to be implemented as planned. The programme has been scaled up through a partnership between KCB and MasterCard Foundation under the Young Africa Works initiative launched in June 2019.</p> <p><b>Replicability:</b> The framework used in the KCB 2Jiajiri is more innovative and attractive to</p>

the youth as compared to that used in other affirmative action funds such as *Uwezo* Fund, Youth Enterprise Development Fund (YEDF) and Women Enterprise Development Fund (WEDF). This makes it to create value to the beneficiaries and amenable to replication.

**References** KCB Group Limited (2016). KCB Group Launches KShs. 50 Billion Job Creation Programme, <https://ke.kcbgroup.com/about/media/126-news/173-kcb-group-launches-kshs-50-billion-job-creation-programme>, viewed on 5/6/2019

**Table A10: Generation Kenya**

<b>Name of WBT Programme:</b> Generation Kenya
<b>County(s):</b> Embu, Homabay, Kakamega, Kiambu, Kisii, Kisumu, Laikipia, Machakos, Meru, Mombasa, Nairobi, Nakuru, Nyeri, Tharaka-Nithi, Trans-Nzoia and Uasin Gishu.
<p><b>Context:</b> The 2015/2016 KIHBS estimated open unemployment amongst the youth aged 15-34 years at 12 per cent in 2015. It also reported youth labour underutilization at 36 per cent in 2015. The youth are also engaged in vulnerable employment with female youth accounting for the highest proportion (65.3%) of the workers in vulnerable employment. This was compared to 51.3 per cent for male youth. Generally, unemployment, labour underutilization and vulnerable employment reduces the level of income that can be generated from work by young people. The Africa Progress Panel (2012) reported that 8-10 million poorly skilled young people from Africa make the difficult transition from school to the labour market annually. However, acquisition of job relevant and employable skills is a pre-requisite for meaningful participation in the labour market.</p> <p><b>Implementation of programme/initiative:</b> Generation Kenya is a public-private program, supported by the United States government through USAID, and in collaboration with McKinsey &amp; Company, Swedish International Development Agency (SIDA) and Safaricom Foundation. The program places disconnected young adults in jobs, giving them the skills and support they need to achieve enduring personal and professional success. It promotes SWT and employment chances of the youth by providing them with rapid training in high-demand professions, social support services and guaranteed interviews with employers. The youth attend 4-8 weeks of boot camp training in skills areas such as banking, financial sales, sewing machine operation, restaurant services, retail and consumer goods distribution. The program seeks to impact on 80,000 young people by 2020. It partners with government, technical based institutions such as TVETs and private sector, including employers who number over 350.</p> <p><b>Main challenges:</b> A main challenge faced by Generation Kenya is in mobilizing sufficient number of employers willing to offer work experience to the youth and/or employing the youth who have been trained. The slow absorption rate of the Kenyan labour market also undermines the rate at which the youth transit to the labour market upon graduation from Generation Kenya.</p> <p><b>Results achieved:</b> The program has prepared and released over 14,000 graduates since 2015. It is reported that at least 84 per cent of the program's graduates are employed within 90 days of program completion, and 78 per cent remain in the same job six months after placement. It is reported that the program graduates record an average income, which is 2-6 times more than their income before the program.</p>



**Replicability:** Generation Kenya targets high-growth employment sectors with skilled labour shortage, including consumer packaged products, financial services sales, manufacturing, retail, and hospitality. The program addresses the need for sustainable youth employment through an innovative, replicable, and rapidly scalable youth employment model. It also has a strong partnership with employers in terms of identifying the skill areas to train the youth on, placement for WBL and employment placement. The program is reported to have a relatively lower operating cost, averaging 20-50 per cent of the cost of comparable programs, making it to be highly replicable.

**References** Generation Kenya, <https://kenya.generation.org/>

**Table A11: NITA Apprenticeship Scheme**

**Name of WBT Programme:** NITA Apprenticeship Scheme

**County (s):** National

**Context:** The primary objective of TVET is acquisition of employable skills, especially amongst the youth. Acquisition of job relevant and employable skills is a pre-requisite for young people and adults to participate meaningfully in the labour market. Without job-relevant skills, young people cannot benefit from rewarding employment opportunities. It is estimated that 75 per cent of Kenyan artisans are not formally or adequately trained, which results in a major skills gap. In Kenya, artisans are largely trained on the job, a process that fails to capture many basic work requirements as well as hindering them from accessing higher paying jobs.

**Implementation of programme/initiative:** The National Industrial Training Authority (NITA) implements Basic, Intermediate and Advanced Apprenticeship Schemes. The schemes targets youths who are at least 18 years of age and have a minimum primary level of education. NITA facilitates WBL in industry-oriented, demand driven courses for both formal and informal sectors of the economy. The off-the job learning component of the apprenticeship scheme is conducted in the five NITA Industrial Training Centres (ITCs) and over 400 accredited centres for artisan, craft and technician apprentices. Artisan, craft and technician skilling areas offered by NITA include masonry, carpentry and joinery, plumbing and pipe fitting, general fitting, welding and fabrication and machinist. Other skill areas are motor vehicle mechanics, motor vehicle electrical, electrical installation, electronic mechanics, and panel beating and spray painting. Companies who contribute to the NITA levy scheme receive cost reimbursements capped at 200 per cent of an employer's previous year's contribution.

**Main challenges:** The NITA apprenticeship scheme faces challenges such as delays by employers in declaring vacancies, poor linkages between training institutions and industry, inadequate workplaces that are willing and able to offer on-the-job training to apprentices, absence of internal database on apprenticeship, and absence of a framework for undertaking evaluation of the scheme, soliciting feedback and integrating lessons learnt.

**Results achieved:** A total of 51,029 apprentices were placed with 436 registered employers in 2016/2017 fiscal year to gain hands-on experience in the world of work. This was compared to 29,671 and 28,074 in 2015/2016 and 2014/2015 financial years, respectively.

**Replicability:** The WBT offered by NITA targets artisan, craft and technician areas that are responsive to the needs of industry and the general labour market. The tripartite structure of

NITA's schemes makes it possible to receive real-time valuable feedback from industry players and to effect any changes required to enhance the relevance and responsiveness of the WBTs. The NITA apprenticeship scheme is a replicable and rapidly scalable youth employment model. The scheme is also sustainable given that it is financed by the employers who are among the main beneficiaries of the workforce skilling.

**References** Republic of Kenya (2018). *The Third Medium Term Plan (2018-2022): Transforming Lives-Advancing socio-economic development through the "Big Four"*, Nairobi: The National Treasury and Planning.  
<https://www.nita.go.ke/>

**Table A12: GoTeach**

<b>Name of WBT Programme:</b> GoTeach
<b>County (s):</b> National
<p><b>Context:</b> Vulnerable and marginalized youth may be grouped into two main categories: mainstream or especially vulnerable youth. The mainstream VMY are out-of-school youth, especially girls who typically receive less education than boys; pregnant girls and married adolescents, who often drop out of school; and those rural boys and girls who have no access to formal schooling. Youth who are especially vulnerable and socially marginalized include street children, orphans, migrants, child soldiers, refugees, drug users, and adolescent sex workers (UNESCO, UIS and GEM, 2016). The risk of labour market and social exclusion is especially high for VMY particularly those young people at risk of losing parental care or who have already lost it. Such youth lack support networks and positive role models, skills training and work experience. Young people, who grow up without the care of their families, often leave the care system ill-equipped to compete effectively in the labour market. Many of them are unemployed, pursue precarious employment conditions, and are exposed to a high risk of poverty (Omolo and Anyidoho, 2017).</p> <p><b>Implementation of programme/initiative:</b> The GoTeach programme was initiated in Kenya in 2012 by Deutsche Post DHL Group in partnership with SOS Children's Villages. It seeks to promote education, empowerment, employability and entrepreneurship amongst vulnerable and marginalized youth. The programme targets to support young people between the ages of 15-25 to transit from school to the world of work. It admits an estimated 400 youth annually. The youth go through basics of employability and life skills training, job orientation and work experience through apprenticeship and job shadowing. The youth, therefore, interact with DHL staff and local employers who initiate them to the world of work, share practical work experiences, takes them through work ethics and other soft employability skills. The activities implemented under the programme are determined by the DHL team together with youth beneficiaries. This includes getting to know the needs and expectations of youth inclusive of availability of all stakeholders. Each participant in the programme receives up to US\$ 10,000 from Deutsche Post DHL Group to realize the activities.</p> <p><b>Main challenges:</b> The main challenge of the programme lies in mobilizing employees of DHL to provide volunteerism and mentorship services to the youth beneficiaries. Matching the work and operational agenda of the DHL volunteers and mentors, and that of the youth is also a challenge. The programme has attempted to address this by involving and soliciting support and commitment of the top leadership of the DHL who are now more involved in the</p>

programme. Also, volunteer campaigns are often organized to explain to the youth why and how they can proceed with the programme and the world of work. This facilitates listening to the voices of the youth. The program also developed Youth Can, which is a platform that facilitates sharing of experiences gained from the partnership with all country-level SOS Children's Villages organizations around the world.

**Results achieved:** A total of 2,015 youth and 230 DHL volunteers were reached. About 42 apprenticeship opportunities have been provided for the youth with up to 30 youth who were attached to the DHL under the programme being absorbed in full time employment and are still working with the organization. In addition, a total of 9,000 hours of volunteering were made. In regard to employability skills transferred through the DHL and SOS Children's Villages, 95 per cent of the youth who had gone through the employability programmes were able to find wage or self employment.

**Moving Forward:** To move forward and sustain this programme, the Youth Can programme was conceptualized. The Youth Can is a programme of the SOS Children's Villages supported by corporate partners. It is a global multi-stakeholder partnership to strengthen youth employability following the GoTeach framework. In addition, an application called YouthLink has been created to digitalize the programme to facilitate online interaction between volunteers and the youth.

**Replicability:** The GoTeach programme may be replicated by creating direct opportunities for young people to be more employable by empowering them with knowledge and relevant skills and offering them opportunities based on market needs and their capabilities. Focus should also be on developing a critical mass of partners to support youth employment initiatives through skills acquisition.

#### References

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**Table A13: Young Africa Works**

<b>Name of WBT Programme:</b> Young Africa Works
<b>County (s):</b> National
<b>Context:</b> A strong, dynamic and empowered youth is critical in catalysing and driving the transformations envisioned in the Kenya Constitution, Medium Term Plan III (2018-2022) and the <i>Kenya Vision 2030</i> . The youth constitute an important segment of Kenya's population, accounting for 35.4 of the total population and 66.7 per cent of the adult population. The proportion of the youth category is expected to remain relatively high at 34.8 per cent in 2020, 34.6 per cent in 2025 and 35.2 per cent by 2030 (Eduardo, <i>et al.</i> , 2013). This means that at least one in every three Kenyans will continue to be the youth. The country's youth are at least three times as likely as adults to be hit by open unemployment. It is projected that the number of unemployed young people will double by 2050. Eduardo, <i>et al.</i> , (2013) noted that the youth aged 18-25 years bear the greatest burden of unemployment. According to the authors, such youth are more likely to have no education and, therefore, either openly unemployed (26.2%) or in informal sector employment (45.6%). They are also

likely to be having only primary level education and mostly engaged in the informal sector (54.3%) or openly unemployed (14%). A lack of jobs for the youth has far-reaching negative consequences not only for the affected young people but also for the society. Poor employment prospects for the youth waste their economic potential and in extreme cases lead to violence.

**Implementation of programme/initiative:** The Young Africa Works (YAW) is a KSh. 100 billion (USD 977,135,040)<sup>3</sup> public-private youth employment initiative launched in June 2019 by the Government of Kenya in partnership with MasterCard Foundation, KCB Foundation and Equity Bank. It targets medium, small and micro-enterprises (MSMEs) mostly involved in agriculture, manufacturing, housing and health care. The initiative is aligned to Kenya's economic agenda by targeting MSMEs industries that constitute the labour sponge for a skilled workforce, grow the private sector especially entrepreneurs and small businesses, and partner with the educational system and leverage on technology. The aim is to have five million youth mentored, trained in business development and digital literacy and offered market linkages within the five-year period of the programme. It also seeks to facilitate access to finance by the MSMEs.

**Main challenges:** The YAW initiative is yet to be implemented. However, based on lessons learnt from similar initiatives, YAW must ensure that the products and services offered by the partner financial institutions such KCB and Equity bank is adequately linked to the youth entrepreneurship opportunities available in the different regions of the country, and the diversities in the needs and aspirations of the youth. There must also be an effective mechanism to target the youth with entrepreneurial traits and innovative ideas to pursue, and increase the uptake of loans by youths from all regions of the country. The practice of group lending should be resisted since it does not facilitate development of individual youths with viable entrepreneurial ideas and talents. The criterion also provides incentives for some youth groups to take the money and divide amongst themselves at the expense of the business ventures. The support framework of giving cash and not a physical resource in terms of equipment, instruments and tools that the individual youth or youth groups require to exploit their entrepreneurial interests may need to be reviewed to reduce on leakages in the financial resources provided to the youth applicants. The YAW initiative should require, as a minimum qualification criterion, that the youth go through an integrated mentorship and entrepreneurship training programme before accessing the loans. Equally, weak initiative and drive by the youth to pursue entrepreneurship as a career is a major antecedent to youth entrepreneurship development. Furthermore, some of the youth are not patient and would want to see quick gains, which aspect is not consistent with entrepreneurial development. Also, interventions towards addressing youth financing challenges must have inbuilt mechanisms to deal with accessibility and affordability of the funds, and capacity of the youth to access and effectively utilize the funds.

**Results achieved:** The YAW targets to have five million youth mentored, trained in business development and digital literacy, and offered market linkages in the five-year period from 2019-2023. As part of their contribution, Equity bank expects to support 600,000 MSMEs in the informal sector to formalize their businesses. The bank targets to fund 140,000 MSMEs in the first 18 months to facilitate each of the businesses to create at least five new jobs. Another 140,000 MSMEs will be targeted thereafter.

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<sup>3</sup> Based on exchange rate of KSh. 102.34/USD as of 29<sup>th</sup> June 2019

**Moving Forward:** The YAW will have to ensure that it does targeted mentorship, and business development and digital literacy training programmes. It will also have to ensure that its products and services are adequately linked to the youth entrepreneurship opportunities, and responsive to the diversities in the unique needs and aspirations of the youth. There must also be an effective mechanism to target the youth with entrepreneurial traits and innovative ideas to pursue, and increase the uptake of loans by youths from all regions of the country. The YAW could also consider support framework that provide loans and physical resources such as equipment, instruments and tools as per the business requirements of the individual youths. The YAW initiative should require that all youth go through an integrated mentorship and entrepreneurship training programme before accessing the loans. The YAW model should address issues of accessibility, affordability and capacity amongst the youth.

**Replicability:** The YAW is a model that is similar to what is being implemented in Kenya under the KCB2Jiajiri, *Uwezo* Fund, YEDF and WEDF models. A similar model is being implemented in 10 African countries.

**References**      <https://www.standardmedia.co.ke/article/2001330745/uhuru-inks-deal-worth-sh100b-for-youth-jobs>, viewed on 5/7/2019