

# Alumni and Partners Post Program Survey Report

## Exploring how the EU-GIZ program is changing lives in the coastal areas of Kenya



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## Glossary

BEST	Basic Employability Skills Training
CIGs	Common Interest Groups
DFID	Department for International Development
ITOW	Institution-To-Outside-World
KCB	Kenya Commercial Bank
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KES	Kenya Shillings
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinational Council
KYEOP	Kenya Youth Employment and Opportunities Project
MFI	Micro Finance Institutions
NITA	National Industrial Training Authority
TVET	Technical and Vocational Education and Training Authority
VTCs	Vocational Training Centres
YEI	Youth Empowerment Institute
YSGs	Youth Saving Groups



## Executive summary

This evaluation report presents findings of the effects of EU-GIZ youth skills development program implemented by CAP YEI in Kenya. Almost all youths agree that life changed after joining CAPYEI - EU program. The changes are in terms of being an individual with technical knowhow on respective fields (which means they are confident of delivering in their areas of work), being employed, better social life especially after life skills training, independence among other changes. Youths normally have expectations and goals when joining and leaving training. But all these wishes change dramatically when they face the world. Due to limited job opportunities, youths are desperate to grab the opportunities that come knocking regardless of career – just to earn a living. The short term goal of youths is to join an employment to earn an income immediately after school. The long term future of a youth is a wish of opening own business. But the big setback in starting businesses is lack of capital. Average monthly income for youths is KES 7,662 per month. Youths get money through employment, running own businesses, mixed livelihoods, casual jobs among others. Young women were found to be leading in employment and in running own businesses. Young men mainly earn cash from mixed livelihoods and casual jobs/hustling. Other ways youths get money are through family/spouse support. About 17% of youths do not like what they do (job/business) due to poor income, working in career not studied in school (for the sake of money) and lack of job security/business fluidity.

Majority of the youths have been able to save money since they left EU-GIZ program. Approximately KES 1,302 is available for savings per youth every month. The bigger plans for the savings is either establishing a start-up or expanding an on-going business. The key constraint in saving money is lack of sufficient earnings that would allow consistency and substantive savings. Some youths think it is too early to start saving while in the ages of 20s. The key opportunities in saving money are through mobile money savings and the banks. Use of saving groups, assets purchase, and membership to SACCOs/MFI are other opportunities available for the youths. More men have been able to borrow money compared to young women. The major source of borrowed money is from mobile loans (Tala, Branch, Stawika, Mshwari, KCB Mpesa etc) and from family and friends. EU-GIZ program helped influence youths financial decisions through entrepreneurship training, financial literacy training, accounts opening, starting small business, formation of savings groups and buying of assets.

Graduates play a key role in seeking job opportunities. They do not entirely depend on instructors and other channels to secure job opportunities. Only about 25% of effort comes from instructors. Internships are a starting base for majority of youths which normally lasts between 1 and 4 months depending on the industry. Most of these internships are none-remunerated. Only 24% program completers started directly into employments. This study also observed that there are higher chances of getting employment after undergoing internship period. However, due to limited opportunities, majority of youths get employment in other related institutions away from their internship places. It was also observed that there was no evidence that employers recruit youths for internship only and not offering jobs. There are positive relationships between the EU-GIZ graduates and their employers (managers or supervisors). The ability to cope with tough relationships was as a result of the EU-GIZ training. Some of the disconcerting things about employers include; low pay, discrimination and some employers not respecting their short courses. Some employers are harsh, rude, abusive and issue threats during work. Other nettling things include; late payments, sexual harassments for young women, long working hours, heavy workload, poor working conditions and some employers being unapproachable. Overall, half of youths who are working or doing business believe life skills was the most essential skill acquired, that helps with their day to day work.

The main challenges *related to employment* are low income, dealing with relationships at work and work overload. Main challenges *related to running own business* among youths are; lack of sufficient starting capital, getting and retaining clients and lack of relevant facilities/tools to run own businesses. The main challenges *among young women* are sexual harassment, gender biasness and family obligations. The major challenges *related to managing money* include; poor financial planning, demanding family needs



and lack of sufficient income. The major challenges *related to owning property* among youths are lack of sufficient funds, poor maintenance, insecurity and age factor.

EU-GIZ employability skills training model has a high potential of being replicated/scaled up due to the success that has already been proven. For instance, it offers opportunities for youths to change their lives, it reaches out to marginalized youths giving them a meaningful life, the program is also affordable, it also targets youths who are idle and jobless meaning the BEST model is applicable in other areas facing similar challenges. Youths are positive about EU-GIZ program and they are willing to communicate positively about the program to influential persons.

There are various ways into which EU-GIZ skills training can prevent radicalization; they include change of attitude through life skills, technical capital, social capital/psychosocial competency, linkages opportunities and society equalization. Youths who have gone through EU-GIZ program can play part in preventing radicalization. For instance; opening businesses where more youths can be employed, positive influence to fellow youths, mentorship and advice and creating valuable network groups/partnerships and investments groups.

This study observed that the high ratio of instructors to students of 1:12 is as a result of enrolment challenges. There is an average of 8 courses per the government institution partnering with CAP YEI in implementing the EU-GIZ program. The key agency mandated with preparation of curriculums and reviews for different courses in the government VTC institutions is the NITA. Curriculum reviews are normally done annually. Typical classroom practices (attendance, participation, discipline, completion of practical and relationships) were scored as above average (54%), however more still need to be done to achieve a higher score (at least above 80%). The challenges in institutions were reported to be low. Majority of the institutions have adopted most aspects of BEST model with an overall score of 85%. Some aspects need to be improved though, such as; inviting of mentors/industry experts, linking graduates to financial institution and linking youth to on-the-job training.



## 1.0. Background

Young people in Kenya today live in complex and challenging times. With youth population of nearly 10 million, more than 20 per cent of overall population, are experiencing a so-called ‘youth bulge’ (defined as a situation when at least 20 per cent of a country’s population is between the age of 15 to 24). In other contexts, this situation has proven to be a major asset for national economies, when these young people are able to find appropriately paying employment, or other ways of gaining personal economic independence<sup>1</sup>.

According to a survey by the Kenya National Bureau of Statistics (KNBS), seven million Kenyans are unemployed. Out of these, 1.4 million have been desperately looking for work. The rest have given up on job hunting, with some opting to go back for further studies<sup>2</sup>.

CAP YEI in partnership with funding organization such as EU, GIZ and others in Kenya provides employability and entrepreneurship skills and linking vulnerable young people between 18 and 35 years of age to livelihood opportunities. Vulnerability may refer, for example, to poverty, school dropouts, early motherhood or youth in conflict with the law. Through direct training (demonstration and replication centres) as well as indirectly (capacity building of the instructors of VTCs to apply BEST model in their training), the youths are taken through the program with expectations of changing their lives to a more meaningful life by linking them to internships employments, entrepreneurship opportunities and supporting those wishing to pursue further studies.

### About this report

This report presents results of a post training survey done among alumni and VTC partners in the coastal areas of Kenya. It explores how the EU-GIZ program is helping change the lives of young men and women post training. This is in form of achievements of goals, how the program has enabled earning of money, savings and borrowing, key challenges affecting youth livelihoods and how aspects of the EU-GIZ program helps in dealing with specific challenges, internship and employment practices, and potential of the model in preventing radicalization. It also highlights the impact of capacity building program at institutional level post capacity building. The key questions for report are:

- i. *How are youth aspirations/goals changing?*
- ii. *How are youth earning money, if at all?*
- iii. *How are youths using/saving money?*
- iv. *How is youth well-being/quality of life changing?*
- v. *Employer recruitment practices*
- vi. *What aspects of the EU-GIZ program and contextual conditions influence changes over time?*
- vii. *How is EU-GIZ program helping in reducing or preventing radicalization of youth?*
- viii. *What are the changes in government VTCs post capacity building?*
- ix. *Replication/Scaling up BEST Model training*

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<sup>1</sup> UK Department for International Development (DFID) (2017) Youth Employment in Kenya

<sup>2</sup> Dominic Omondi, (2018). Standard: <https://www.standardmedia.co.ke/business/article/2001274158/the-shame-of-jobless-kenyans>



## 2.0. Methodology

- i. **Review of documentation:** This is a continuous process (inception to final reporting) that involved rapid examination of readily available material to help familiarize with the EU-GIZ and CAP YEI BEST program as well as other relevant information on youth employability in Kenya.
- ii. **Sampling framework:** About 20% of youths who had graduated from the EU-GIZ program were randomly selected for the study. Another 20% of the instructors from VTCs who participated in the capacity building training were also sampled.
- iii. **Capacity building of research team:** Training was conducted at CAP YEI's offices. Introductions were done to understand about EU-GIZ and CAP YEI objectives, the BEST model and the objectives of the survey. The research team were trained on data collection using Open Data Kit (ODK). This was an interactive session – allowing full reflection of the questions, the logic flow and coming up with recommendations. A practical session was also conducted where enumerators were paired for mock interviews against each other. Piloting was conducted within Nairobi to test the tool and experience in using ODK.
- iv. **Field survey:** Structured individual interviews were held for one week in the coastal areas of Kenya covering Likoni, Mazaras, Mtwapa, Muyeye, Tarrasa and Voi. Continuous technical support was provided. This involved coming up with a *whatsapp group* where all concerns regarding the use of mobile data collection technology and other emerging issues were addressed. At the same time, continuous screening of uploaded data, were done on a daily basis especially day one and two. This was paramount as it identified glaring gaps by the enumerators and responded accordingly. This ensured a smooth process and quality data and consequently a successful data analysis and reporting.
- v. **Data analysis:** This involved quantitative as well as qualitative data analysis. A combination of SPSS and excel pivot tables were adopted. For qualitative data, post-coding (also known as Theme coding)<sup>3</sup> was done to group responses to main observations. The analysis then used number of main observations as the numerator and total number of responses as the denominator. Hence, *a varied N*; a frequency of distribution showing number of times main observations were listed or mentioned by respondents interviewed. Quantitative data was analysed using the total observations as the numerator and the total respondents interviewed as the denominator.

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<sup>3</sup>[http://cms.cerritos.edu/uploads/researchandplanning/brief\\_guide\\_to\\_open-ended\\_survey\\_questions.pdf](http://cms.cerritos.edu/uploads/researchandplanning/brief_guide_to_open-ended_survey_questions.pdf)

### 3.0. Study findings

This section is divided into two. Section 3.1 discusses findings observed from alumni survey. Section 3.2 discusses findings from partners' (Government VTCs) survey.

#### 3.1. Youth survey findings

##### 3.1.1. Demographics

A total of 229 youths were surveyed of which 51% and 49% interviewed were female and male, respectively. The average age of the alumni interviewed was 22 years. All the respondents graduated from six courses as follows; Automobile 30%, Hospitality 29%, Hairdressing and beauty 20%, Security 17%, Building and construction 4% and Mobile phone repairs 0.4% (Fig1). Before Joining EU-GIZ, Majority of the alumni (74%) were KCSE graduates. Another proportion of 15% were KCPE graduates. Around 4% had acquired college certificate level before joining the program (Fig 2). In terms of marital status, only 10% were married, 86% were single and 4% as single parents.

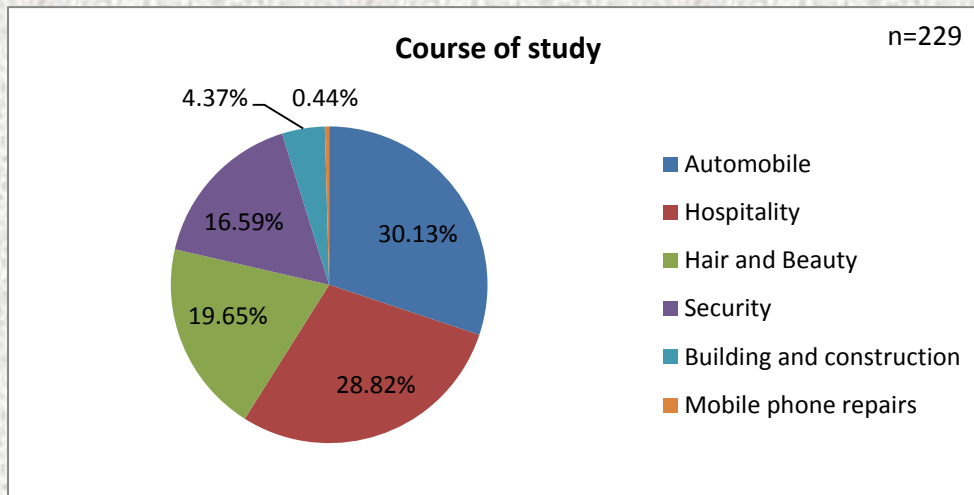


Figure 1: Course of study

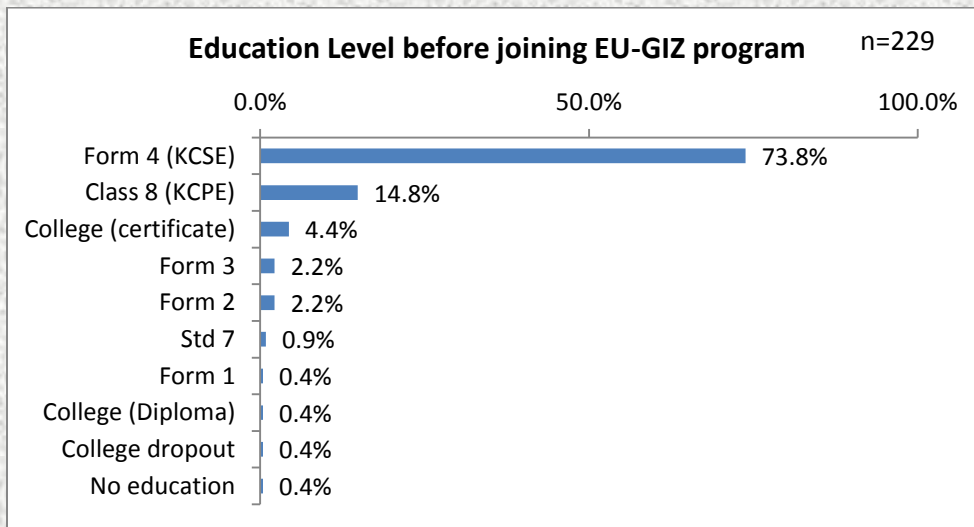


Figure 2: Level of education before joining EU-GIZ



### 3.1.2. Achievement of goals as a result of participating in the program

This section analyses the goals youths had set after leaving the EU-GIZ program and extent to which they were achieved. Majority of the youths (45%) had set goals to get employed. About 22% had set goals of starting own businesses and 33% were looking for further training. The key goals achieved are employment by 45% of the alumni and business start-ups by 28% of youths interviewed. About 26% had not achieved any of the goals they had set – out of which 57% were female and 43% were male alumni who had not achieved any goals they had set by the time of this study.

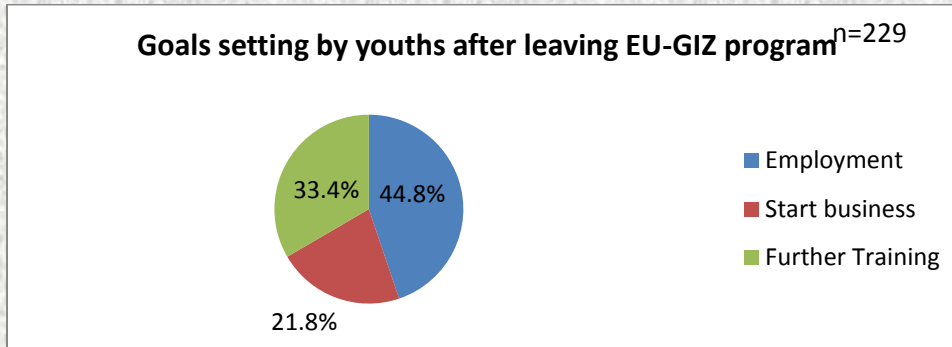


Figure 3: Goals setting by youths

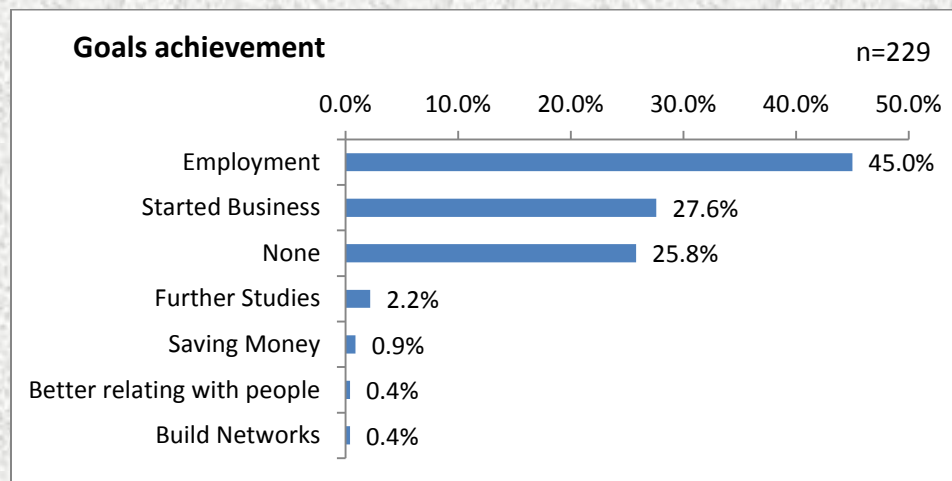


Figure 4: Goals achievement

There are those who support youths to realize and achieve their goals. Majority of youths (67%) get support from family members. This is mainly in form of financial support, motivation and linking to job opportunities. About 22% get support from friends and peers through connecting them to job opportunities and social encouragements. Another 10% receive support from instructors. Instructors are instrumental when it comes to job opportunities linkages, financial advice and motivation.

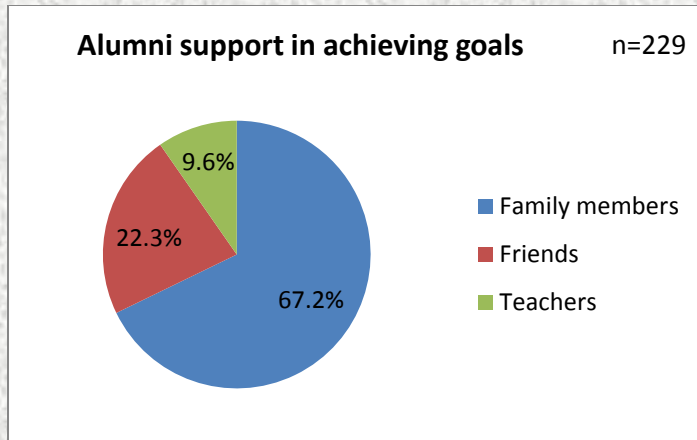


Figure 5: Youth support in realization of goals

About 95% of the youths agree that life changed after joining EU-GIZ program. This was mainly in terms of being an individual with technical knowhow on respective fields (which means they are confident of delivering quality when they get opportunities to work), being employed, better social life especially after life skills training, self-dependency among other changes as shown in Fig 6.

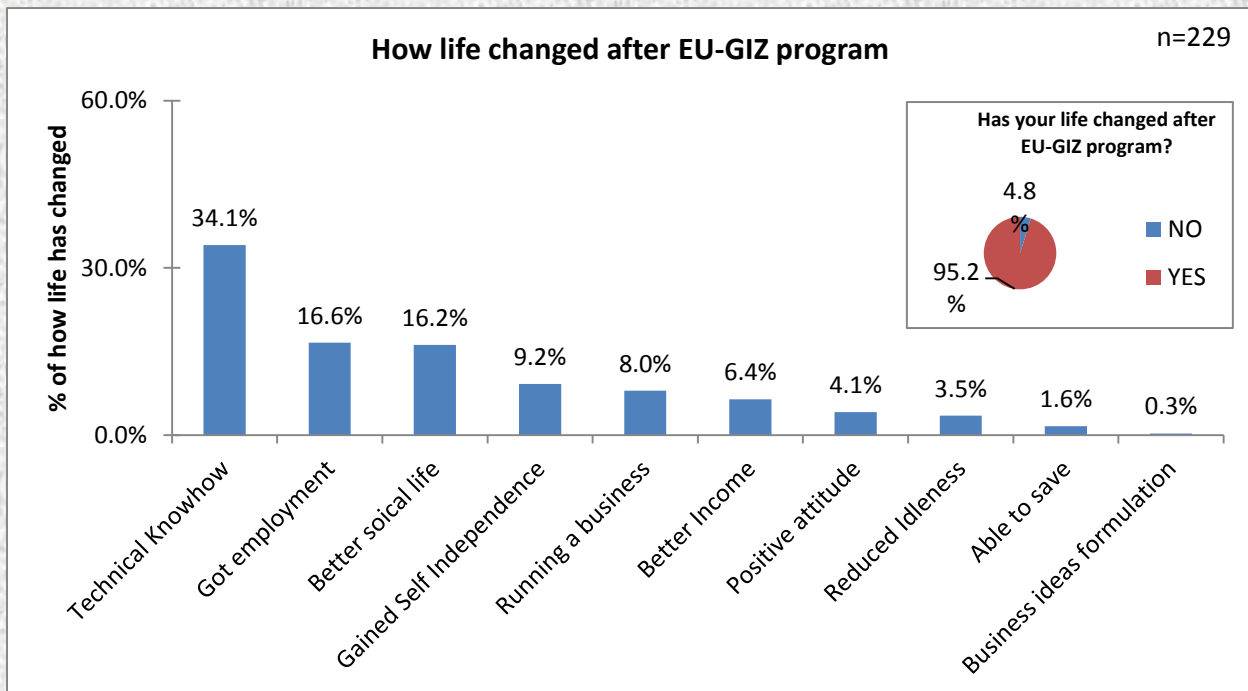


Figure 6: How life changed after EU-GIZ program

### Immediate and long term future perceptions of youths

Immediate future in this context is defined as immediate period after finishing training. Long term future is a period beyond one year. When asked to describe their immediate future, over half of youths interviewed had planned for employment immediately after training. Interestingly, over 80% were observed to be interested in running their own businesses in the long term future (Fig 7).



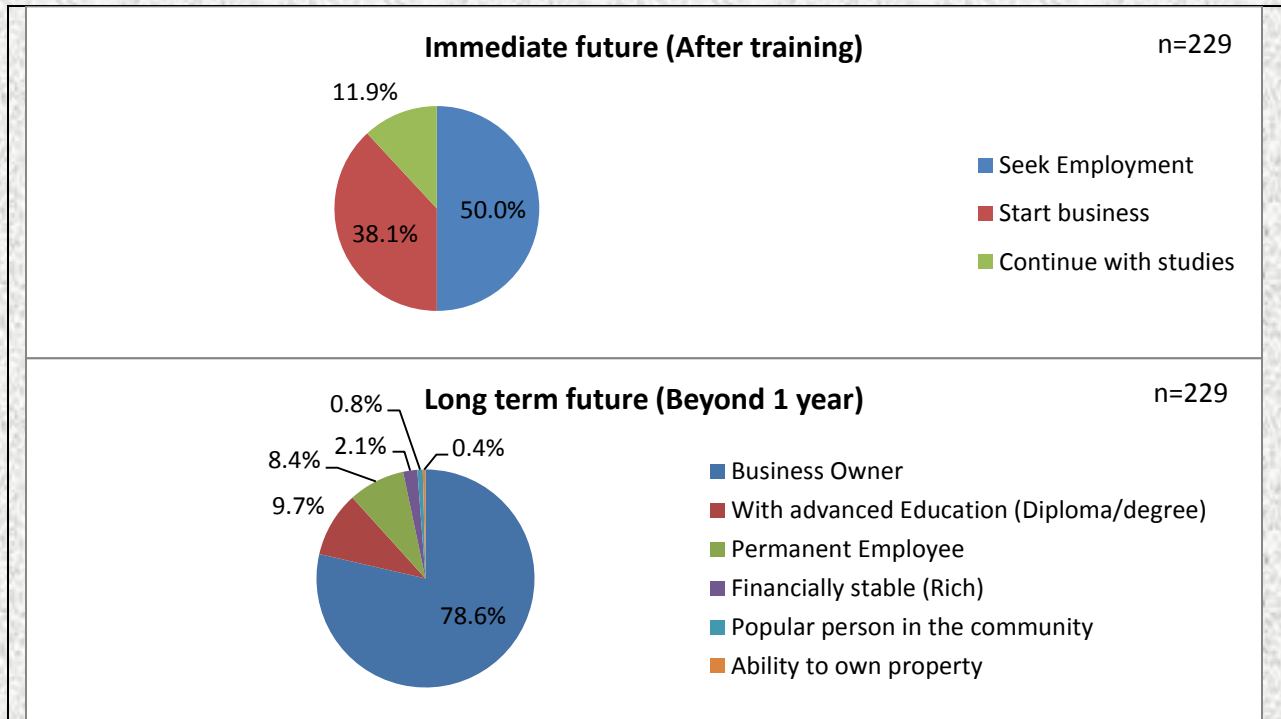


Figure 7: Immediate and long term plans for the youths

### 3.1.3. How the Program has enabled earning money

Youths get money through various means. These include employment, running own businesses, mixed livelihoods, casual jobs among others. Young women were proportionally leading in employment and in running own businesses. Young men mainly earn cash from mixed livelihoods and casual jobs/hustling. Other ways youths get money are through family/spouse support.

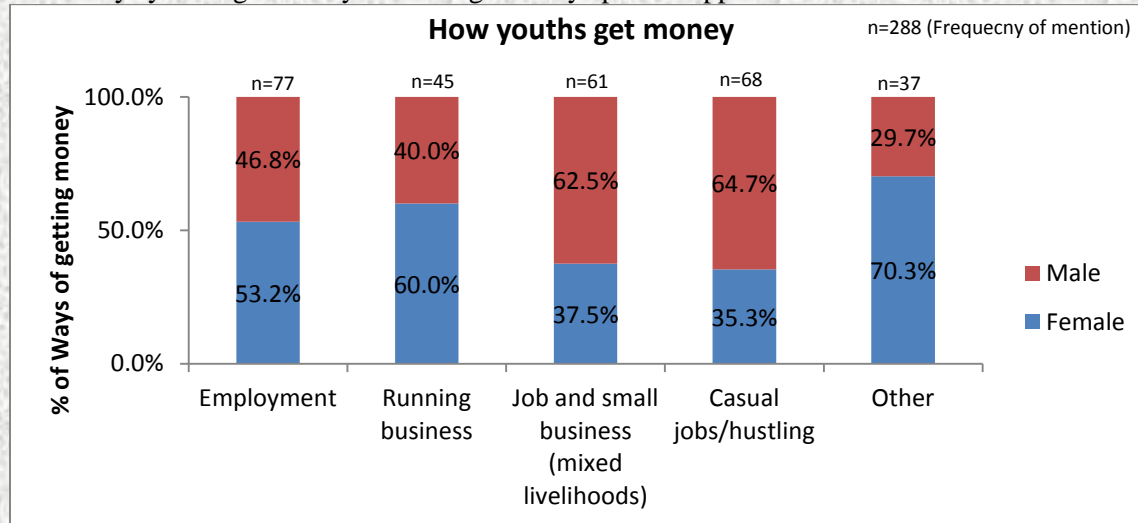


Figure 8: How youths get money

Approximately 83% of alumni interviewed love what they do (jobs or business). About 17% were however not happy about their livelihoods. Different reasons were cited for the dissatisfaction including; poor pay, working in career not studied for in school (for the sake of money) and lack of job security.

Majority of youths interviewed (68%) earn between KES 5,000 and KES 7,000 per month. Men earn significantly higher compared to women in all categories. An average income among youths is KES 7,662 per youth per month.

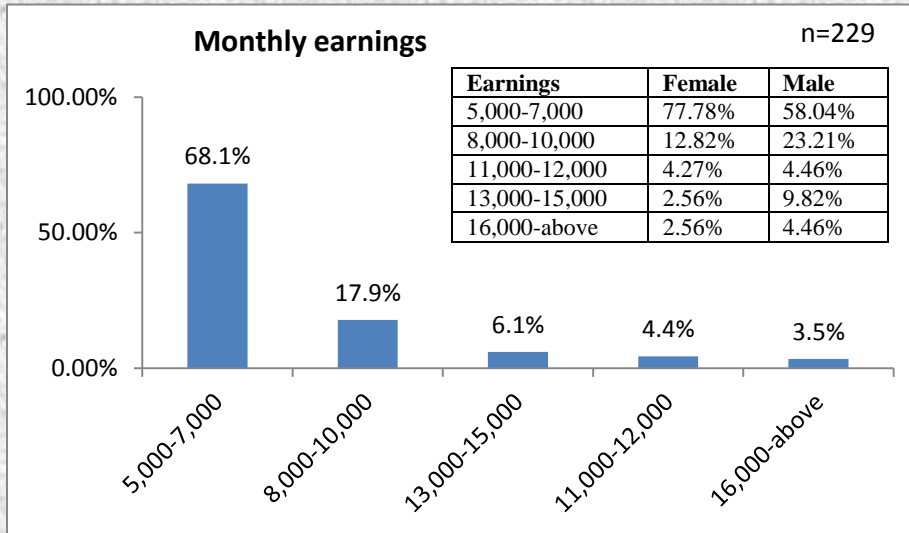


Figure 9: Monthly earnings of the youths

### Business ownership

This part wanted to find out if youths own any type of business. Only 30% of youths interviewed own a business. More young women have opened small businesses compared to the young men. Key types of businesses owned by women include Hairdressing and beauty, boutique and cosmetics, clothes selling, groceries, bakeries, fruit parlours among others. Main businesses owned by men include garages, spares parts shops, print media and bottled water among others (See Fig 11).

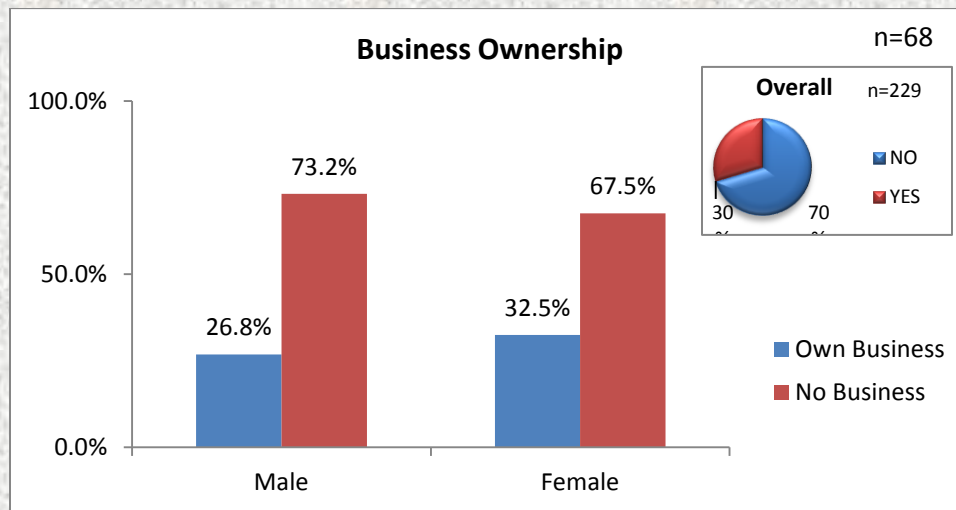
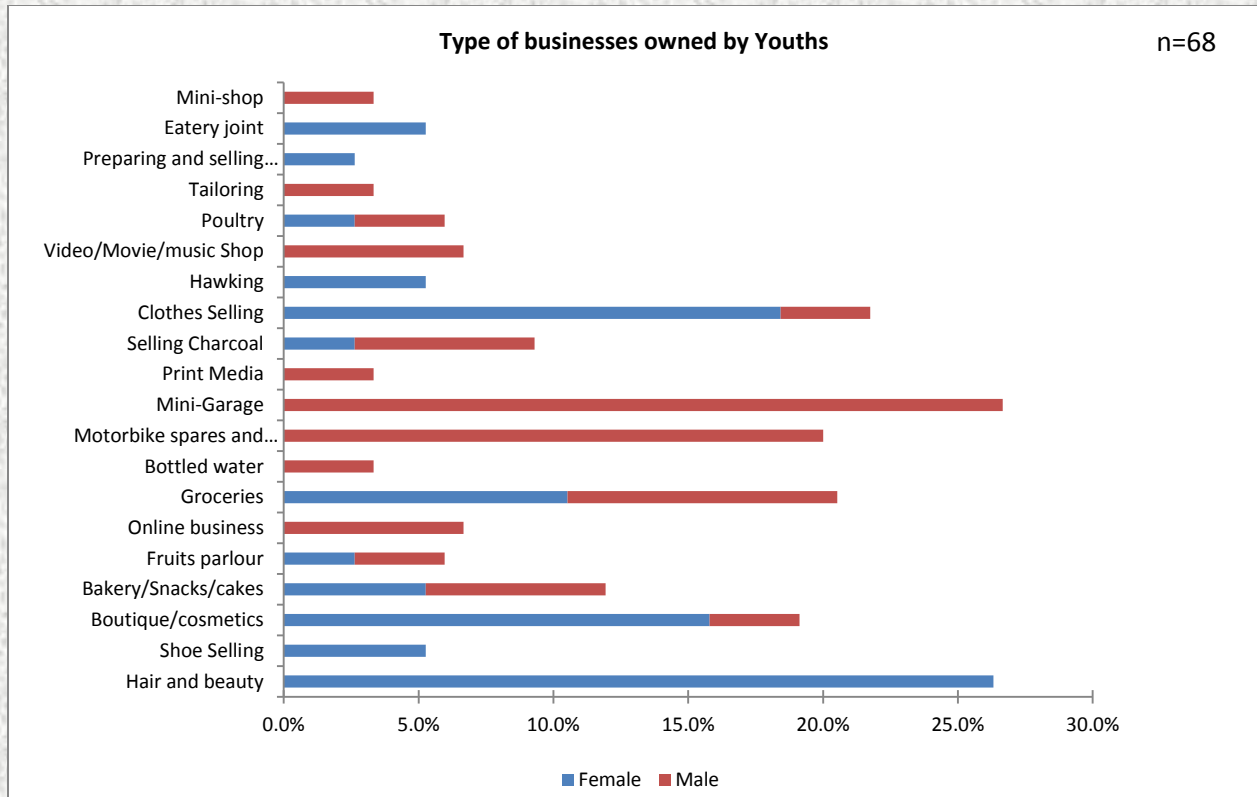


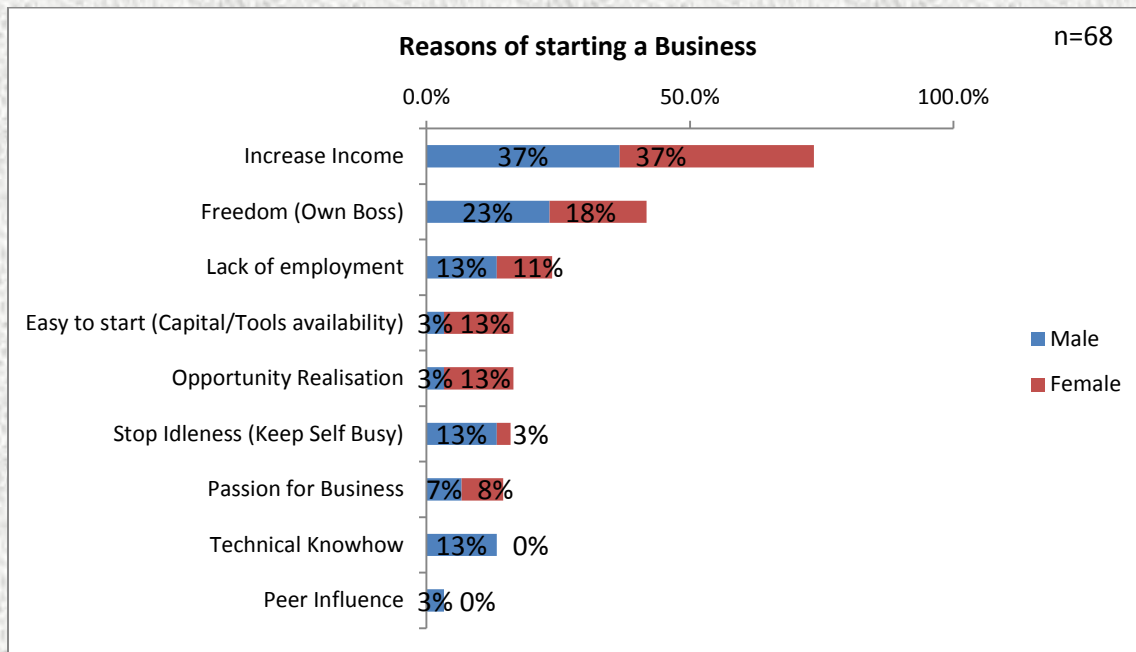
Figure 10: Business ownership by youths





**Figure 11: Type of businesses owned by youths**

The main reasons for starting business are to increase income, being own boss, lack of employment among others. This was observed in both genders.



**Figure 12: Reasons for starting a business according to the Alumni**

### 3.1.4. How the program has enabled saving and borrowing

Approximately three quarters of youths interviewed have been able to save money since they left EU-GIZ program. Of interest to note, is that over 71% of those saving money are planning to use it in either establishing a start-up or expanding an on-going business. This study observed that only 17% of earnings go to savings (Fig 14). Money spending by youths is usually on personal needs and family needs. With average earnings of KES 7,662 per youth, this reveals that only an average of KES 1,302 is available for savings per youth every month.

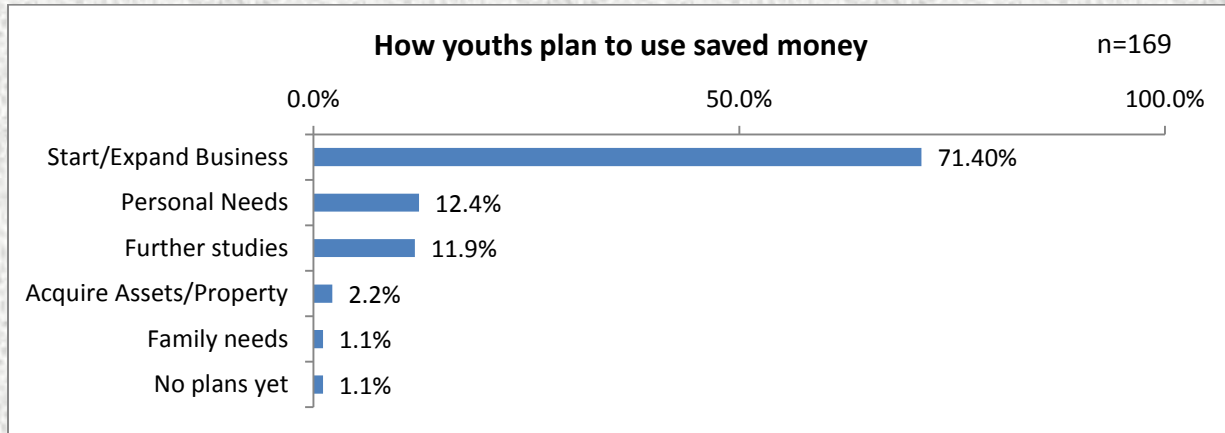


Figure 13: How youths plan to use saved money

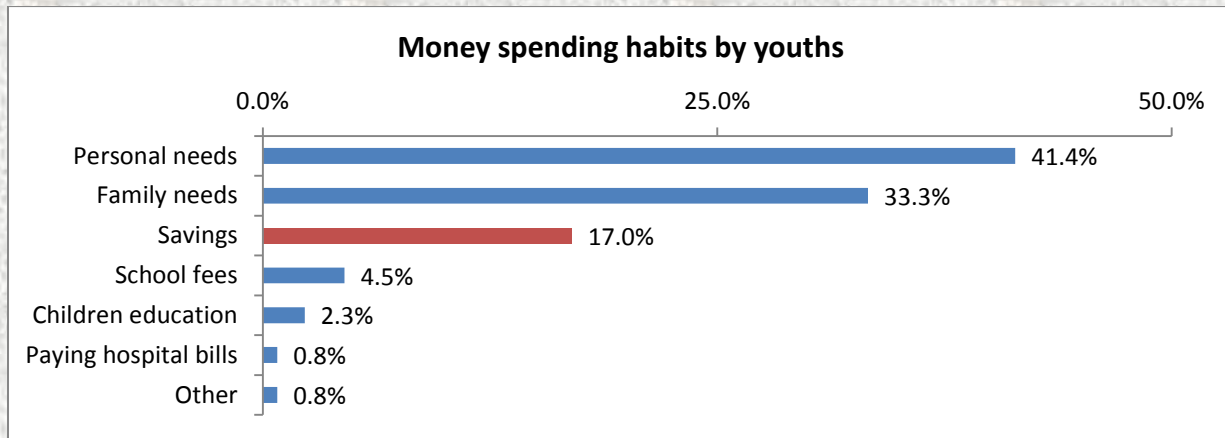
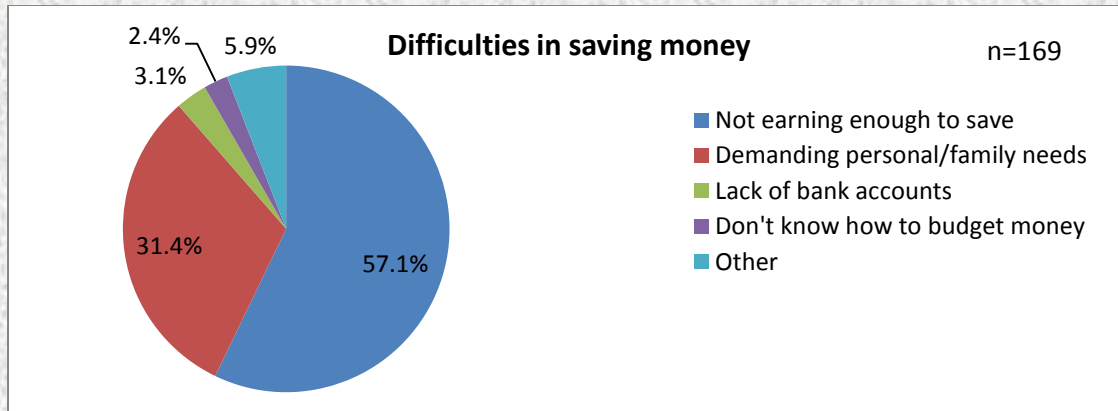


Figure 14: Money spending habits by youths

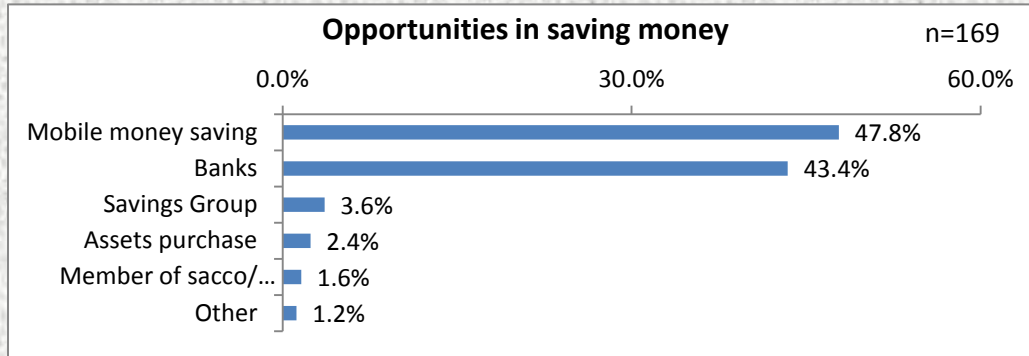
The key constraint in saving money is lack of sufficient earnings that would allow consistence and substantive savings. There are also personal/family needs that are quite demanding. Lack of bank accounts among youths and little or no knowledge on budgeting money towards saving were also cited by the 3.1% and 2.4% of youths interviewed, respectively. Other difficulties include; those who think it's too early to save in ages of 20s, those not fully settled (in terms of permanent income), and engaging in multiple activities/initiatives that distorts or strains saving opportunities.





**Figure 15: Difficulties in saving money**

The key opportunities in saving money are through mobile money savings and the banks. Use of saving groups, assets purchase, and membership to sacco/MFI are other opportunities available for the youths.



**Figure 16: opportunities in saving money**

Only 37% men and 21% women have been able to borrow money. This is mainly sourced from mobile loans and from family and friends. The key requirements in borrowing money are trust, evidence of income, guarantor and a running business. Other requirements include active Mpesa transactions, timely payments of previous loans, assets possession, and active bank account among others.

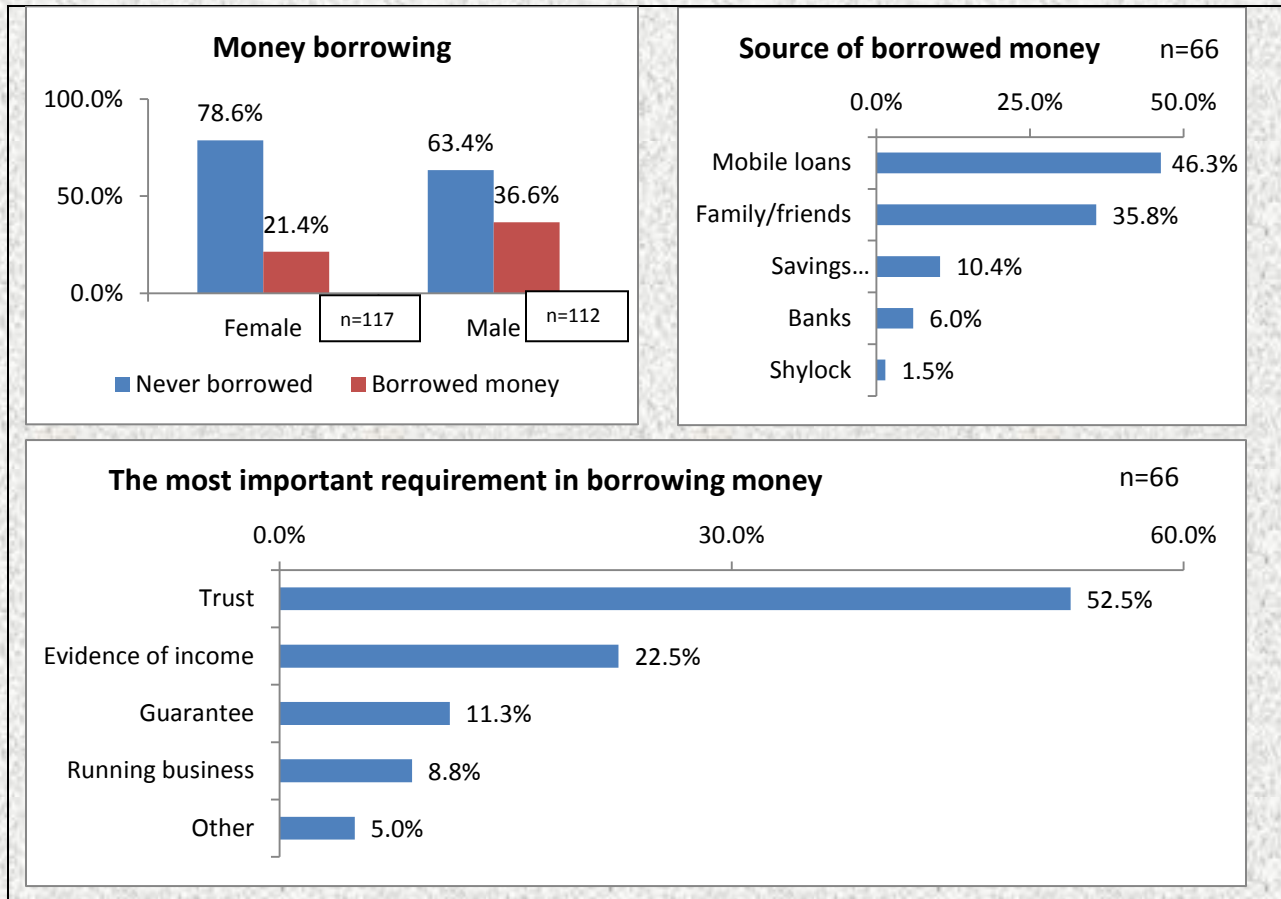


Figure 17: Money borrowing, sources and key requirements

According to approximately 41% of youths interviewed, financial decisions are mainly influenced by youths themselves (decisions made by youths). Approximately 21% are influenced by family members and about 20% by amount of money earned.

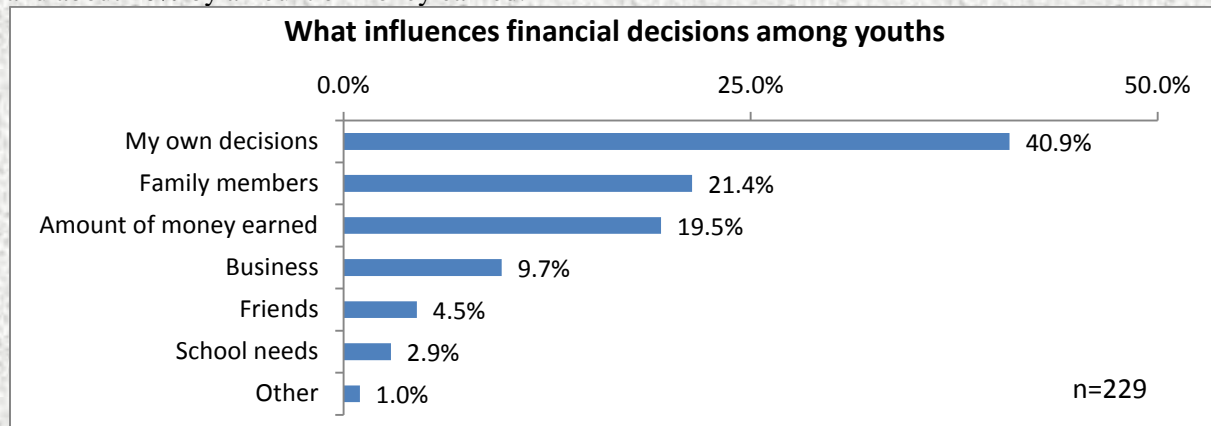


Figure 18: What influences financial decisions among youths



### How EU-GIZ program has helped influence financial decisions

About 39% of youths interviewed believe EU-GIZ program implemented by CAPYEI helped influence their financial decisions through entrepreneurship training and financial literacy training. Another 21% see EU-GIZ program influence through accounts opening, starting small business by 18%, formation of savings groups by 15% and buying of assets by 7%.

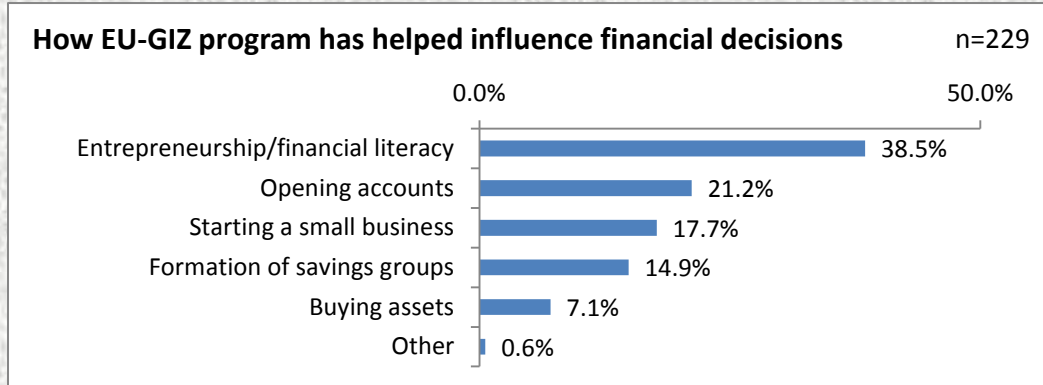


Figure 19: How EU-GIZ program has helped influence financial decisions

### 3.1.5. Overview of challenges facing youths

This section gives a highlight on various challenges affecting youth livelihoods from four angles; (a) challenges as a worker/employee or running business, (b) challenges among young women, (c) challenges in managing money and (d) challenges related to owning property. It also highlights the key aspects of EU-GIZ program that are helping youths in overcoming the various challenges and suggestions that EU-GIZ should consider in preparing students to external challenges. The key challenges as used in this context refer to top most three challenges that were observed under each category.

#### 3.1.5.1. Main challenges affecting youth livelihoods

- The main challenges related to employment are low salary, dealing with relationships at work and work overload.
- Main challenges related to running own business among youths are; lack of sufficient capital, managing clients and lack of relevant facilities/tools to run own businesses.
- The main challenges among young women are sexual harassment, gender biasness and family obligations.
- The major challenges related to managing money include; poor financial planning, demanding family needs and lack of sufficient income.
- The major challenge related to owning property among youths is lack of sufficient funds, followed by poor maintenance, insecurity and age factor. The assets being referred to by the youths are those assets that can generate income for the youths. They include;
  - Commercial motorcycles (commonly known as BodaBoda in eastern Africa).
  - Building and construction assets (concrete mixers, vibrators, roller compactors etc).
  - Welding workshop equipment, (Grinders, welding machines).
  - Carpentry workshop equipment (wood cutters, rotary hammers, drillers etc).
  - Car wash machines (pressure pumps, vacuum cleaners).
  - Hotel industry assets (e.g. bakery, Ice makers, commercial grills, griddles etc).
  - Other assets mentioned include generators, plumbing tools, battery chargers, water bottling equipments among others.

Figures 20 to 23 highlight various challenges under each category.

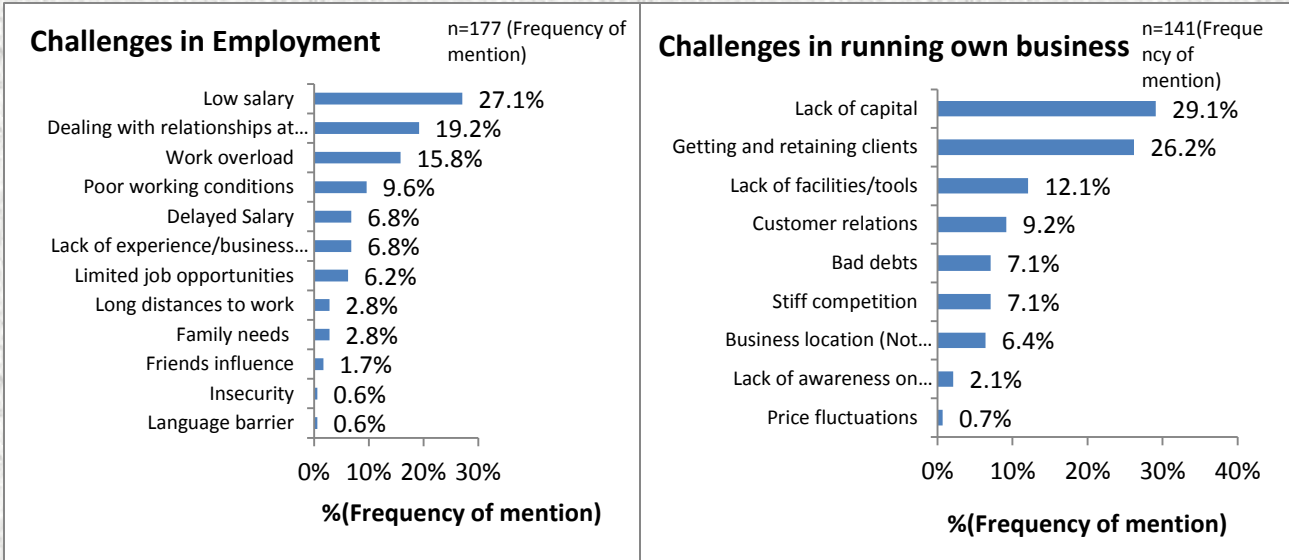


Figure 20: Challenges related to employment and running own business

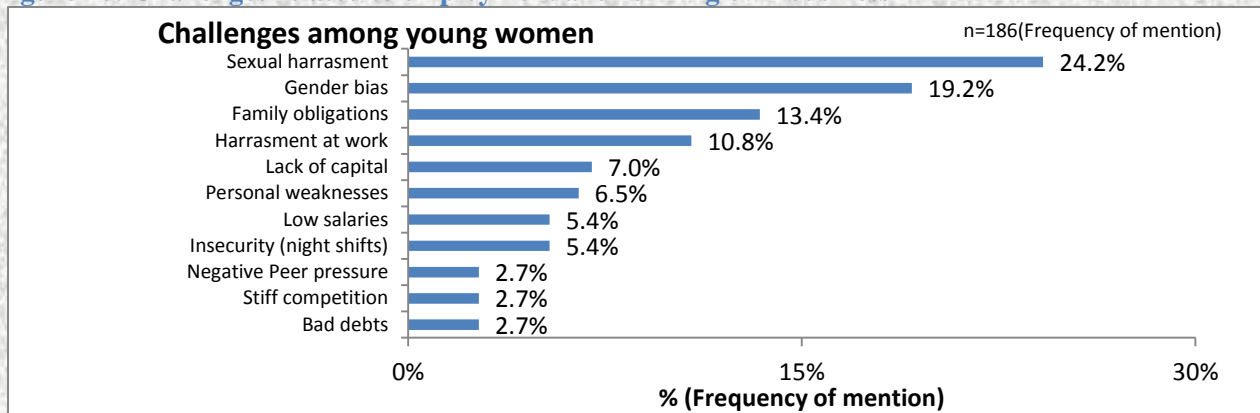


Figure 21: Challenges among young women related to working or running business

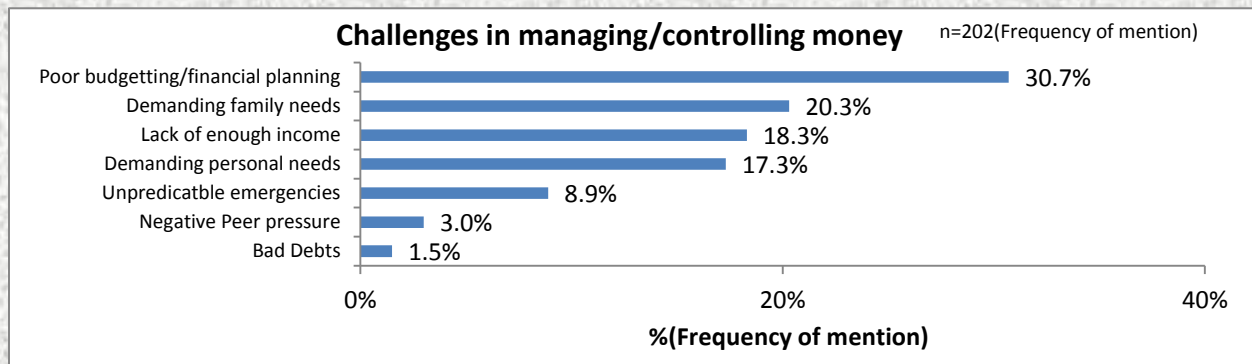


Figure 22: Challenges related to managing money

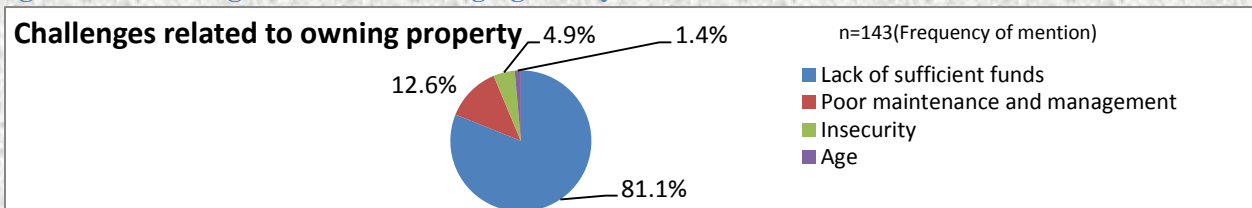


Figure 23: Main challenges related to owning property



### 3.1.5.2. Aspects of EU-GIZ program adopted in overcoming various challenges

Overall, about half of youths who are working or doing business believe life skills was the most essential skill acquired, that helps with the current work. Other essential skills mentioned include; entrepreneurship, communication skills, financial literacy etc.

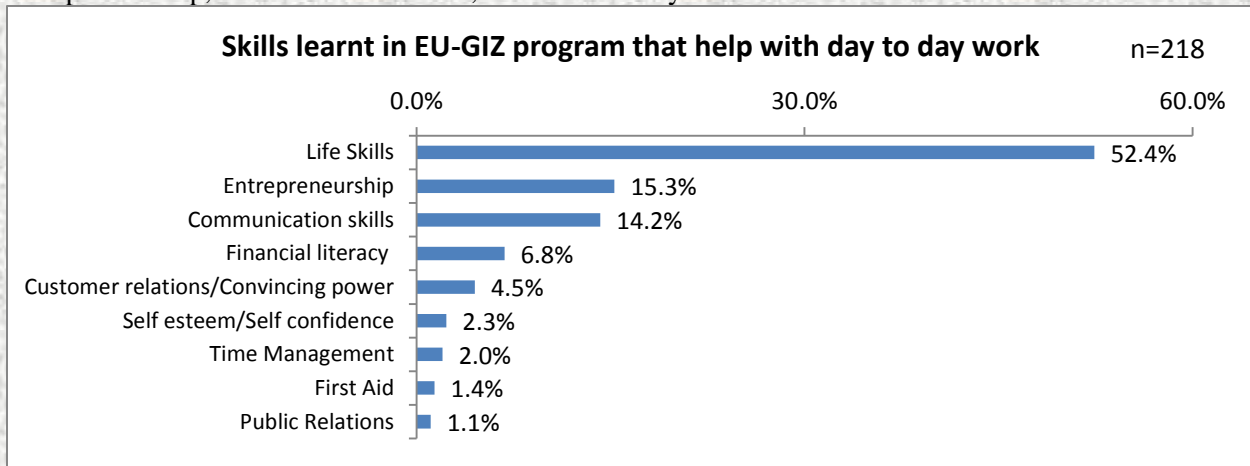


Figure 24: Skills learnt in EU-GIZ program that help with day to day work

#### A. Aspects of EU-GIZ program adopted in overcoming challenges related to Jobs/running business

The major aspect of EU-GIZ adopted in overcoming challenges related to employment and running business is life skills component (42%), followed by entrepreneurship (22%) and saving skills (15%).

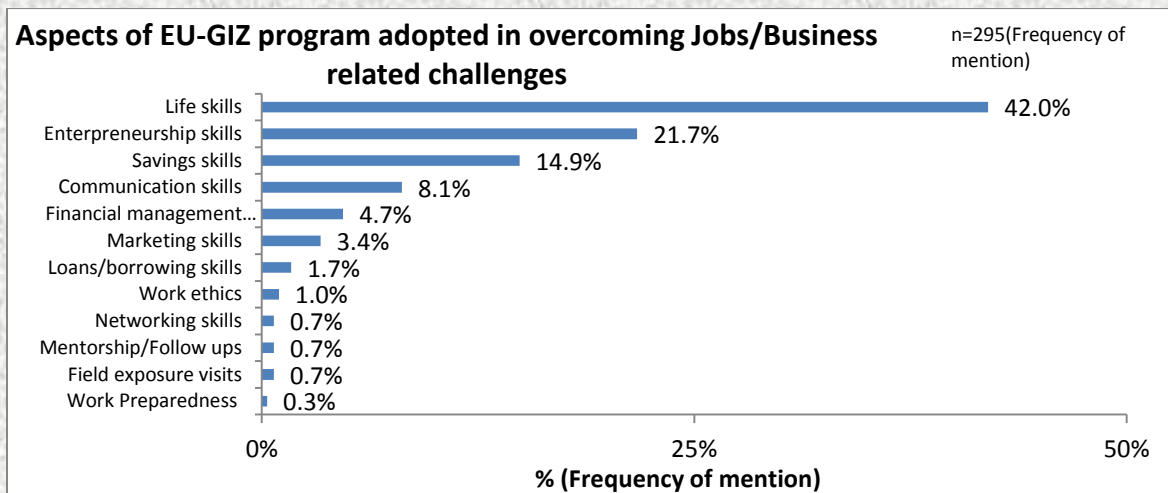


Figure 25: Aspects of EU-GIZ program adopted in overcoming challenges related to Jobs/running business

#### B. Aspects of EU-GIZ program helping in dealing with young women challenges

Life skills component proves to be the most useful aspect of EU-GIZ program that is helping young women in dealing with challenges both in employment or running businesses rated at 59% (See Fig 26). Other aspects include placements (13%), financial literacy (12%), time management (6%), communication skills (4%), work preparedness (4%) and classroom training (4%).

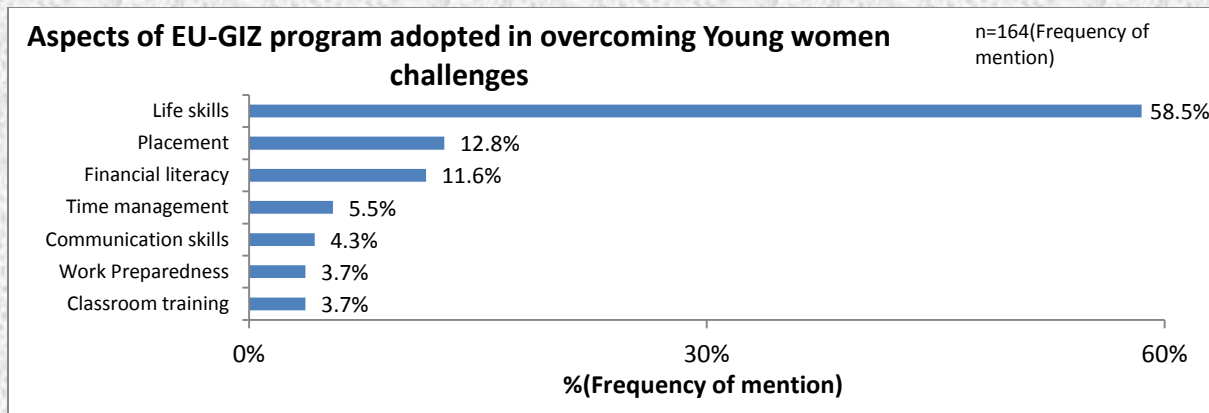


Figure 26: Aspects of EU-GIZ program helping in dealing with young women challenges

**C. Aspects of EU-GIZ program helping to overcome challenges related to managing money**

The main aspect of EU-GIZ program that is helping in overcoming challenges related to managing money is financial literacy and savings skills (73%). Others include entrepreneurship skills (11%), life skills (9%), work readiness module (4%) and proper planning (3%).

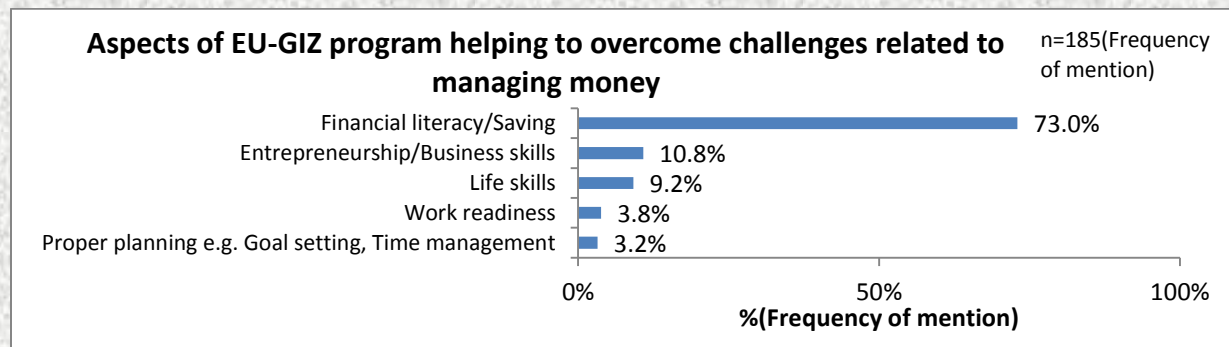


Figure 27: Aspects of EU-GIZ program helping to overcome challenges related to managing money

**D. Aspects of EU-GIZ program helping overcome challenges related to owning property**

The major aspect of EU-GIZ adopted in overcoming challenges related to owning property is the financial literacy (63%). Others include; classroom training (13%), life skills (12%), entrepreneurship (7%), placements (3%) and work readiness module (2%).

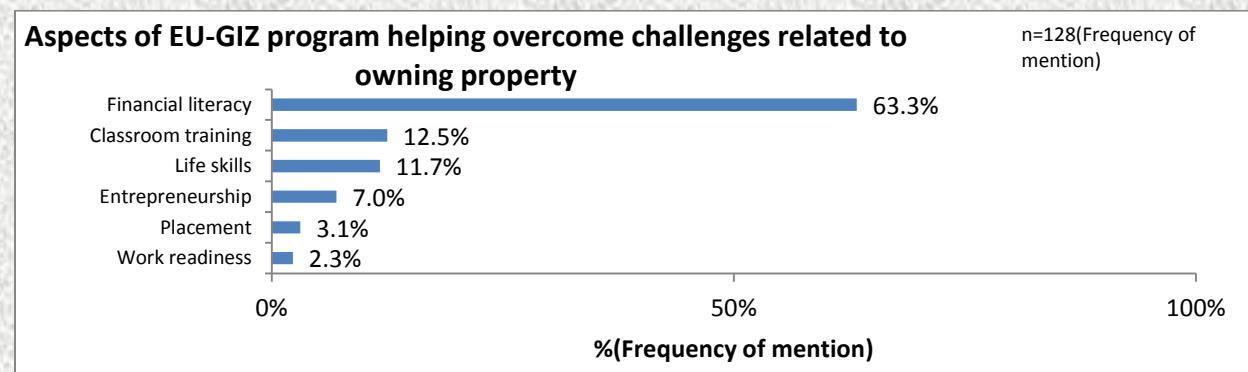


Figure 28: Aspects of EU-GIZ program helping overcome challenges related to owning property





### 3.1.5.3. How youths overcome various challenges

This section highlights some individual reactions to different challenges by youths.

#### Overcoming challenges related to employment

- i. **Low salary/Delayed Salary:** This was rated as the key challenge for those who are employed. In fact, it's one of the major factors that destabilizes youths as they are forced to be always on the move seeking jobs from one place to another. Majority try to overcome this through side-hustling during their free hours. Others have cut costs on some expenses which are not urgent and saving as much as they can. However, there are a few who finally quit low paying jobs.
- ii. **Dealing with relationships at work:** Managing relationships at work can be a real challenge among youths. Working with different colleagues (some of whom are well experienced) and learning to relate well with seniors is a quite a challenge for first time workers. Youths overcome this through humility, and learning to grasp people's characters so that handling becomes easy, patience and avoiding situations that would course frictions at work. Mentorship programs (e.g.EU-GIZ life skills training session) helps in self-made decisions, flexibility and learning the new environment slowly, adjusting little by little to the new environment, perseverance and understanding among other life skills aspects.
- iii. **Work overload:** Work overload may be subjective and it refers to specific job assignments. For instance, those working in automobile garages may refer work overload to the fact that they have to deliver services to a client within a stipulated time which sometimes means working late hours. Those working in hairdressing and beauty salons may take work overload to mean working till late hours to make hair of clients which is a bit unpredictable. Those working in hotel industry may refer work overload to mean extra chores or standing in on behalf of colleagues who never turned up at work. Youths have to persevere and work extra hours even if some claimed not to be paid for overtime hours. Some jobs e.g. hotel industry have adopted shifts model (day and night shifts) to reduce work overload and pressure on employees.
- iv. **Poor working conditions:** Poor working condition is a challenge that is beyond a youth as this is solely for the employer to improve. This is mainly in terms of cleanliness of the working area, lack of better sanitation, poor organization of files/ documents etc. Program youths try to share ideas with employers, however due to desperate nature of employment, majority persevere in such environments.
- v. **Lack of experience/business skills:** This is not a surprise observation. Majority of the alumni are young and experience lapse is inevitable. No much is done by youths regarding this challenge. However some strategies adopted by those in business include; joining youths group to combine different abilities, developing positivity in day to day activities (everyday is a learning opportunity) and creating partnership networks and closely working with mentors. For those who are employed, the key thing that came up is being patient, ready to learn and taking up on job training positively. Some Alumni visit other employees in different locations (in the same line of career) jut to learn one or two things.
- vi. **Limited job opportunities:** This is a challenge that cuts across all sectors regardless of the level of education. Youths overcome this challenge by maintaining valuable networks that can lead to landing good jobs, side hustling as they wait for employment, getting assistance (linkages) from relatives, friends and instructors and being pro-activeness in searching for jobs (primarily online job search).
- vii. **Long distances to work:** This challenge is closely related to lack of sufficient income that would allow youths shift from their guardian house to areas near the work place. Youths are coping up with the challenge by waking up early to make it to work, some who are lucky to have relatives/or friends near working places ask for temporary accommodation.
- viii. **Demanding family/personal needs and unpredictable emergencies:** Majority of youths if not all come from very poor families that live below a dollar a day. The small income youths make have to be balanced with family/personal needs which are quite demanding. It is not easy to overcome this





challenge; however majority of such youths adopt side hustling activities to earn an extra income. Side hustling is mainly done in the evening or weekends. They include; water vending, selling of boiled products (eggs, maize, sweet potatoes etc), deep fried products (French fries, sausages, fish etc). Others include hired bodaboda rides, working as a part-time driver in taxi platforms such as Uber, taxify etc.

- ix. **Friends influence (Peer pressure):** Peer influence among youths is also a key challenge mentioned. Majority of youths overcome this through choosing friends who can add value. Practicing to make independent personal decisions when it comes to employment issues or running business.
- x. **Insecurity:** Insecurity was also mentioned by few who work in the coastal areas. But this was found to be anxiety especially among the few who are non-locals - mainly due to reported cases of terrorist attacks targeting non-locals in some coastal areas. But nothing much is done to overcome it. Youths are desperate for the jobs and they have to persevere. Some mentioned of continuous search for better jobs in secure perceived areas.
- xi. **Language barriers:** This was among the least challenges mentioned. This is overcome by gradually learning the new language.

### Overcoming challenges related to running own businesses

- i. **Lack of capital:** This is a key challenge to most youths who are running own business. It also limits proportion of youths who are engaged in entrepreneurship. Youths overcome this challenge through borrowing/loans from close relatives and friends, joining saving groups (youth, women groups); some have joined programs such as Kenya Youth Employment and Opportunities Project (KYEOP) to raise funds. Others are into joint venture with like-minded friends to raise shared capital.
- ii. **Getting and retaining clients:** Success in business is getting and retaining customers. This is a challenge for many start-ups. Youths overcome this challenge through online marketing, door to door marketing, ensuring customer satisfaction, marketing businesses through word of mouth in the youth groups, youth forums etc.
- iii. **Lack of facilities/tools:** Running businesses such as garages, hairdressing and beauty salons, barber shops etc require some facilities and tools to efficiently operate the business. Majority overcome this by borrowing from other businesses, and seeking assistance from close relatives and friends. Some buy the relevant tools on credit through membership to Saccos, youth groups etc.
- iv. **Customer relations:** Clients relations are experienced in either employment and/or running own business. Customer relation is an art earned through experience. Youths manage this through; ensuring high levels of customer satisfactions to earn their trust. Life skills application for instance; informed decision making, politeness, ever-smiling, being considerate and understanding, convincing language among other skills.
- v. **Bad debts:** Bad debts refer to loans that are invested in areas where there are no returns, such that, it is difficult to pay back the loan from the investment. This is also a challenge among youths due to uninformed decisions and risky behaviour, for instance, starting and closing a business within a short time and opening another or opening more than one business (being over ambitious) among other factors that lead to bad debts among youths. Youths overcome this challenge through; restricted borrowing, not selling products on credit, and working closely with mentors including relatives.
- vi. **Stiff Competition:** The competition is real especially for start-up businesses run by youths. The strategies in overcoming stiff competition include; diversification on products offered, customer satisfaction (e.g. delivering on time, good relationships), ensuring provision of quality products, relative price subsidies and through online marketing.
- vii. **Business location:** Due to constrained capital, some youths end up opening businesses in locations that are more convenient to them as opposed to strategic locations. For instance, opening a garage or a barber shop next to family business (charcoal shop, boutique, retail shop etc) – here there are no associated costs such as rents, power bills, licenses among other costs. Youths overcome this challenge through; hawking (door to door marketing) and online marketing (facebook, twitter, whatsapp) instead of operating from physical locations.





- viii. Lack of awareness on government regulations:** This is in form of licenses, tax compliance among others. Youths seek advice from relatives and other business persons within the community. They don't have much room to bargain on government regulations, hence they have to comply. However there are some who evade paying relevant licenses for instance transporting charcoal at night or changing routes.
- ix. Price fluctuations:** Adjusting to price fluctuations was also mentioned as a challenge. There were no clear and solid ways given of overcoming this challenge apart from adhering to the price fluctuations.

#### Overcoming young women challenges

- i. Sexual harassment:** This was the main challenge mentioned among young women in the working environment, as reported by the respondents. Young women try to overcome this challenge by being assertive in facing the perpetrators, reaching out to instructors/relatives and peers for advice and encouragements. Some women are forced to quit jobs. Majority have to live with it, they try creating boundaries, ignore advances, and concentrate on work. Majority report such cases to seniors in the work places, sometimes reporting to relevant authority (chiefs).
- ii. Gender bias/ Harassment at work:** Gender biasness in this context refers to underrating women on the kind of assignments/jobs that they can handle. In other words, there are jobs for women and men. They also face harassment especially from their seniors or fellow colleagues who perceive them as inexperienced. Young women who have gone through EU-GIZ program try convincing employers and male colleagues that they are well equipped and able to handle male perceived jobs. Majority of these young women are confident and work hard to demonstrate their abilities to their employers. Some have succeeded, while others patiently wait to earn full trust from their employers.
- iii. Family obligations:** There is a huge burden among young women, especially single mothers who have children to take care of. Overcoming this is to a certain extent a challenge especially with limited income. Young women overcome the challenge by saving the little earnings, seeking financial help from relatives and friends. Others are forced to leave their children with close relatives so that they can concentrate on work or business.
- iv. Personal weaknesses:** These refer to weakness such as low esteem, time management issues, inability to relate well with colleagues, dealing with stress/mood swings etc. Majority of young women overcome these weaknesses through discussing and sharing these issues with mentors/instructors/close relatives. They also learn to cope up with different situations and gaining self-confidence.
- v. Insecurity:** This is a quite a challenge among young women. To overcome this, women are forced to find jobs that they have to leave early (mainly day jobs), sharing accommodation at the nearest ladies hostel instead of risking their lives. Some are lucky to have employers drop them at home after work.

#### Overcoming challenges related to managing/controlling money

- i. Poor budgeting/financial planning:** Poor financial planning skills are the major challenge among youths when it comes to managing money. Youths overcome this by trying as much as possible to budget the money and prioritization on the most important needs and forgoing others which are not urgent. Majority cut off personal needs to increase amount of money that goes into savings. Living within means and reducing unnecessary expenses is also another tactic.

#### Overcoming challenges related to owning properties

- i. Lack of sufficient funds:** This is one of the biggest setbacks for youths in acquiring assets. Majority do not earn enough to be able to save more towards acquiring an asset. Some apply for loans from group savings. Others are forced to hire different equipment depending on their needs. Few alumni go back to their instructors to be allowed to use facilities e.g. carpentry workshops. Some create valuable networks with key persons within the society to be allowed to use their space (more of on the job training in building and constructions, carpentry workshops, automobile garages etc).



- ii. **Poor maintenance and management:** Property maintenance is also another challenging issue. Youths seek advice from experienced persons before acquiring a property, mainly on the value it will create and maintenance constraints. They also enter into agreements when hiring from existing suppliers or when hiring out. In most cases damaged property are charged according to the agreements.
- iii. **Insecurity:** This mainly refers to theft of assets and damages by others if not well secured. Youths overcome this by ensuring all assets are in a good custody and in control, e.g. inside a building and traceability in case of hiring out the assets.
- iv. **Age:** Interestingly, there are youths who feel it is too early to start owning property in their 20s. Instructors/mentors play a key role in advising/mentoring the youths.

#### 3.1.5.4. Suggestions to EU-GIZ in preparing students to livelihood challenges

##### A. Employment challenges

- Give proper career guidance and classifying graduates according to their passions for easy follow ups and mentorships.
- In work preparedness module, EU-GIZ to include practical sessions (further demonstrations of what happens in the real world) and dealing with different situations/relationships at work. Relationships experts can be invited during mock interviews.
- EU-GIZ to collaborate with all relevant stakeholders including county government in the linkages program to solve the issue of limited job opportunities.
- EU-GIZ to initiate Alumni forums to allow sharing of ideas/experiences. Here students can be invited to learn from their seniors. Such forums can be another channel of linkages where key influential leaders/business persons and stakeholders in vocational training can be invited.

##### B. Entrepreneurship challenges

- Prepare youths for stiff competition and train on advanced marketing skills including digital marketing skills.
- Apart from attachment/employment linkages, create linkages to capital and relevant tools/facilities and a strong mentorship in the early stages of start-ups businesses. EU-GIZ can support Youth Saving Groups (YSGs) which can be a source for loans for alumni who want to go into businesses. YSGs can be funded by county governments, donors, ministry of education, instructors and successful alumni.
- Invite mentors who are running own businesses (not only those who can offer attachment/jobs opportunities) to shed some light on key issues of running businesses including license issues and other government regulations.
- Improve on entrepreneurship follow ups to advise especially on bad debts on start-ups.
- Develop standard tools for business scanning to be given to those wishing to go into entrepreneurship. Hence, youths will be able to start feasible businesses going by locality and in strategic locations. Some of the so called side hustling jobs can actually be full time jobs if youths are properly supported and mentored.

##### C. Young women challenges

- There is need to pay attention to expected sexual harassment among young women after graduation. Counselling sessions and inviting other women (alumni) during classroom training can boost boldness to face the world.
- Encourage young women to join youth groups to enhance savings.
- Emphasize more on how to build good relationship with employers and other people.
- Train young women on how to communicate about their concerns/challenges.
- Train young women on how to approach gender discrimination. Create awareness to employers about gender inequalities.



**D. Challenges related to managing/controlling money**

- Mentorship sessions on managing and controlling money
- Teach trainees on the need to have contingency plans and dealing with demanding needs (family, personal, emergencies etc). Train more on financial management
- Invite alumni during classroom trainings.
- Encourage formation of savings groups externally (after graduation).

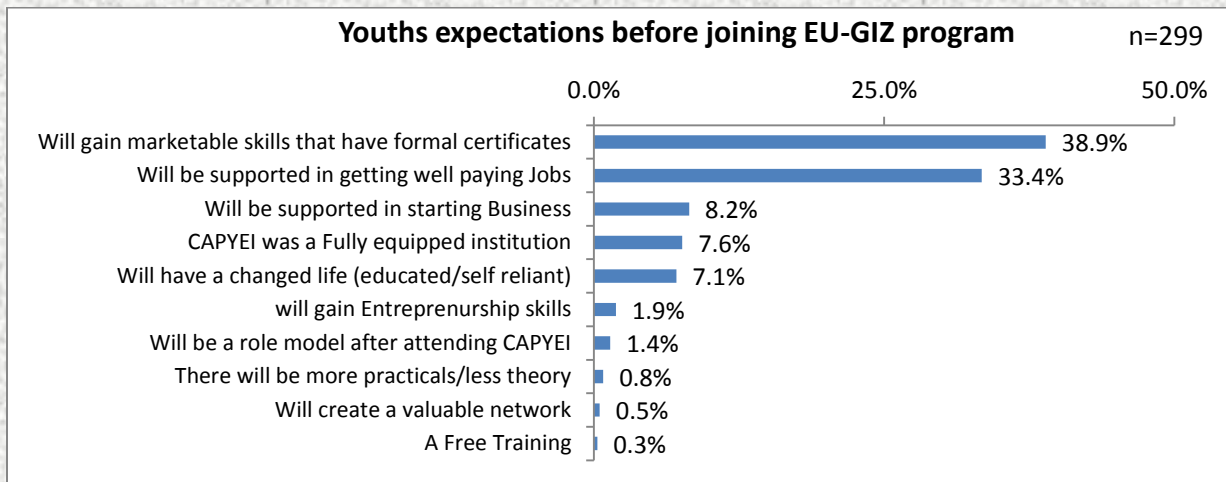
**E. Challenges related to owning property**

- Create linkages to acquiring or shared assets.
- During market scanning stage, EU-GIZ can develop list of assets required by youths (going by potential businesses) in order to boost entrepreneurship. This can introduce shared youth workshops that are well equipped to efficiently run different small/medium sized businesses. Youths can be encouraged to form Common Interest Groups (CIGs) to be able to benefit from such initiatives. These can be funded by county governments, national governments, donor funds, successful alumni etc.

**3.1.6. Summary of program outcomes**

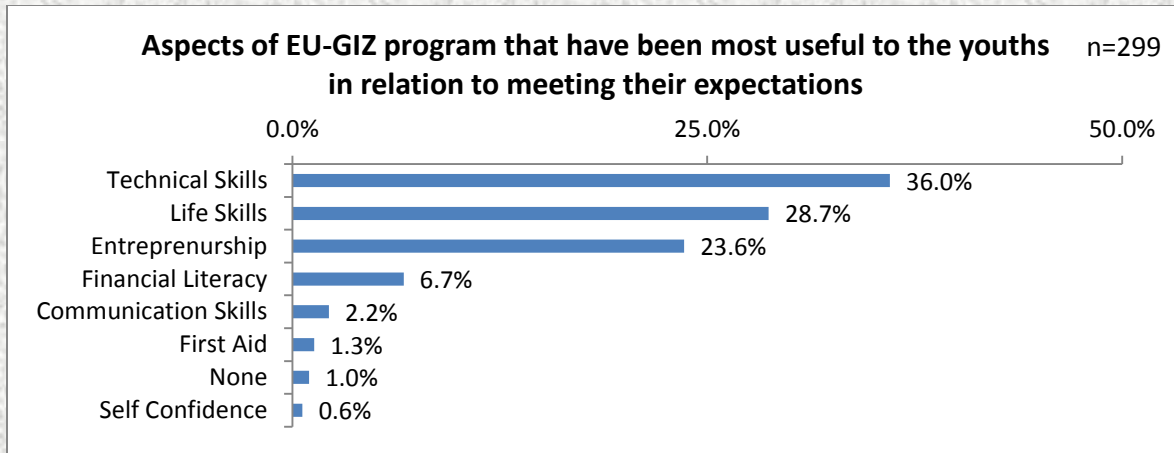
This section looks at the key expectations of the youths before joining EU-GIZ. It also highlights key aspects of EU-GIZ program that were helpful in meeting those expectations, specific support from instructors and the importance of on the job skills training. The section also discusses the aspects of the program that have not been relevant to the youths in their future work/life and activities or practices not helpful or not interesting to youths.

The top most expectations by youths before joining EU-GIZ program were; to gain marketable skills that have formal certificates (39%), to be supported in getting well-paying jobs (33%) and to be supported in starting own businesses. Formal certificates give confidence of securing an employment, especially among disadvantaged youths.



**Figure 29: Youth expectations before joining EU-GIZ**

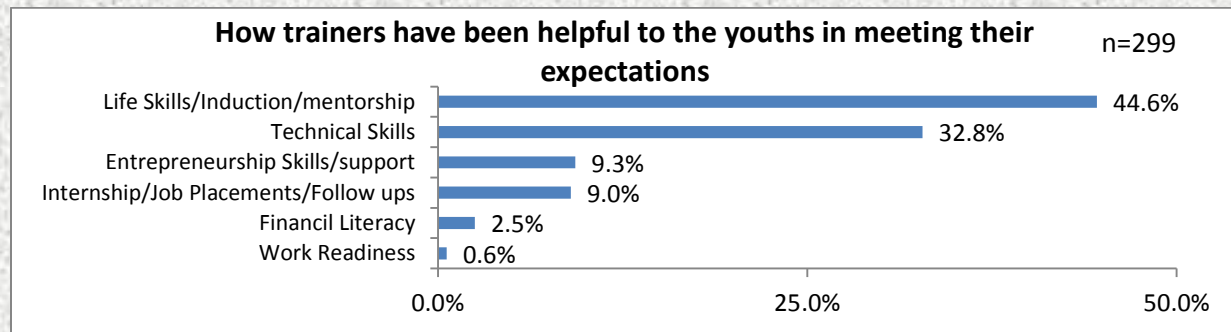
The aspects of EU-GIZ program that have been most useful to the youths in regard to meeting their expectations were technical skills offered (36%), life skills training (29%), entrepreneurship training (24%) among others (Fig 30).



**Figure 30: Key aspects of EU-GIZ program that have been most useful to the youths in meeting their expectations**

### How instructors have been helpful to the youths

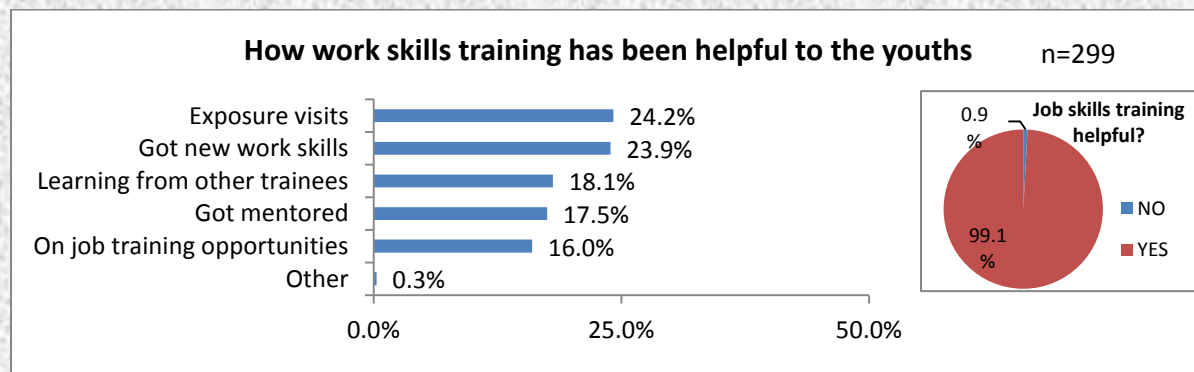
All the youths surveyed mentioned that their instructors have been helpful. This is particularly in life skills training, induction and mentorship (45%) and in areas of technical skills training (33%).



**Figure 31: How instructors have been helpful to the youths**

### Importance of work skills training

Approximately 99% of youths agree that job skills training have been helpful. This is mainly in form of exposure visits, getting new work skills, learning from each other, getting mentored, and opportunities for on job training. Others include creating valuable networks with potential employers.



**Figure 32: How work skills training has been helpful to the youths**



### Aspects of the program that have not been relevant to the youths in their future work/life

The study sought to understand if there were aspects in EU-GIZ program that were not relevant to youths in their future work/life. Approximately 91% think everything in the program was relevant. However, about 4% said life skills was not relevant, 3% mentioned entrepreneurship, 1.3% mentioned computer classes, this is mainly due to short period which was complex to the persons who had a poor background and the short period was not sufficient to grasp complex lessons. Other areas mentioned were manicure/pedicure, dreadlocks classes and savings groups.

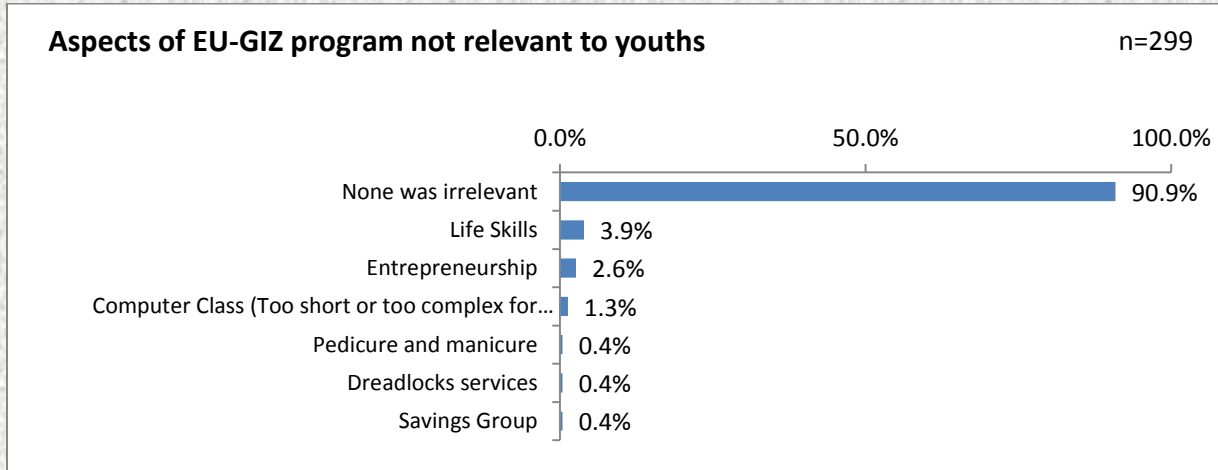


Figure 33: Aspects of EU-GIZ program not relevant to the youths

### Activities or practices not helpful or not interesting to youths

When it comes to understanding the practices or activities that were not helpful or interesting to the youths, again a bigger proportion of youths surveyed (91%) were perfectly comfortable with all activities during the program. About 4% however, found sports/games activities not interesting. Another 1.7% did not like the making and displaying of charts among other practices within the program.

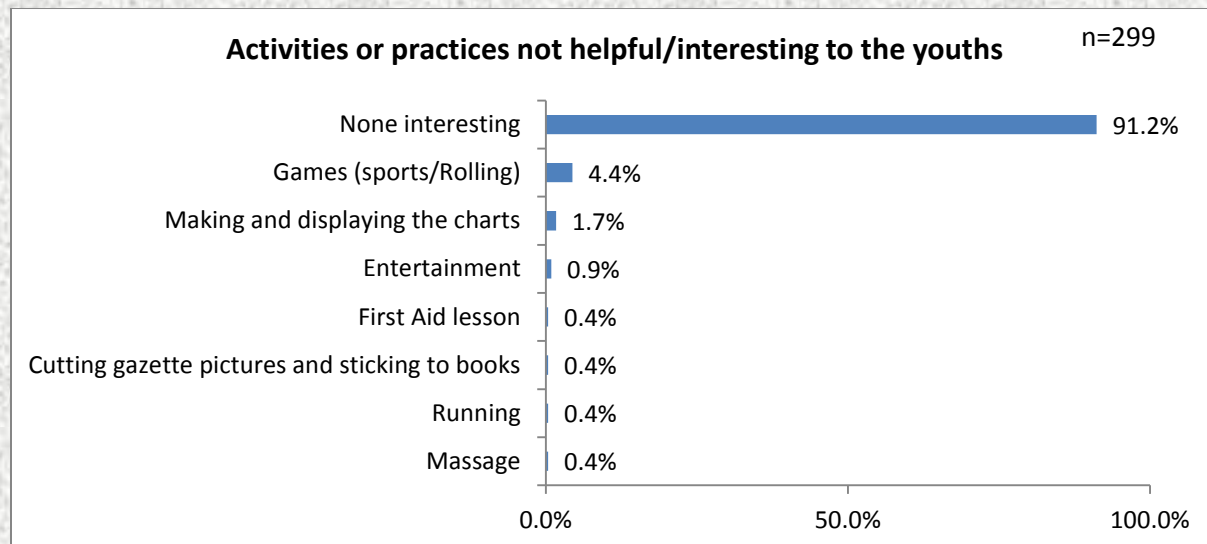


Figure 34: Activities/practices not interesting to the youths



### 3.1.7. Internship and employment recruitment

This section examines youth experiences, transition or not to internship/jobs, and/or business. It tries to capture the strategies, and techniques used by youth to succeed in accessing and flourishing in these opportunities. It also helps in identifying challenges youth face in the process of working as interns and organizations' employees, how they respond to these challenges, and the consequences of responding in specific ways.

#### Sector/industry Joined after completing the training

This was another interesting part of this study as it highlighted some issues that would have been overlooked. Generally it would be assumed that all students would seek employment in areas relevant to courses undertaken in the program. But this is not always the case. The youths join at least one sector away from the course pursued. A good case example is those who undertook a course in automobile especially among men. They went into a mix of sectors, ranging from hairdressing and beauty, welding, security, building and construction industries. This was also observed among those who undertook a security course. A good match however was observed in most of other sectors. Majority of those who pursued building and construction went into the same area of work, similarly to hairdressing and beauty. Those who did mobile phone repairs were yet to join into any sector by the time of this study (Fig 35).

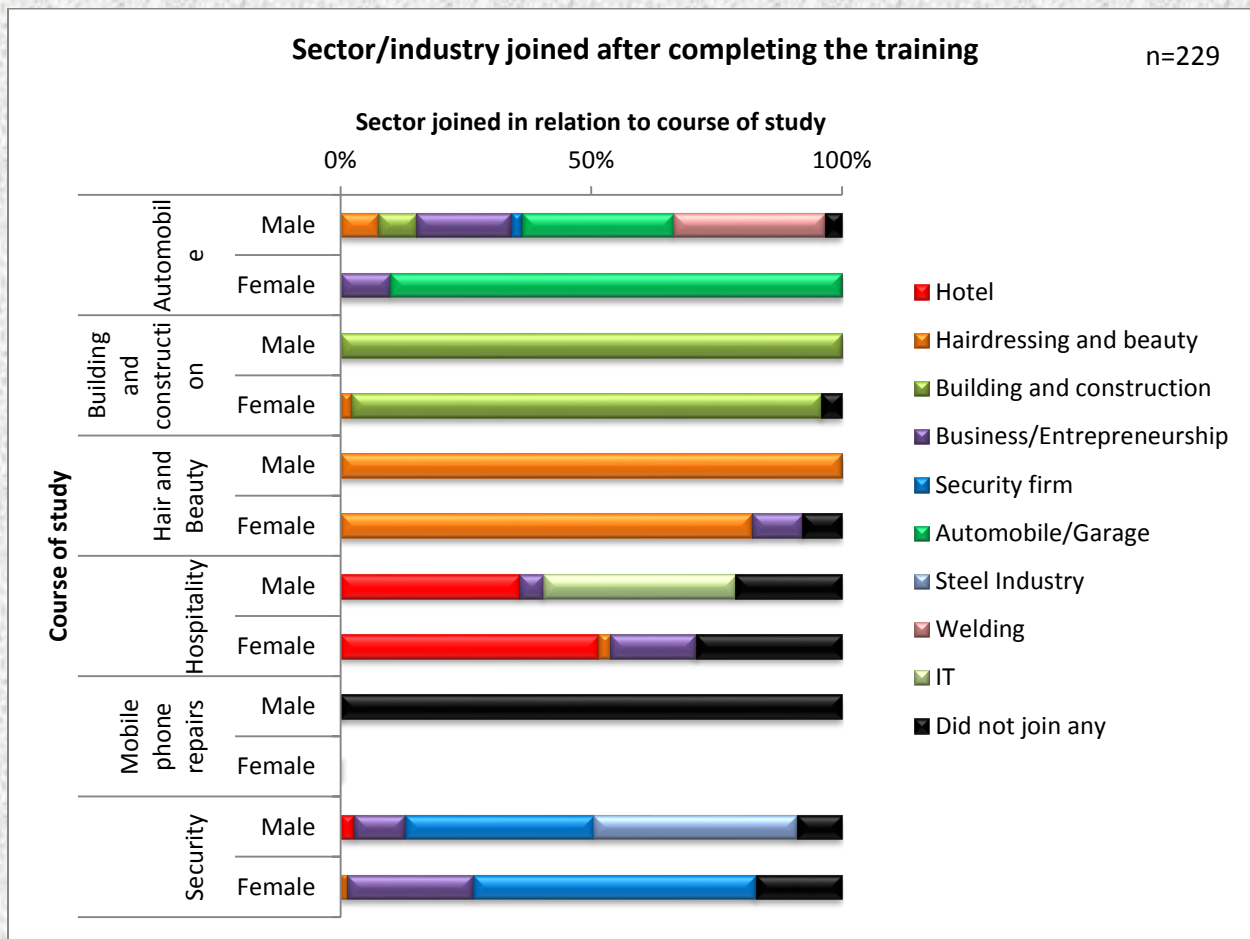


Figure 35: Sector/industry joined after completing the training



### Beginning with internship or employment after skills training at EU-GIZ program

Approximately 76% of those who secured jobs started in different sectors as interns. Only 24% started directly into employments. Majority of those who started with direct employment were those who pursued security courses (76%). Majority of those who pursued other courses started with internships.

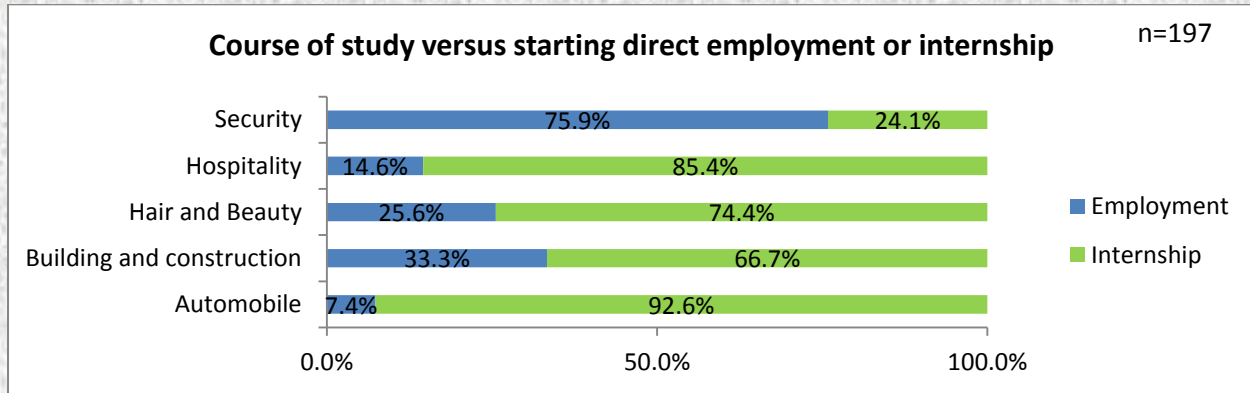


Figure 36: Course of study versus employment/internship

Majority of the youths (50%) who secured internship/job opportunities did it through their own effort. Another 25% was through linkages by instructors. This is a key indication that graduates play a role in seeking job opportunities. They should not entirely depend on instructors and other channels. Only about 25% of effort comes from instructors.

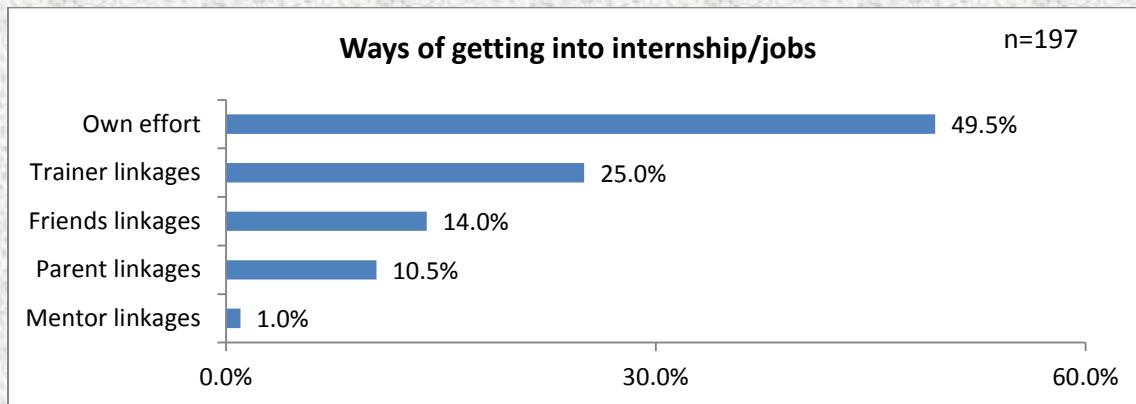
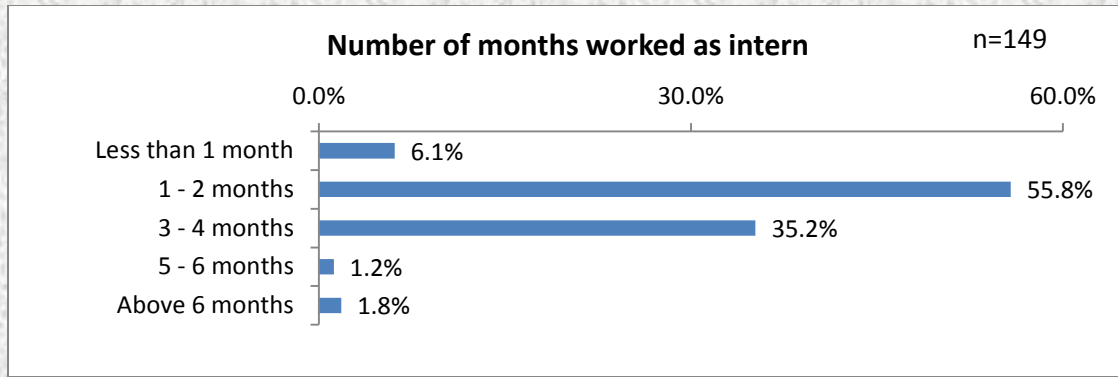


Figure 37: Ways of getting into internship/employment

The common internship periods are between 1 to 2 months according to 56% of respondents who went into internships. Another period of 3 to 4 months was reported by 35% (Fig 38).



**Figure 38: Internship periods**

According to 85% of respondents, internships are not remunerated or paid. Majority of interns did not work together (as a team) with other alumni in the same organization. However, depending on the course of study, the number of alumni working together ranged between 1 and 12. This was mainly observed in hospitality, security and automobile courses.

Course of study	Number of CAP YEI alumni working as interns in the same organization (n=149)									
	None	1	2	3	4	5	6	8	9	12
Automobile	34.9%	27.0%	19.0%	12.7%	1.6%	1.6%	3.2%	0.0%	0.0%	0.0%
Building and construction	50.0%	33.3%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hair and Beauty	53.1%	34.4%	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hospitality	24.4%	14.6%	12.2%	12.2%	2.4%	9.8%	17.1%	2.4%	2.4%	2.4%
Security	57.1%	14.3%	14.3%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	0.0%

**Figure 39: Number of EU-GIZ program alumni working as interns in the same organization**

Majority of interns (42%) were employed after the end of the internship period. Another 33% completed the internship and given recommendation letters to seek employment in other areas. Only 15% had their internship terminated/discontinued. About 10% were still in internship period by the time of this study. 59% of youths did not get a job at the same place of internships. Only 41% were employed in the same place of internship.



**Figure 40: Employment after Internship**



A follow up question was asked to those who had gone to internship to understand their perception and feeling regarding employers absorbing youths for internship only and not offering jobs. Approximately 53% disagree, about 34% agreed this is true and 13% were undecided whether to agree or not.

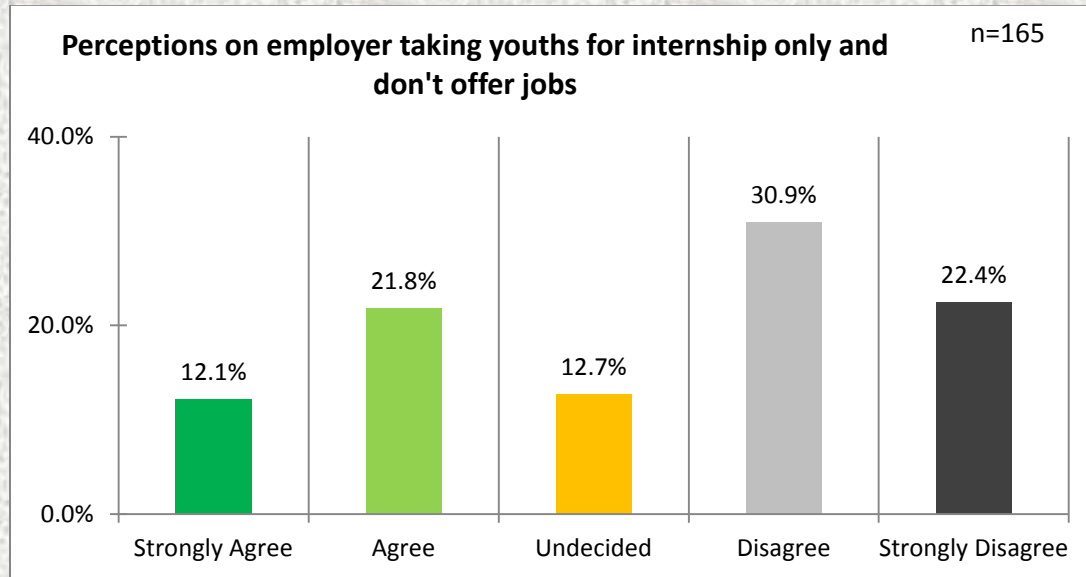


Figure 41: Perceptions on employer taking youths for internship and not employing them

When it comes to relationships between youths (employees) and their employers (managers or supervisors), about 87% rated the relationship as positive. Only about 2% of respondents rated as very bad. A follow up question was asked to understand why they still work in the same organization and the relationship is not good. It was observed that it is endurance that drives their persistence in such kind of environment. 93% of respondents agree that, the ability to cope with tough relationships was as a result of the EU-GIZ training.

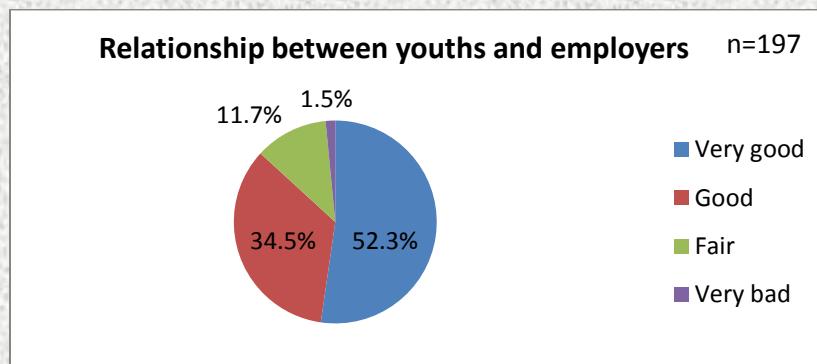
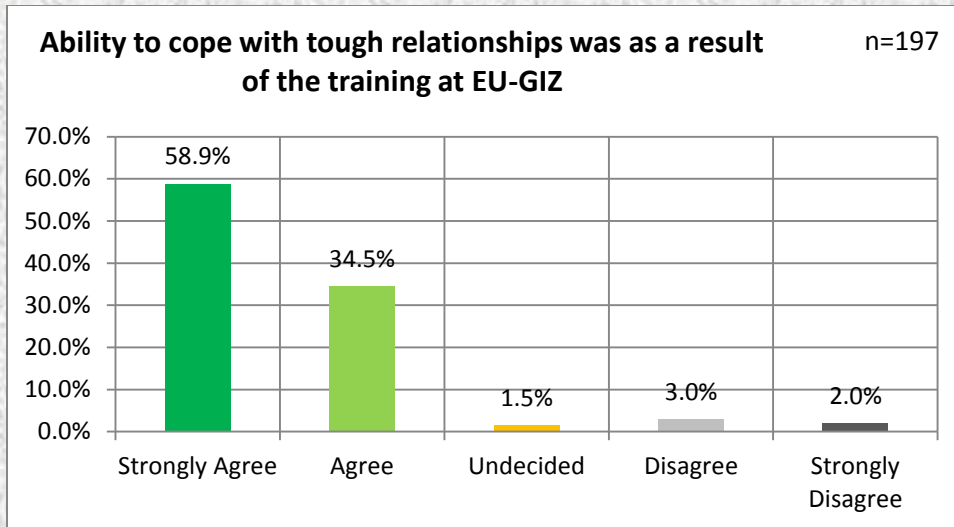


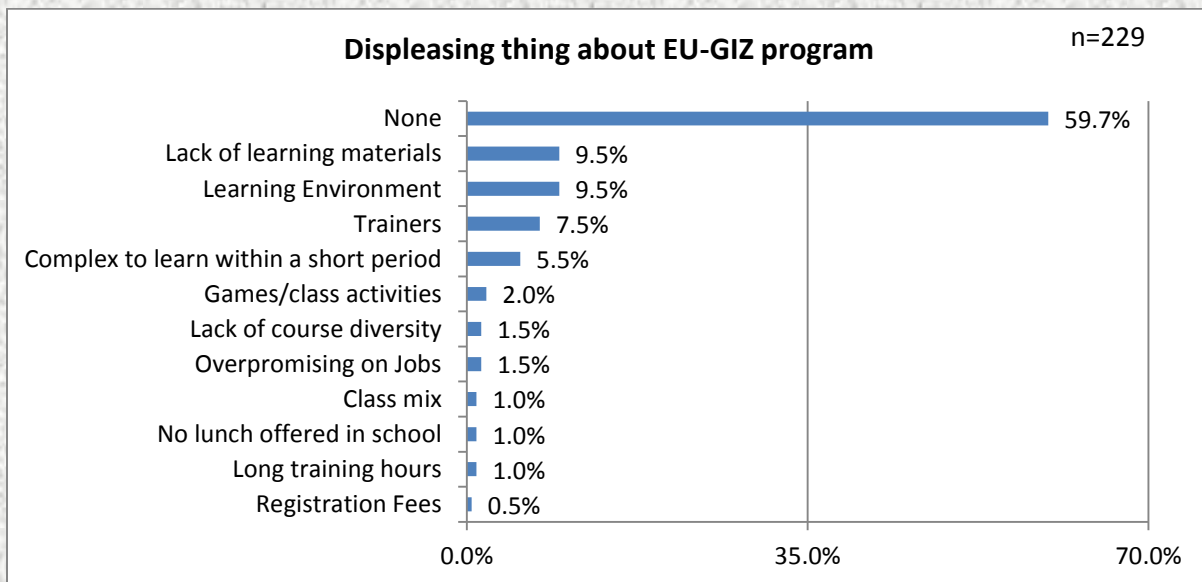
Figure 42: Relationship between youths and employers



**Figure 43: Ability to cope with tough relationships at work was as a result of the training at EU-GIZ**

### Disconcerting things about EU-GIZ program and employers

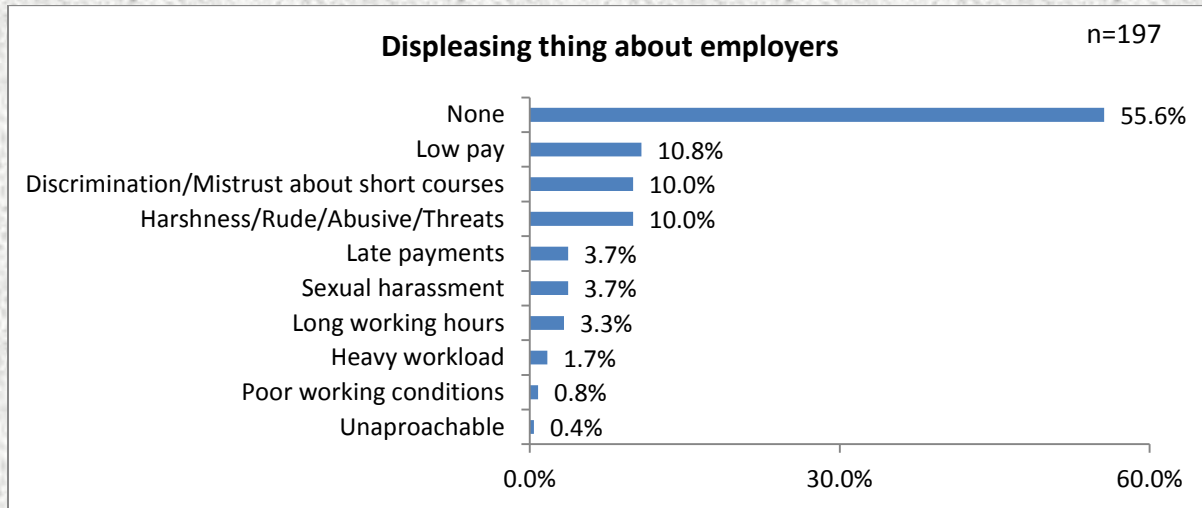
When asked the most displeasing thing about EU-GIZ program, about 60% were satisfied and had nothing displeasing. Some of the displeasing things mentioned include; lack of enough materials, learning environment with no better structures, unsatisfying instructors, some found training period to be too short to learn complex things, lack of course diversity (only a few to select from), overpromising on employment on completion, class mixing of students of different ages/level of education, lack of lunch in school, long training hours, and registration fees.



The larger proportion of those interviewed (about 56%) were comfortable with their employers. About 11% are irritated by low pay, another 10% by discrimination and some employers not respecting their short courses such that their ideas/opinions were ignored by senior managers. Another 10% are annoyed by the disrespectful behaviour of the employer in terms of harshness/rudeness/abusive and offering threats during work. Other nettling things include; late payments, sexual harassments for young women,



long working hours, heavy workload, poor working conditions and some employers being unapproachable.



### 3.1.8. Replication/Scaling up EU-GIZ training as implemented by CAP YEI

This section discusses views of the alumni in regard to replication and scaling up of the BEST model, the reasons why it should continue, aspects of the program that should be added or removed to make BEST model valuable to the youths and how alumni would describe EU-GIZ to influential people in the society.

Approximately 99% of alumni surveyed agree that EU-GIZ training should continue to be implemented in other institutions and locations. They highlighted several reasons why it should continue;

- i. Opportunities for Youths to change their lives:** The program teaches life skills that lead to youths changing their perception about life. It is also an opportunity for vulnerable youths to get into meaningful employment and/or opening own businesses. It also helps youth to be creative and be innovative.
- ii. To help marginalized youths:** Many youths who are drop outs or not able to continue with studies due to several factors e.g. lack of school fees have almost zero space in the current society. But through EU-GIZ program, youths stand a better chance of getting into employment and other opportunities.
- iii. Program affordability:** The program is affordable and replicating it to other institutions will reach out to more vulnerable youth. This will help many youths who are idle and not able(financially) to join higher institutions.
- iv. High level of illiteracy:** Lots of youth have no skills and hence highly disadvantaged in terms of employment. EU-GIZ provides the most needed basic skills (working skills) that can land majority of youths into employment or starting own businesses.
- v. Majority of youths are idle and jobless:** High crime rates are as a result of idleness and joblessness especially among youths. EU-GIZ ensures youths are busily engaged in meaningful income generating activities – thus reducing crimes. The program is an opportunity to reach out to more jobless youth, and offering them employment opportunities.
- vi. Success of the program:** Many youth have succeeded through EU-GIZ.

### Aspects of EU-GIZ program training that should be added to make it more valuable to the youth

Majority of the youths (51%) suggested a variety of courses to be added. About 13% suggested addition of more facilities for practical sessions. About 8% think youths should be supported on entrepreneurship including start up grants and mentorships. Another 7% suggested addition of training period. Others include increasing exposure visits, adding more experienced instructors, all students to be linked to internships/jobs and general students support during training.

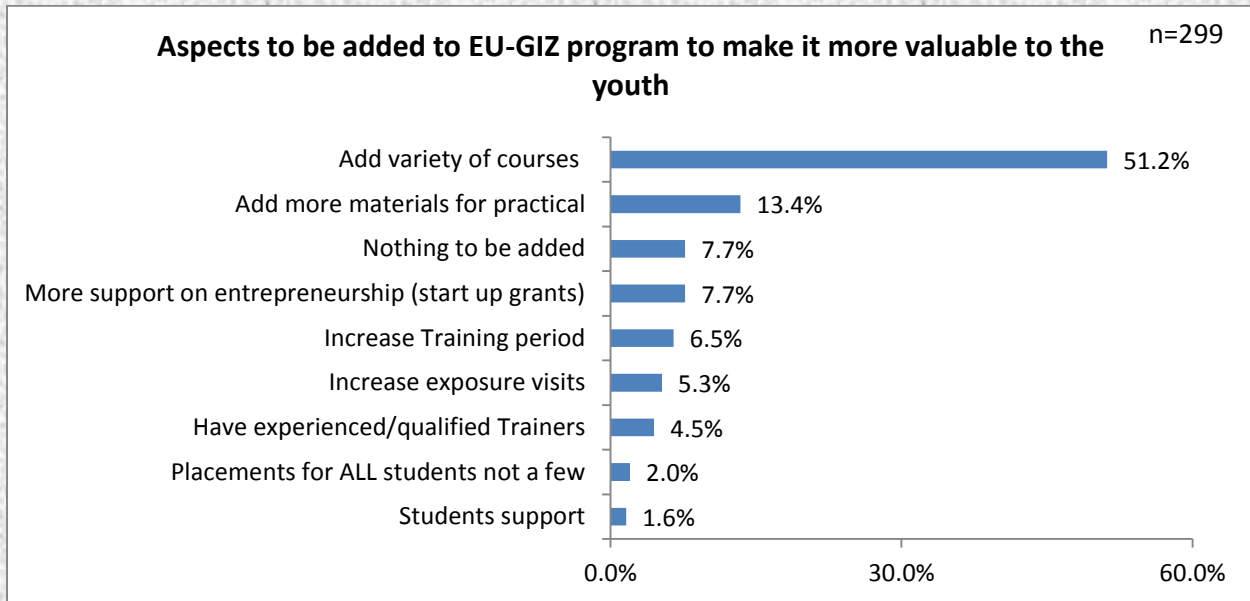


Figure 44: Aspects to be added to EU-GIZ program

### Aspects of EU-GIZ program that should be removed

About 97% of youths interviewed do not think there are aspects of the program that should be removed. However, there are those who think registration fees should be scrapped off. Others include reducing too much theory in class and creating training time for self-employed youths.

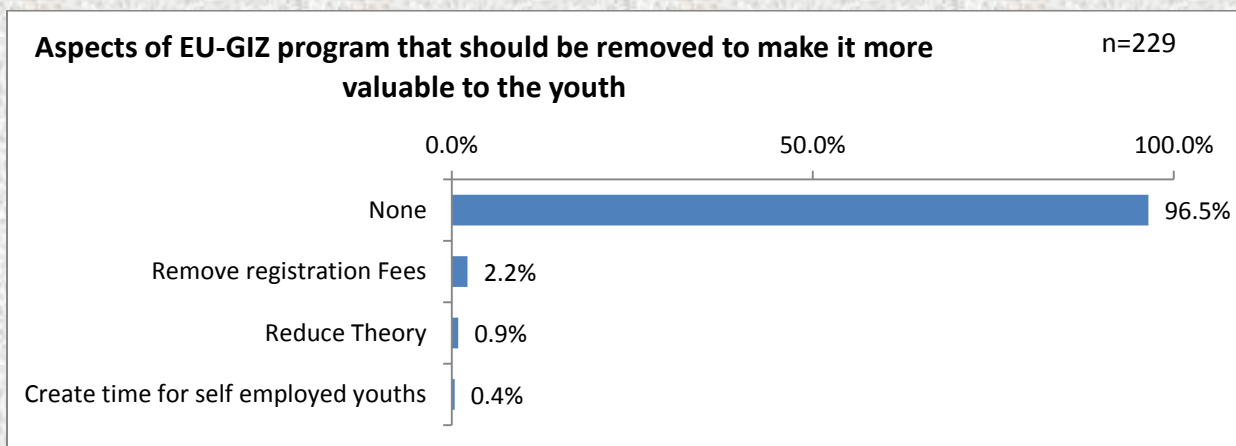


Figure 45: Aspects of EU-GIZ program that should be removed



### How Alumni would describe EU-GIZ to influential people in the society

Alumni were asked to express how they would describe EU-GIZ program if they had an opportunity to meet key influential people in the society such as political leaders (governors, members of parliament, women rep, senators, and ministers) polytechnic principals, or any other local leader. This was particularly important to measure the level of embracing or appreciation that would determine the scalability or replication of this model. The three things that came out strongly that youths would communicate to influential persons include; supporting the EU-GIZ program (42%), communicating about positive impacts of the program to the youths (22%) and role of EU-GIZ and their benefits in VTCs. Others include; the influential persons to help in linking youths into job opportunities, telling them to market EU-GIZ program, to adopt and replicate what EU-GIZ is doing and to partner with them.

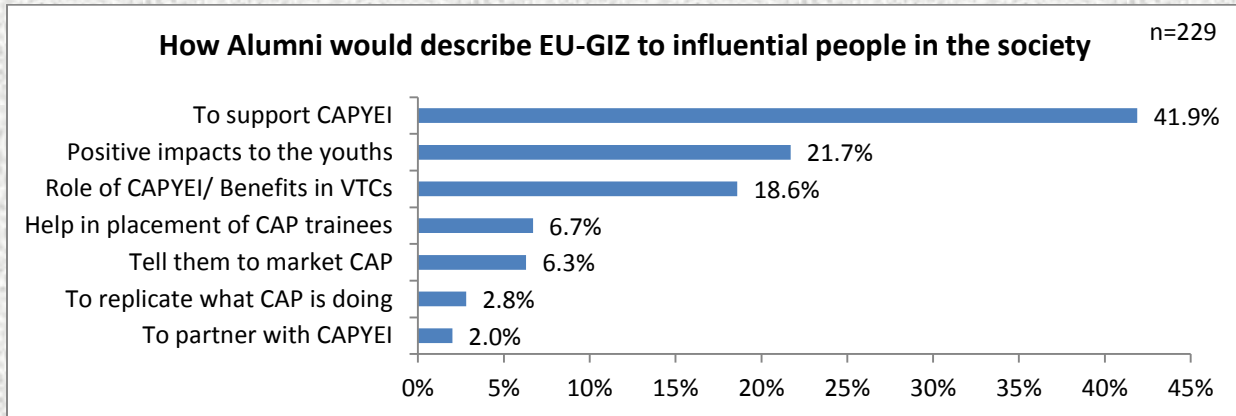


Figure 46: How Alumni would describe EU-GIZ to influential people in the society

#### 3.1.9. EU-GIZ skills training and de-radicalization

All the VTC partners interviewed and 99% of alumni agree that engaging youth in EU-GIZ skills training has been helpful in preventing radicalization of youth into violent and criminal activities. Instructors are taken through the BEST model, of which they gain important skills that enables positive influence to the youths and the society. For instance, some of the examples given include; creating awareness in the society on emerging issues, through continuous support and follow ups systems, creating exposures opportunities for the youths to learn about the outside world, teaching techniques that ensures retention and participation of the students in school, creating linkages for the youths to the outside world among others. There are various ways into which EU-GIZ skills training can prevent radicalization. These are elaborated below:

##### i. Change of attitude through life skills

The skills obtained from the training make youths to totally change their attitude and engage in meaningful activities. Youth emerge as positively changed people after they attain most of EU-GIZ training skills and end up engaging in income generating activities in their lives. Being in training institutions alone reduces levels of idleness. Most youths who abused drugs and were addicts have been made busy and useful in the society after undergoing through the program. Life skills training has enabled many change their attitude in life and become productive in the community. Engaging them in school shuns many from drug abuse hence reduces gangs in the society that can give leeway to criminal groups.

##### ii. Technical capital

Technical competency means better income among the youths. The skills acquired have led to low rated persons in the society emerge as persons with a technical knowhow in various fields and are able to engage in income-generating activities. This could be either through employment or opening own businesses. Making them resourceful to the society reduce chances to radicalization.

### iii. Social capital/ Psychosocial competency

Through life skills training, youths are able to relate well, thereby making BEST model program a key source for social capital. Psychosocial competency is a combination of different skills/aspects such as high self-esteem, confidence, positive attitude, interpersonal skills among others that results to a productive society. Youths learn life skills and interaction which build social skills on how to relate with everybody in the society. This results to meaningful and productive youth networks, saving groups etc.

### iv. Linkages opportunities

Only through BEST model training implemented by CAP YEI in support by EU-GIZ, where youths are assured of linkages to internships, jobs, financial opportunities among other opportunities. This reduces number of idle youths in the society, hence reducing chances of engaging in bad activities.

### v. Society equalization

Most of the youths are those who did not pass very well in primary and/or in secondary school exams or drop outs. The training offers them with hope as skills acquired give equal opportunities in the society in terms of job opportunities and a better living in relation to fellow youths who did well in primary/secondary schools. Society equalization helps reduce bad elements in the society.

### Roles of youths who have gone through EU-GIZ program in preventing radicalization

- i. **Entrepreneurship:** Youths acquire skills which enables owning business in which other youths can be offered job opportunities.
- ii. **Positive influence:** Majority of the EU-GIZ graduates act as role models in the society. Having come from a poor background and managing to live a standard life style is key influence to fellow youths.
- iii. **Mentorship and advice:** EU-GIZ graduates have capability of mentoring fellow youths and sharing knowledge to the community. They can offer advice to the youths (peer to peer talks), for instance; encourage the youths to join EU-GIZ, be a good example to be emulated, avoidance of bad company, mobilizing and team building/support.
- iv. **Networking opportunities:** EU-GIZ program graduates can form meaningful and productive networks including savings groups that can benefit other youths within the society. Youth share creative and productive ideas in such kind of forums. Networks are also opportunities for business partnerships and investments.



### 3.2. Findings in the partners survey

The VTCs partners were surveyed to assess the impact of EU-GIZ program at institutional level. Key areas of interest included; the number of instructors versus students’ population, variety of courses offered, agencies mandated with preparation/reviews of curriculums, characterization of classroom practices, institutional challenges and the institutional status i.e. post EU-GIZ Capacity Building Program Support.

#### 3.2.1. Number of instructors in the institutions (permanent/temporary)

The institutions in the coast areas have an average of 4 permanent instructors and 6 temporary instructors. The average number of students is 171 per institution. The ratio of instructors to students is 1:12. This is in the lowest range of the UN recommended standards of a ratio of 1:48. However, as it is reported in this report, this is a clear indicator of the problematic low enrolment in Kenyan VTC sector.

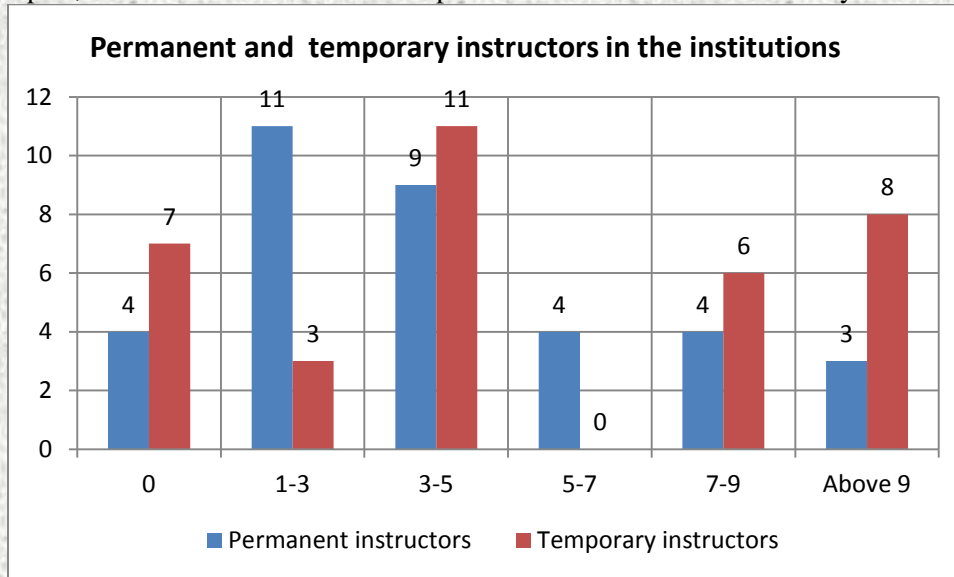
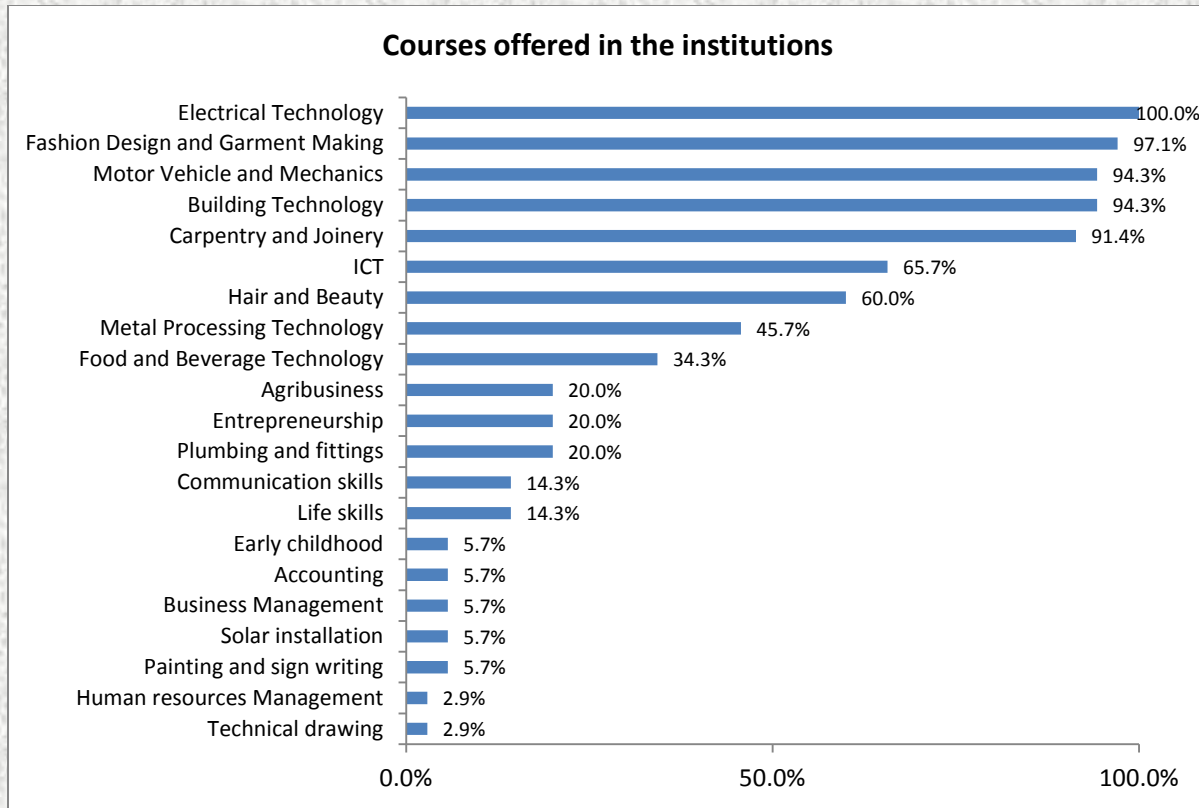


Figure 47: Permanent and temporary instructors in the institutions

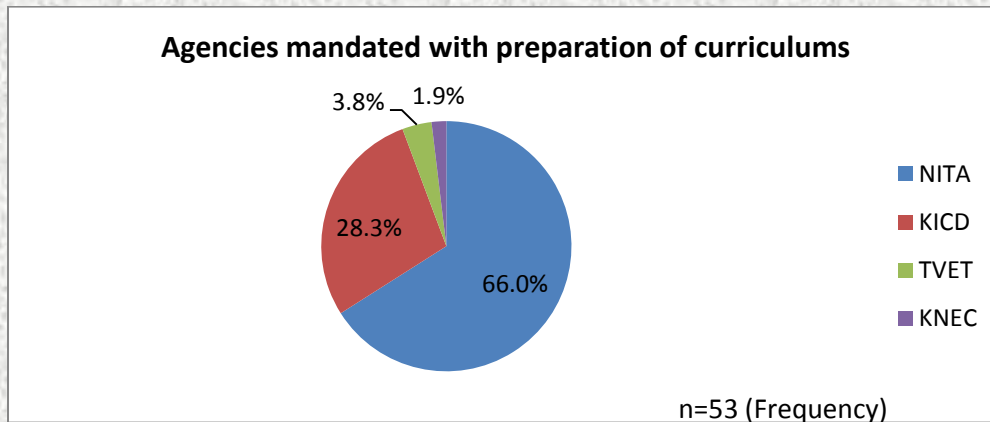
#### 3.2.2. Courses offered in the VTC institutions

On average 8 courses are offered per institution. The 5 common courses include; (1) electrical technology, (2) Fashion Design and Garment Making, (3) Motor Vehicle and Mechanic, (4) Building Technology and (5) Carpentry and Joinery. Fig 48 shows variety of different courses.



**Figure 48: Courses offered in the institutions**

The key agency mandated with preparation of curriculums and reviews for different courses in the government VTC institutions is the National Industrial Training Authority (NITA).



**Figure 49: Agencies mandated with preparation of curriculums**

About 60% of the partners interviewed said curriculums of different courses are reviewed every year. 31% said curriculum has never been reviewed in their institutions. 6% were not sure when curriculum should be reviewed while a minority (3%) said curriculum is reviewed every 6 months.



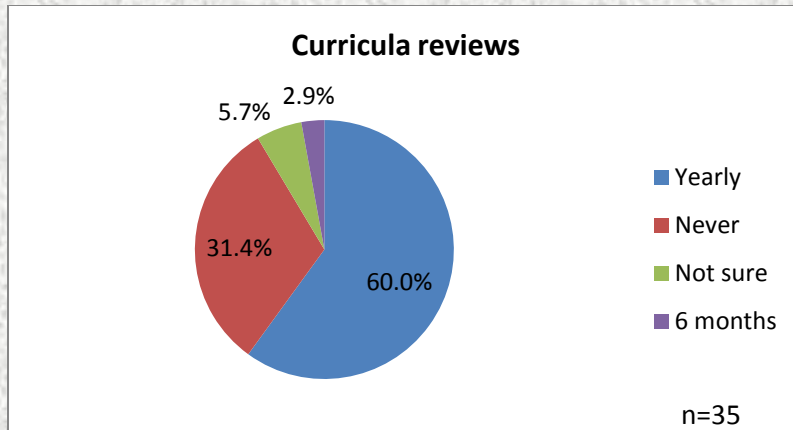


Figure 50: Frequency of curricula reviews

### 3.2.3. Changes in government VTCs post capacity building

To analyze the level of impact, proxy indicators were developed for characterization of classroom practices, institutional challenges and key changes after EU-GIZ interventions.

#### A. Characterization of typical classroom practices

Five key aspects were used in characterizing of typical classroom practices. They include; classroom attendance, student participation, students discipline, completion of practical and relationships. Scoring criteria used the lickert scale; (1) Very poor, (2) Poor, (3) Average, (4) Good and (5) Excellent. The overall score of typical classroom practices was observed as 54% (i.e. a score of 19 in the expected range of 5 to 35).The higher the score, the excellent the rating of typical classroom practices. This score indicates that the institutional performance in terms of typical classroom practices can be termed as above average, but there is room to improve to achieve excellent results. Among the key aspects under investigation, intra/interpersonal relations were rated highest and classroom attendance the lowest.

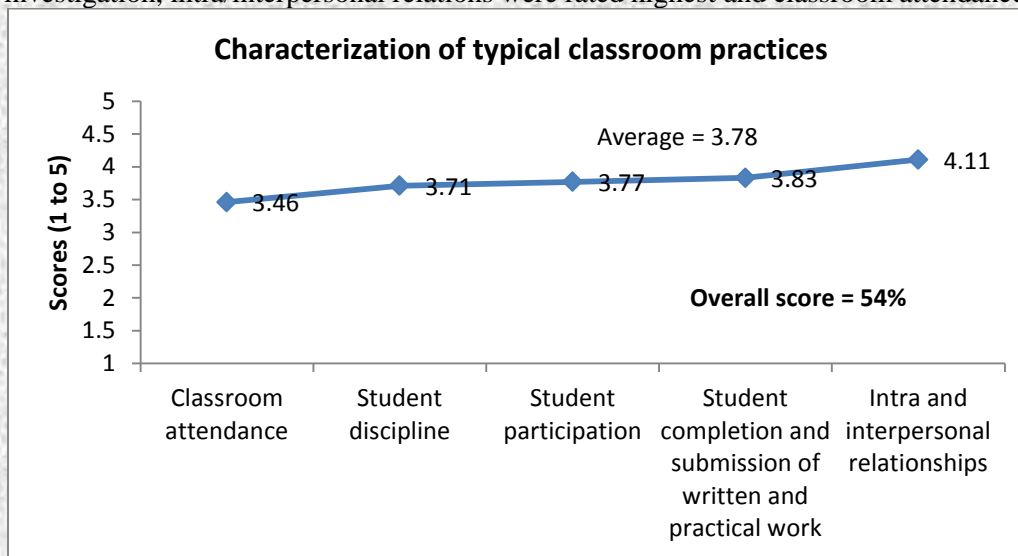


Figure 51: Characterization of typical classroom practices

## B. Institutional Challenges

Institutional challenges were rated using predefined variables which included; enrolment, course completion rate, regular attendance, work completion and discipline. They were scored between a score of 1 for the least experienced challenge and 5 for the greatest experienced challenge. The overall score was observed as 37% (i.e. a score of 13 with an expected range of 5 to 35). The higher the score, the higher the institutional challenges. The lower the score the lesser the challenges experienced. The overall score indicates low institutional challenges thus majority of institutions were able to manage different challenges. Students' enrolment remains a key challenge for most institutions. Students discipline rated the least challenge among institutional challenges.

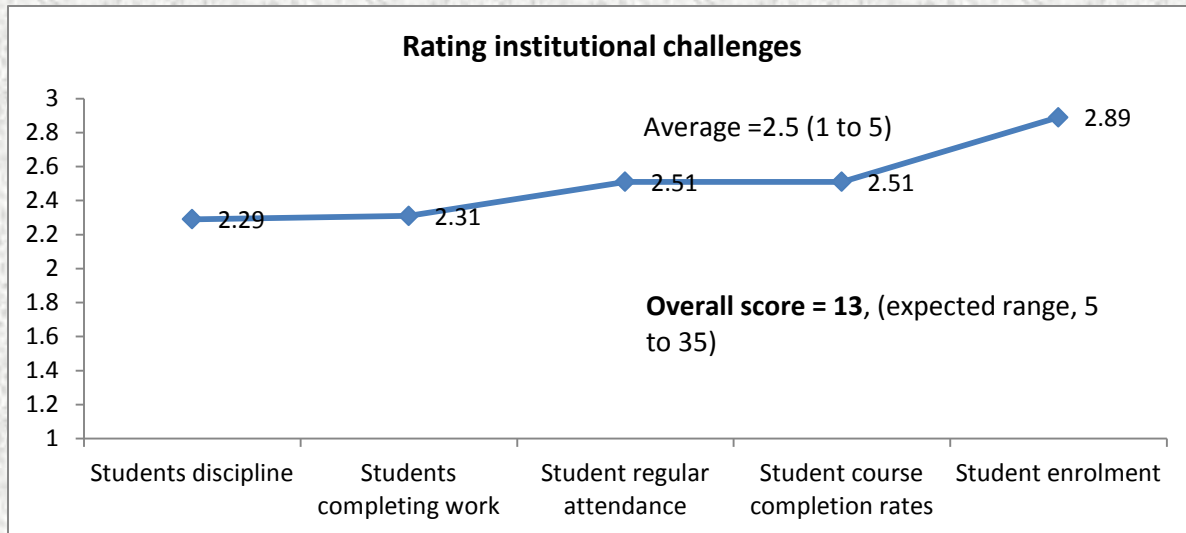


Figure 52: Rating of institutional challenges

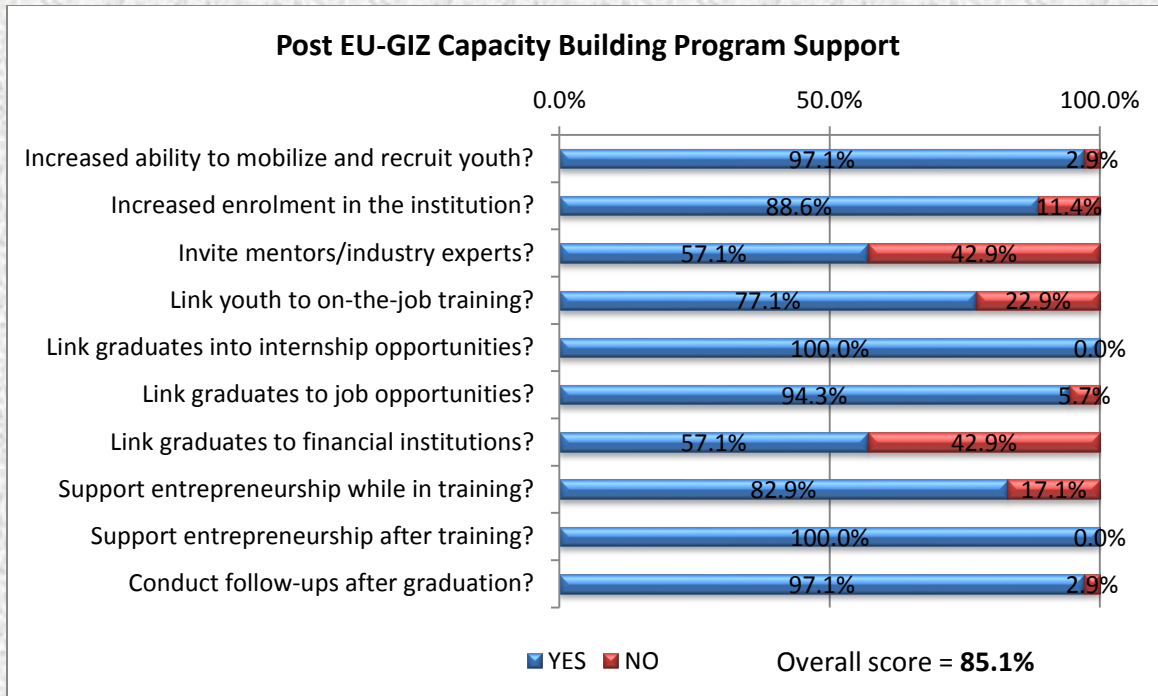
## C. Institutional status post EU-GIZ Capacity Building Program Support

This section looked at the changes brought about by the capacity building program to the institutions. To develop the institutional status, predefined proxy indicators were used to rate the new changes. These include:

- i. Capacity building training support has helped increase ability to mobilize and recruit youths into institution.
- ii. Capacity building training increased enrolment of youth in the institution.
- iii. Inviting mentors and guest lecturers (experts in the industry) into classes.
- iv. Linking youth to on-the-job training.
- v. Linking graduates into internship opportunities
- vi. Linking graduates to job opportunities.
- vii. Linking graduates to financial institutions for savings.
- viii. Encouraging and supporting students to start small businesses when they are still in training.
- ix. Encouraging and supporting students to start small businesses after training.
- x. Follow-ups after graduation.

The overall score for post EU-GIZ capacity building program support in VTCs was rated as 85%. This indicates tremendous changes in these institutions brought about by the capacity building program thus an excellent status of VTC institutions in the coastal areas. However, there were indicators that were rated way below the overall score, though they are above average. These included; inviting of mentors/industry experts (57%), linking graduates to financial institutions (57%) and linking youth to on-the-job training (77%).





**Figure 53: Status of institutions after EU-GIZ Capacity Building Program Support**



#### 4.0. Discussions and conclusions

##### Alumni profile

Very few alumni had acquired college level certificates before joining EU-GIZ program. Majority had attained KCSE and KCPE certificates. The average age of the alumni interviewed was 22 years. This indicates majority of youths who benefited from the EU-GIZ program are young men and women who are disadvantaged in the society in terms of low level of education.

##### Youth achievement of goals as a result of participating in the program

In discussing youth achievements, it is paramount to understand expectations of youths before joining EU-GIZ program and how they set their goals in relation to immediate future and long term future. The top most expectations by youths before joining EU-GIZ program were; to gain marketable skills that have formal certificates, to be supported in either securing well-paying jobs or starting own businesses.

This study observed that the immediate goal (after graduation) set by youths is employment. Working within the first one year of graduation exposes the youths to real life experience and at the same time earning some income that resolves immediate personal/family needs. The long term goal is to start own businesses (beyond one year after graduation). This was reported by over 80% of youths interviewed. This shows there is a huge interest in running own businesses, unfortunately youths face the biggest challenge of lack of sufficient capital to initiate start-ups. Looking at the main reasons for starting businesses for both young men and women, it seems like youths consider entrepreneurship as a roll back option due to limited job opportunities, low incomes and being own boss. Nobody mentioned the reason they want to start own business, is because they have realized a business opportunity.

Only 45% had achieved the goal of employment. Those whose goal was to start a business, only 28% of them managed to achieve that goal. About 26% had not achieved any of the goals they had set. Young women were the majority in that bracket of not achieving any of the goals set. But this does not mean they are doing poorly in terms of employment/running businesses as described below.

The key persons who are supporting youths to realize their goals include; family members, friends/peers and instructors. Family members support in form of financial boost, motivation and linking to job opportunities where possible. Friends and peers play part through connecting each other to job opportunities especially through circulating job opportunities through social media accounts and social networks that encourages each other. Instructors are instrumental when it comes to job opportunities linkages, follow ups, financial advice and motivation.

##### How the program has enabled earning money

Average monthly income for youths is KES 7,662 per month. Youths get money through various means. These include employment, running own businesses, mixed livelihoods, casual jobs among others. Young women were proportionally leading in employment and in running own businesses. Young men mainly earn cash from mixed livelihoods and casual jobs/hustling. Other ways youths get money are through family/spouse support. About 17% of youths do not like what they do (job/business). Several reasons were given such as poor income, working in career not studied in school (for the sake of money) and lack of job security/business fluidity.

More young women have opened small businesses compared to the young men. The key observation why women were leading in starting business is because of the type of businesses they pursue. Some are easy to start (in terms of capital intensity) as compared to others. The Key types of businesses owned by women include hairdressing and beauty, boutique and cosmetics, clothes selling, groceries, bakeries, fruit parlours among others. Main businesses owned by men include garages, spares parts shops, print media and bottled water among others.





## How the program has enabled saving and borrowing

Approximately three quarters of youths interviewed have been able to save money since they left EU-GIZ program. Of interest to note, is that over 70% of those saving money are planning to use it in either establishing a start-up or expanding an on-going business. This study found that only 17% of earnings go to savings. Money spending by youths is usually on personal needs and family needs. With average earnings of KES 7,662 per youth per month, this reveals that only an average of KES 1,302 is available for savings per youth every month.

The key constraint in saving money is lack of sufficient earnings that would allow consistence and substantive savings. There are also personal/family needs that are quite demanding. Lack of bank accounts among youths and little or no knowledge on budgeting money towards saving were also cited. Other difficulties include; those who think it's too early to save in ages of 20s, those not fully settled (in terms of permanent income), and engaging in multiple activities/initiatives that distorts or strains saving opportunities. The key opportunities in saving money are through mobile money savings and the banks. Use of saving groups, assets purchase, and membership to sacco/MFI are other opportunities available for the youths.

More men have been able to borrow money compared to young women. There was no clear distinction why men had borrowed more since both genders have the same opportunity i.e. the main source of borrowed money is from mobile loans (Tala, Branch, Stawika, Mshwari, KCB Mpesa etc) and from family and friends.

Youths make own financial decisions. Family members and amount of money earned were also found to be shaping financial decisions made by youths. About 39% of youths interviewed believe EU-GIZ program helped influence their financial decisions through entrepreneurship training and financial literacy training, accounts opening, starting small business, formation of savings groups and buying of assets.

## Overview of challenges facing youths

The main challenges *related to employment* are low income, dealing with relationships at work and work overload. Main challenges *related to running own business* among youths are; lack of sufficient capital, getting and retaining clients and lack of relevant facilities/tools to run own businesses. The main challenges *among young women* are sexual harassment, gender biasness and family obligations. The major challenges *related to managing money* include; poor financial planning, demanding family needs and lack of sufficient income. The major challenges *related to owning property* among youths are lack of sufficient funds, poor maintenance, insecurity and age factor.

## Aspects of EU-GIZ program helpful to youth on day to day work

The most notable aspect of EU-GIZ program that helps youths on a daily basis is life skills. This could be due to wider applicability of life skills in all areas during training to internships to job placements. Approximately 91% of youths interviewed think all aspects in the program were relevant and were comfortable with all activities within the program. However, there are a few who said life skills, entrepreneurship and computer classes as were not relevant. Other areas mentioned were manicure/pedicure, dreadlocks classes and savings groups. Some activities such as sports/games and making and displaying of charts were not attractive to some few youths.

Some of the displeasing things during training include; lack of enough materials, learning environment with no better structures, unsatisfying instructors, some found training period to be too short to learn complex things, lack of course diversity (only a few to select from), overpromising on employment during enrolments, class mixing of students of different ages/level of education, lack of lunch in school, long training hours, and presence of registration fees.

The proposed aspects that should be added to make it more valuable to the youths include; variety of courses, addition of more facilities for practical sessions, supporting on entrepreneurship including start





up grants/mentorships and addition of training period. About 97% of youths interviewed do not think there are aspects of the program that should be removed.

### **Internship and employment**

Internships are a starting base for majority of youths which normally lasts between 1 and 4 months depending on the industry and are usually none-remunerated. Only 24% transitioned directly into employment after training. Majority of those who started with direct employment were those who pursued security courses (76%). Generally it would be assumed that all students would seek internships/employment in areas relevant to courses undertaken in the program. But this is not always the case. Youths are desperate to grab the opportunities that come knocking regardless of career. This is mainly because of limited job opportunities.

Another point to note is that students should be aware that they have a role to play in regard to finding internships/jobs. This study observed that half of the youths who secured internship/job opportunities did it through their own effort. Contribution of instructors was only rated as 25%.

This study also observed that there are higher chances of getting employment after undergoing internship period. However, due to limited opportunities majority of youths get employment in other related institutions away from their internship places. Very few cases were reported where internships had to be terminated by the employer. It was also observed that there was no evidence that employers recruit youths for internship only and not offering jobs. There are positive relationships between the interns/employees and their employers (managers or supervisors). Approximately 93% of youths interviewed agree that, the ability to cope with tough relationships was as a result of the EU-GIZ training.

Some of the disconcerting things about employers include; low pay, discrimination and some employers not respecting the short courses such that their ideas/opinions were ignored by senior managers. Some employers are harsh, rude, abusive and offering threats during work. Other nettling things include; late payments, sexual harassments for young women, long working hours, heavy workload, poor working conditions and some employers being unapproachable.

### **Replication/Scaling up BEST Model training implemented by CAP YEI in support of EU-GIZ**

The BEST model was highly recommended for replication/scaling up to other institutions mainly due to success realized by the program. For instance, it offers opportunities for youths to change their lives, it reaches out to marginalized youths giving them a meaningful life, the program is also affordable, it also targets youths who are idle and jobless meaning the BEST model is applicable in other areas facing similar challenges.

It was interesting when youths were requested to express how they would describe EU-GIZ if they had an opportunity to meet key influential people in the society. The three things that came out strongly that youths would communicate to influential persons include;

- i. Supporting the EU-GIZ program
- ii. Communicating about positive impacts to the youths and role of EU-GIZ
- iii. Benefits of EU-GIZ capacity building training support in VTCs

### **EU-GIZ training and prevention of youth radicalization**

All the VTC partners interviewed and 99% of alumni agree that engaging youth in EU-GIZ skills training has been helpful in preventing radicalization into violent and criminal activities. There are various ways into which EU-GIZ skills training can prevent radicalization; change of attitude through life skills, technical capital, social capital/Psychosocial competency, linkages opportunities and society equalization.

Youths who have gone through EU-GIZ program can play part in preventing radicalization. Some of the ways include; opening businesses where more youths can be employed, positive influence to fellow youths, mentorship and advice and creating valuable network groups//partnerships and investments groups.



## Status of government VTC institutions post capacity building program

This study observed that there is a high ratio of instructors to students of 1:12 mainly due to enrolment challenges. There is an average of 8 courses per institution. The 5 common courses include; electrical technology, Fashion Design and Garment Making, Motor Vehicle and Mechanic, Building Technology and Carpentry and Joinery.

The key agency mandated with preparation of curriculums and reviews for different courses in the institutions is the NITA. Curriculum reviews are normally done annually according to the partners.

Typical classroom practices (attendance, participation, discipline, completion of practical and relationships) were scored as above average (54%), however more still need to be done to achieve a higher score (at least above 80%).

Most of these institutions seem to manage challenges as the overall score was rated as 37%, though a lower score on challenges is preferred. As mentioned earlier, students' enrolment remains relatively challenging for most institutions. Students discipline rated the lowest challenge among institutional challenges perhaps due to life skills approach adopted by the BEST model.

The overall score for institutional status indicates an excellent rating of 85%. This is the status post capacity building program support. Thus majority of these institutions have adopted most aspects of BEST model. However, there were aspects that rated way below the overall score, though, above average. These included; inviting of mentors/industry experts (57%), linking graduates to financial institutions (57%) and linking youth to on-the-job training (77%).

## Concluding statements as per the key questions for report

### A. How are youth aspirations/goals changing?

- ✓ Youths normally have expectations and goals when joining and leaving training, respectively. But all these wishes change dramatically when they face the world. Due to limited job opportunities, youths are desperate to grab the opportunities that come knocking regardless of career – just to earn a living.
- ✓ The short term goal of youths is to join an employment to earn an income immediately after school. The long term future of a youth is a wish of opening own business. But the big setback in starting businesses is lack of capital.

### B. How are youth earning money, if at all?

- ✓ Average monthly income for youths is KES 7,662 per month.
- ✓ Youths get money through employment, running own businesses, mixed livelihoods, casual jobs among others.
- ✓ Young women were found to be leading (in numbers) in employment and in running own businesses. Young men mainly earn cash from mixed livelihoods and casual jobs/hustling. Other ways youths get money are through family/spouse support.
- ✓ About 17% of youths do not like what they do (job/business). Several reasons given were because of poor income, working in career not studied in school (for the sake of money) and lack of job security/business fluidity.

### C. How are youths using/saving money?

- ✓ Majority of the youths have been able to save money since they left EU-GIZ skills training program.
- ✓ Approximately KES 1,302 is available for savings per youth every month.
- ✓ The bigger plans for the savings is either establishing a start-up or expanding an on-going business.





- ✓ The key constraint in saving money is lack of sufficient earnings that would allow consistence and substantive savings.
- ✓ Some youths think it is too early to start saving while in the ages of 20s.
- ✓ The key opportunities in saving money are through mobile money savings and the banks. Use of saving groups, assets purchase, and membership to saccos/MFI are other opportunities available for the youths.
- ✓ More men have been able to borrow money compared to young women. The major source of borrowed money is from mobile loans (Tala, Branch, Stawika, Mshwari, KCB Mpesa etc)and from family and friends.
- ✓ Youths make own financial decisions. Family members and amount of money earned were also found to be shaping financial decisions made by youths.
- ✓ CAP YEI program helped influence youths financial decisions through entrepreneurship training, financial literacy training, accounts opening, starting small business, formation of savings groups and buying of assets.

#### **D. How is youth well-being/quality of life changing?**

- ✓ Almost all youths agree that life changed after joining EU-GIZ skills training program implemented by CAP YEI.
- ✓ The changes are in terms of being an individual with technical knowhow on respective fields (which means they are confident of delivering when they get opportunities to work), being employed, better social life especially after life skills training, independence among other changes.

#### **E. Employer recruitment practices**

- ✓ Graduates play a key role in seeking job opportunities. They should not entirely depend 100% on instructors and other channels. Only about 25% efforts come from instructors.
- ✓ Internships are a starting base for majority of youths which normally lasts between 1 and 4 months depending on the industry and none-remunerated. Only 24% started directly into employments.
- ✓ Due to limited job opportunities, youths are desperate to grab the opportunities that come knocking regardless of career. This is mainly because of limited job opportunities.
- ✓ This study also observed that there are higher chances of getting employment after undergoing internship period. However, due to limited opportunities majority of youths get employment in other related institutions away from their internship places.
- ✓ It was also observed that there was no evidence that employers recruit youths for internship only and not offering jobs.
- ✓ There are positive relationships between the interns/employees and their employers (managers or supervisors).
- ✓ The ability to cope with tough relationships was as a result of the EU-GIZ skills training.
- ✓ Some of the disconcerting things about employers include; low pay, discrimination and some employers not respecting their short courses. Some employers are harsh, rude, abusive and offering threats during work. Other nettling things include; late payments, sexual harassments for young women, long working hours, heavy workload, poor working conditions and some employers being unapproachable.

#### **F. What aspects of the EU-GIZ program and contextual conditions influence changes over time?**

- ✓ Overall, half of youths who are working or doing business believe life skills was the most essential skill acquired, that helps with their day to day work. Other essential skills mentioned include technical skills, entrepreneurship, communication skills, financial literacy and work readiness module etc.



- ✓ Approximately 93% of respondents agree that, the ability to cope with tough relationships was as a result of the EU-GIZ training.

#### **G. Replication/Scaling up BEST Model skills training**

- ✓ BEST model has a high potential of being replicated/scaled up due to the success that has already been proven. For instance, it offers opportunities for youths to change their lives, it reaches out to marginalized youths giving them a meaningful life, the program is also affordable, it also targets youths who are idle and jobless meaning the BEST model is applicable in to other areas facing similar challenges.
- ✓ Youths are positive about EU-GIZ and they are willing to communicate positively about the program to influential persons.

#### **H. How is EU-GIZ program helping in reducing or preventing radicalization of youth?**

- ✓ There are various ways into which EU-GIZ skills training can prevent radicalization; they include change of attitude through life skills, technical capital, social capital/Psychosocial competency, linkages opportunities and society equalization.
- ✓ Youths who have gone through EU-GIZ program can play part in preventing radicalization. For instance; opening businesses where more youths can be employed, positive influence to fellow youths, mentorship and advice and creating valuable network groups//partnerships and investments groups.

#### **I. What are the changes in government VTCs post capacity building?**

- ✓ This study observed that the high ratio of instructors to students of 1:12 is as a result of enrolment challenges.
- ✓ There is an average of 8 courses per institution.
- ✓ The key agency mandated with preparation of curriculums and reviews for different courses in the institutions is the NITA. Curriculum reviews are normally done annually.
- ✓ Typical classroom practices (attendance, participation, discipline, completion of practical and relationships) were scored as above average (54%), however more still need to be done to achieve a higher score (at least above 80%).
- ✓ The challenges in institutions were reported to be low. With an overall score of 37%, though a lower score is preferred.
- ✓ Majority of the institutions have adopted most aspects of BEST model with an overall score of 85%. Some aspects need to be improved though, such as; inviting of mentors/industry experts, linking graduates to financial institution and linking youth to on-the-job training.



## 5.0. Recommendations

The following are some of the recommendations that were captured during the study for EU-GIZ to improve on their program.

### 1. Enhancing institutional linkages

One of the key indicators of success of the EU-GIZ skills training program is high rate of transition into both employment and entrepreneurship. Firstly, this study observed that there is some form of over promising on jobs during road shows/recruitment. Secondly, there are no clear protocols/procedures when it comes to linkages. Given that, different courses respond differently in terms of employment, there is need to develop clear principles/protocols on linkages to job/entrepreneurship opportunities against each course. The program needs to strengthen the Institution-To-Outside-World (ITOW) linkages program for better results. The institutions should also be linked with all potential channels that can enhance the ITOW program including the county government, all potential employers within the proximity of the institution and other development partners willing to support/fund the ITOW program.

- i. Those who wish to go to employment need an effective linkages plan. Over promising on employment during recruitment/enrolment should be discouraged to reduce dependency syndrome among youths.
- ii. Those wishing to go into entrepreneurship should be well supported especially on start-up capital which was identified as a key challenge in this study. A competition for grants could be one of the models to be included in the EU-GIZ program. Another form is repayable loan with a strong mentorship program.
- iii. Those wishing to continue with further studies need a smooth transition to higher learning. It should be noted that BEST principles are impacted at a vocational training institution level but it is not clear in the transition how the program ensures carry forward of BEST principles into further studies (Diploma, Degree, etc). A more detailed study can be conducted among Alumni who went for further studies to highlight recommendations necessary in that channel.

### 2. Materials/equipment access

Another area of improvement is provision of essential materials/equipment for both instructors and students. Due to the short period of training, learning materials need to be sufficient and provided on time. Facilities demanded by different courses need also to be on standby at the beginning of program.

### 3. Capacity building of instructors and follow ups

For effective transfer of skills from instructors to students, there is need of training all instructors within an institution. After introduction and initial trainings, EU-GIZ needs to improve on their follow-ups or initiate in-house training so that all instructors are included. Capacity building materials should also be provided as opposed to use of notes taken during training of a few instructors. There should be regular refresher courses for the instructors. Engaging at institutional level is an opportunity for EU-GIZ to directly understand VTC challenges and continuously update their approach.

Capacity building of VTC instructors should also include the exchange program within and outside counties. This will allow interaction with instructors from other VTCs and learning from each other. This can be taken a notch higher by inviting instructors from successful vocational institutions around the world during annual conferences.

### 4. Increasing number of courses per VTC

Over 60% of youths suggested additional courses and allowing students to take up more than 1 course. A good example given by youths sampled in coast region is a combination of courses that are relevant in that area, for instance, a student in Hospitality to be allowed to add another complimentary course such as Tourism. This will increase chances of employment. The extent to which this is possible will depend with objectives of EU-GIZ program.



## 5. Increasing training period for different courses

Another recommendation that was captured by this study is the call for increasing training period depending by the kind of courses. There was an unsubstantiated claim that three months training cannot cut across all courses as some are technical than others. For instance, automobile training was perceived more technical and requires a complete combination of both theory (for understanding) and practical (for hands on experience). The argument is that, such courses require more time especially for students who have a poor education background compared to other lighter-perceived courses such as Hairdressing and Beauty, Hospitality, Fashion Design and Garment Making etc. This is subject to debate. More information may be required from curriculum developers/experts. This study observed that students from poor educational backgrounds find IT technology course complex to learn within a short time. Thereby, calling the need to initiate the discussion on training periods by type of course offered.

## 6. Skilled and committed instructors:

Three months training calls for committed and well skilled instructors. There is the need to ensure instructors are available all the time and a good teacher to students' ratio. EU-GIZ can develop special contracts/agreements that ensure facilitators availability during the three months training, enforcing time management, trainer-students relationship, exit procedure for instructors before the end of three months and a general contingency plan.

## 7. Improve on learning environment

This touches on structures and amenities in the school. They include; building more classes to reduce congestion, providing lunch in school, accommodation for those who come from far flung areas and wants to join EU-GIZ program. Other areas include; improving on hygiene and sanitation, provision of fresh water, improving on furniture for students' comfort, bigger space to accommodate all students in all aspects of EU-GIZ including entertainment, games/sports and other extra activities without creating distractions within the school compound.