

Final Evaluation Report

Year 2016- 2021

“Expanding and Sustaining the CAP
BEST Program and Model in Kenya”





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Executive Summary

CAP YEI, with the technical support of CAP Workforce Development Institute (India), has been implementing the five-year project “Expanding and Sustaining the CAP-BEST Program and Model in Kenya” funded by the Mastercard Foundation over the period September 2016 to August 2021. This is the second phase of the partnership with Mastercard Foundation, with the first phase having been implemented from 2011-2016. This report has made extensive references to both phases of the project to provide a meaningful analysis of the project experience across a ten-year continuum.

The Mastercard Foundation is a global, private foundation based in Toronto, Canada. The Foundation advances youth learning and promotes financial inclusion to catalyze prosperity in developing countries, particularly in Africa. Programs supported by the Foundation aim to expand access to learning, employment, entrepreneurship, and financial services. CAP Youth Empowerment Institute (CAP-YEI) is a registered Kenyan NGO that works to bridge the existing gap between learning and earning in the Kenyan youth, with a focus on vulnerable and marginalized young people.

The project is implemented based on the Basic Employability Skills Training (BEST) model, which brings together various components including training, mentorship, field visits, internships, and enterprise and job placement to address transitional pathways for disadvantaged youth. The model is implemented through accelerated learning in facilitated environments that allow youth to acquire skills, access jobs and enterprise to earn and save, and access more secure futures for themselves, their families, and communities. CAP YEI’s BEST model is relevant as it is hinged on very pertinent researched societal needs; youth empowerment for the achievement of the economic and social needs of the country. The most critical gap in youth employability being addressed through the model is therefore unemployment resulting from the skills gap and lack of linkages to livelihood opportunities including wage and self-employment. The mismatch between the skills which youths have and those which are required in the workplace is also a gap the BEST Model has been working at closing. The BEST model seeks to bridge this gap between employers and employees, therefore engages the employers and the youth to ensure the skills gap is addressed.

The first phase of the project targeted reaching out to a total of 10,000 youth both directly and indirectly through capacity building. This target was surpassed with an outreach and support to 14,000 Kenyan youth to secure livelihood opportunities, with a successful livelihood transition rate of 88% (i.e. average job absorption of 78%) while 10% were supported to start small businesses. With the outstanding performance of phase one, Mastercard Foundation renewed the contract for CAP YEI for a further five years.

The second phase which ended in August 2021 has been externally evaluated and this report presents the findings of the evaluation, conclusions, and recommendations for future iterations of the project. The evaluation report primarily targeted the Mastercard Foundation and CAP YEI and at a secondary level the government of Kenya as a partner as well as other development facilitators targeting to finance or implement skills development in similar settings in Kenya or other countries in the Region.



This evaluation sought to answer several strategic questions related to CAP YEI’s program in Kenya. The evaluation provides both Mastercard Foundation and CAP YEI with data and analyses that will allow them to assess the performance of the program against its intended goals and objectives, as well as offer evidence that will shape the program moving forward. It will also allow for a review of program design, achievements, and challenges to generate key lessons for future strategic and programming decisions.

The evaluation adopted the Development Assistance Committee’s Principles for the Evaluation of Development Assistance approach, with emphasis placed on answering the questions relating to Relevance, Efficiency, Effectiveness, Anticipated/ Early indications of Impact, Sustainability, and Responsiveness. The evaluation looked into the overall effects of the intervention – intended and unintended, long-term and short-term, positive and negative; together with the project’s targets and its strengths and weaknesses in the application of a right-based approach, participation and inclusion. A robust evaluation approach and evidence data gathered from both primary (interviews, focus groups discussion, observation, etc.) and secondary (project documents, records, and baseline and midterm data, MIS, etc.) sources using qualitative and quantitative data. The sample of youth was proportionately distributed based on centers (demonstration and replication), year/batch, courses, regions, and gender. Most of the instructors reached (88.6%) were those in Public TVET institutions. On the other hand, the majority of the employers (66.2%) reached were in the service sector. More females (58%) than male youth were reached during the evaluation, most of who reside in urban areas (71%).

CAP YEI second phase (five-year) started in September 2016 and has been targeting to reach 23,000 youth in Kenya through direct training in both demonstration and replication centers and 39,000 youth reached indirectly through capacity building of TVET partner institutions and staff. Findings indicate that by the end of April 2021, the project had trained 14 cohorts across its centers with 20,545 youth directly enrolled, and 20,342 completed the training while a further 31,819 youth were being reached indirectly, through Capacity building training. The project will likely surpass its targets by the time of closure.

The Theory of Change assumes that lack of training, mentorship, practical experience, and job placement prospects for the youth is possibly the most evident cause of unemployment among the youth. Given the fact that skills and linkages to opportunities are the main impetus for employability, the lack of this has contributed to the high unemployment among the youth. There has been further evolution on the Theory of Change for instance focus has diversified from training purely for wage employment (basic employability) to embrace entrepreneurship training.

This evaluation was carried out amid the COVID-19 pandemic. Some of the findings reflect the major negative disruption that was caused to the skills sector as well as the responses that CAPYEI instituted to deal with these challenges.

Findings of the evaluation demonstrate that of those completing the training, 57.6% were female while 42.4% were male. Further findings indicate that youth have benefited from the program majority (56.4%) used it to get employed for wages and salaries while 31.5% have gone into self-employment or starting



their businesses. A further 5% of the youth have gotten into mixed livelihoods by starting a business while still in employment. Some 7.1% of the youth reported having used the skills and support from CAP YEI to continue learning. More females (63.9%) than males (58.7%) take less than six months to find employment after CAP YEI. The life skills training component of the BEST model has been found most useful by up to 39.3% of the beneficiary youth when 34.2% of them found the market-relevant technical skills component most useful to their needs.

The evaluation established that the CAP YEI BEST Model program was not only closing the skills mismatch gap between employers and youth but in doing so demonstrated great flexibility and agility to respond to arising challenges and contexts during the implementation of its programs and to maximize its impacts of easing transitions into the world of work for young people. CAP YEI was able to adapt and pivot successfully into launching the Learning Management System (LMS) platform which offers to learn using an online application, thus enabling young people to continue with training. The BEST project model responded to special cases of youth vulnerability in an adaptable manner. The project demonstrated its responsiveness to emerging social challenges not foreseen during design by reaching some groups such as youth in radicalization and in so doing offered positive transformation through its unique 9-step training cycle. CAP YEI has also demonstrated an understanding of some of the gender barriers to training, especially by young girls. Other special groups reached include youth in geographically excluded areas such as those in rural and remote areas, youth in coastal areas (Lamu, Kilifi, Kwale, Mombasa, Taita-Taveta) that are far-flung

The CAP YEI BEST model sustainability approach has focused much more on the systemic transformation of the TVET sector, with much less on operational sustainability. The programmatic activities in the model have succeeded in demonstrating and priming TVET institutions and TVET trainers towards the shift from supply-driven to demand-driven workforce development which is what was intended through the CBET framework; and will continue to have long term effects on the TVET landscape and in the lives of youth and society. Notably, with the program being market-driven, in principle, there is an in-built element of sustainability in that, as long as employers are getting the skills they need for their businesses, they will be willing to employ and pay the youth. Further, government vocational training centers have adopted the BEST model approach and thus they should be able to continue with some of the best practices e.g. the assignments and the work-readiness module which are firmly anchored on the existing CBET framework in the government TVET system.

In terms of the operational sustainability of the model, the program has explored different options for enhancing it, including covering some of the operating costs from registration fees paid by the trainees. Nonetheless, should the program be open to participants who can pay fees, then it would be able to sustain this model, but at the expense of not adequately reaching the underserved marginalized youth.

Another option for self-sustenance that is implemented is the CAP Workforce Development Institute (WDI) a for-profit arm of the organization under CAP YEI in which there have been established several SMEs to serve as training platforms for youth entrepreneurship and to generate income over the long term for the



organization. These SMEs have included a restaurant in Meru and Nairobi, a Computer training program, Boda Boda safe riding, Garment Manufacturing, Security staffing, and an agricultural demonstration farm in Nyahururu.

Recommendations

- 1.1 **CAP YEI should continue to work closely with the government as it (the government) implements the new Competency-Based Curriculum (CBC) approach** since the BEST model is already ahead of the game. As well, CAP YEI needs to get ready for the CBC graduates who will come with a shift in learning methodologies. The future of CAP YEI to that extent lies in supporting the government in preparing TVETs and other institutions to be ready for the strategic shift that comes with the CBC graduates. While CAP YEI must continue to build the capacity of government TVETs to be able to implement the CBC learning strategy, there is also a need for deliberate efforts to influence the government in creating preparedness and even expanding the scope of secondary school and university levels. CAP YEI and MCF can support the adoption of PPP within the TVET sector through social contracts between the county governments, labor, employers, and the training service providers in a cost-sharing arrangement with specific equity mandates. This may be in such areas as policy development and design, planning, management and delivery, monitoring and evaluation, finance and funding, quality assurance, standard-setting, curriculum development, and assessment.
- 1.2 **CAP YEI should expand the training for the next five years** to contribute to salvaging the unemployment situation that has worsened with the advent of the ravages of COVID 19 in the economy leaving the young people jobless and with a surge of school dropouts. The use of technology for skills provision is a concept that CAP YEI has demonstrated but has not fully benefited from sufficient implementation time to fully develop it in a way that it can fully be transferred to the TVET system that has been an otherwise traditionally managed skills development sector whose training was predominantly delivered through face to face and practical sessions.
- 1.3 **To make it more sustainable the BEST model should be more embedded within the Kenyan TVET system.** CAP YEI can therefore become essentially a service provider running certain centers and courses, besides providing technical assistance and capacity development of TVET trainers and managers and being paid for the services delivered or the technical assistance to the government or to other development facilities seeking to implement the demand-driven skills training. On the other hand, it should be explored whether the employers can pay for skills and talent matching which Generation offers employers in their training and placement program. This would shift the burden of paying for training from youth to the consumers of the skills, i.e the employers. To conceptualize this sustainability mechanism would require further investment for some time.



- 1.4 **Shift from Supply to Demand Driven workforce development is a key driver of successful transitions of youth to employment-** CAP YEI has derived major and important lessons on the successful delivery of demand-driven training in the TVET system. Significant lessons from the BEST model have been derived and continue to be documented. These should be shared and transferred in a scale-up capacity building and lesson dissemination programming targeting government and other key industry players in the TVET Ecosystem in which case CAP YEI data and information can be shared and be useful to others in the TVET space.
- 1.5 **CAP YEI should keep itself relevant by continuing to be responsive to the new opportunities and challenges within the local economies.** While CAP YEI country-based office should have the freedom on what works best and how for the model locally, it should continue to work closely with the CAP Workforce Development Institute and CAP in India to also learn from their experiences in demand-driven TVET programs.
- 1.6 **CAP YEI needs to develop a community of practice with counties, other NGOs & CBOs to share learnings across youth employment initiatives** - this is in the context that much of the TVET institutions and functions are with the devolved government which offer some kind of autonomy to decide things on their own even including their own TVET curriculum that is suited to county needs which are very specific



1. BACKGROUND

1.1 Organizational Background

The Mastercard Foundation is a global, private foundation based in Toronto, Canada. The Foundation advances youth learning and promotes financial inclusion to catalyze prosperity in developing countries, particularly in Africa. Programs supported by the Foundation aim to expand access to learning, employment, entrepreneurship, and financial services. For more information, please visit www.mastercardfdn.org

CAP Youth Empowerment Institute (CAP-YEI) is a registered Kenyan NGO that works to bridge the existing gap between learning and earning in the Kenyan youth, with a focus on vulnerable and marginalized young people. The first project of CAP-YEI was the Learn, Earn, and Save Initiative for Sub-Saharan Africa, funded and supported by Mastercard Foundation and implemented with technical support from CAP-Workforce Development Institute (CAP-WDI) of India. The projected targets for the 1st phase were to reach out to a total of 10,000 youths both directly and indirectly through capacity building. In the end, this project was able to reach and support 14,000 Kenyan youth to secure livelihood opportunities with a successful livelihood transition rate of 88% (i.e. average job absorption of 78%) while 10% were supported to start a small business. With the outstanding performance of phase one, Mastercard Foundation renewed the contract for CAP YEI to continue serving youth in Kenya.

CAP YEI's second phase (five-year phase 2) started in September 2016 and is targeting to reach 23,000 youth in Kenya through direct training in both demonstration and replication centers and 39,000 youth through capacity-building training. By the end of April 2021, the project has trained 14 cohorts across its centers with 20,545 youth directly enrolled, and 20,342 completed the training while a further 31,819 youth are being reached indirectly, through Capacity building training. The second phase has so far achieved a 78% employability and 8% entrepreneurship conversion rate for the trained youth, and 2% to mixed livelihood as a transition to livelihood pathway with the rest going for further studies among other trajectories.

1.2 Project background

The project was established with the following goals and objectives:

Goals

1. Give disadvantaged youth in Kenya the opportunity to successfully transition to market-oriented work and earn and build assets for their future by employing the Basic Employability Skills Training (BEST) methodology to train in life skills, job market-relevant technical skills, savings education, and small business development training.
2. Provide youth with vital pre- and post-job-placement counseling, support, and services (including financial) as they transition to work



3. Transform outdated technical and vocational training systems (TVETs) in Kenya through capacity building of the trainers in some of the elements of the BEST model

Objectives

1: Provide 23,030 marginalized youth with employability skills and support to access internship and job opportunities, through CAP's Basic Employability Skills Training (CAP-BEST) model in 20 existing and new demonstration and replication centers that will function as accredited vocational training centers within the Kenyan TVET sector.

2: Facilitate adoption of the CAP-BEST model components into the Kenyan TVET system through training and capacity building of 500 VTC instructors and managers to improve learning outcomes in their TVET institutions, to reach 39,000 young Kenyans with improved market-relevant soft and technical skills.

3: Provide 4,000 graduates of the CAP-BEST model support to establish and grow micro-businesses in the agriculture, digital, manufacturing, and service sectors through demonstration, replication, and VTC partner centers.

2. PURPOSE OF SUMMATIVE EVALUATION

This final evaluation was commissioned by The Mastercard Foundation in collaboration with CAP YEI. The evaluation provides both Mastercard Foundation and CAP YEI with data and analyses that will allow them to assess the performance of the program against its intended goals and objectives, as well as offer evidence that will shape the program moving forward. It is expected that the contents of the evaluation will allow for a review of program design, achievements, and challenges to generate key lessons for future strategic and programming decisions.

2.1 Evaluation Scope and Key Learning Questions

This evaluation sought to answer several strategic questions related to CAP YEI's program in Kenya. Given the ongoing importance of developing effective youth livelihood strategies in Kenya, CAP YEI's work nationally and globally, and the Foundation's explicit focus on Sub-Saharan Africa, the evaluation sought to maximize the transferability of findings from this final evaluation of the last five years of programming to a wider socio-economic application.

Given that CAP YEI was also implementing Capacity Building Training among instructors and managers of government Vocational Training Institutions in Kenya, there was the need to establish how CAP YEI's work evolved to respond to the emerging needs, such as the demand to adopt the CBET framework.

This evaluation adopted the Development Assistance Committee's Principles for the Evaluation of Development Assistance approach, with emphasis placed on answering the questions relating to Relevance, Efficiency, Effectiveness, Anticipated/ Early indications of Impact, Sustainability, and Responsiveness. The key learning questions have been included in Annex 2.



This evaluation includes specific recommendations for CAP YEI and Mastercard Foundation’s future programming, including ideas for how to further strengthen the model and approach. The recommendations also address proposed modifications if the current initiative was to be continued or replicate. Further, the evaluation responds to some key questions which drive The Mastercard Foundation’s learning agenda around economic opportunities for youth, these key questions are included in annex xxx:

3. METHODOLOGY

3.1 The overall approach

A robust evaluation approach appropriate for the scope of the project, resources, and audience was employed by the evaluators. Evidence was thus gathered from both primary (interviews, focus groups discussion, observation, etc.) and secondary (project documents, records, and baseline and midterm data, MIS, etc.) sources using qualitative and quantitative data.

The evaluation looked into the overall effects of the intervention – intended and unintended, long-term and short-term, positive and negative; together with the project’s targets and its strengths and weaknesses in the application of a right-based approach, participation and inclusion. It assessed the project against the evaluation criteria of Relevance, Efficiency, Effectiveness, Anticipated/ Early indications of Impact, Sustainability, and Responsiveness

Two key approaches were utilized - a theory-based evaluation approach and a process evaluation approach.

Theory-based evaluation-which entailed elaborating and testing the project theory of change through a structured contribution analysis to assess the contribution the intervention is making to change. Working within the project logic, the focus was on the problem addressed, risks & assumptions, activities carried out to date, and with attention to the targets, to exploit their contribution to longer-term desired outcomes and sustainable change. The contribution analysis also allowed an assessment of other non-project explanations for change, to investigate the extent to which non-project activities have contributed to the observed change.

Process evaluation (content and implementation including other implementation topographies, and impact evaluation including case studies): It supplemented the theory-based evaluation, and was mainly focused on assessing the project delivery in terms of what was delivered compared to what was set out in the original planning documentation of the project. The process evaluation looked into the extent to which the project delivered activities as originally intended, in terms of quantity and quality of activities initially planned; whether the activities and services have been used for the optimal effect; whether the project implementation remained on track or went off-track and whether management arrangements facilitated the delivery process to the extent possible. Key drivers and barriers to delivery (including the management arrangements) that have positive and negative effects (intended and unintended) on the performance of the program were also evaluated. An *Impact evaluation* was integrated with the evaluation process to establish changes in outcome that may be directly attributable to the project. The baseline data collected



(situation) before program implementation was compared to the end of project data (situation). Unlike general evaluations, which can answer many types of questions, the impact evaluation was structured around one particular type of question: What is the impact (or causal effect) of the project on the outcomes of interest, i.e. capacity building and skills improvement for enhanced livelihoods? the “so what?” question.

This basic question incorporated an important causal dimension: the impact of the project, that is, the effect on outcomes that the project has directly caused.

Broadly speaking, the evaluation addresses one type of impact question;

- a) Cause-and-effect questions – These examine outcomes and assess what difference the intervention made in outcomes.

Lastly Case Studies not only of individuals but also of the different contexts in which the project was implemented. These were undertaken in different environments including but not limited to refugee set-ups, among radicalized youths in the coastal region, rural vs. urban, difficult terrains, etc. This helps elicit the level of resilience if any during implementation. As much as possible, these were undertaken with the requisite gender lens.

To ensure the evaluation is a learning opportunity, the relevant project staff, partners, and beneficiaries were involved as much as possible in the exercise. To guarantee the active and meaningful participation of program stakeholders in the evaluation, the evaluation employed a collaborative and participatory approach using a mix of methods. The methodology was participatory, engaging different stakeholders in meaningful and appropriate ways to ensure inclusion, reflecting on and respecting stakeholder diversity (especially gender, age, role, position disability) whilst maintaining independence in the gathering of data, analyzing, and compiling of the report.

Triangulation (of important findings) was adopted and the data collection methods included but were not limited to a survey, desk review, and key informant interviews / structured individual interviews. Content analysis and other appropriate quantitative and qualitative data analysis procedures were used to analyze the data generated from the survey, documents, FGDs, and KIIs.

The evaluation was undertaken in three basic steps: **conceptualization, collection of data, data analysis, and reporting**. It is mainly during the first phase that the individual aspects of implementation were decided. The data collection phase was crucial for gathering reliable information. The analysis and dissemination were important in converting the evaluation into a knowledge and information asset for Mastercard Foundation and CAP YEI.

Phase 1: Concept and instrument development; preparation of data collection tools. Literature/document reviews were undertaken after an induction meeting with Mastercard and CAP YEI’s lead project staff to ensure understanding of the background and intricacies in the project area. The key objectives and the target population were agreed upon during an inception meeting, and the sample of those to be reached



was selected and the tools prepared. The respondent stakeholders were mobilized by the project team in readiness for data collection.

Phase 2: Data collection. In this phase, the instruments for the evaluation implementation (necessary tools), were readied to ensure high participation. Interviews and discussions were conducted with each respondent/participant. The evaluation involved a desk review and consultations with beneficiaries, Mastercard Foundation, CAP YEI, and other key stakeholders.

Phase 3: Data analysis and dissemination. A range of technical approaches was relied on for proper data coding, analysis, and interpretation. There was first a draft report for review and input by the project team and stakeholders. A dissemination workshop will be held bringing together various project stakeholders. There will follow the production of a final evaluation report, summarizing the evaluation implementation, analysis, findings, and proposed recommendations. There will therefore be a creative means of presenting the evaluation report, executive summaries, etc. to stakeholders at multiple levels.

Recommendations, emerging from the evaluation, are strongly linked to the findings of the evaluation and provide clear guidance to all stakeholders on how they can address them, indicating in each one to whom is directed, priority, resources required, and timeframe (long, medium or short).

3.2 Data Collection

A variety of evaluation techniques – survey, desk review, meetings with stakeholders, focus group discussions, and observation during the field visits as applicable were applied. Triangulation of data from different sources was central in consolidating key findings and forming themes.

The current COVID-19 pandemic restricted mobility for country and field visits so that in line with these restrictions, the evaluation data collection methodology combined remote/virtual and fieldwork data collection. This required enhanced engagement and collaboration with the project team in terms of organizing the contact list with stakeholders.

While various research techniques and methods (survey, in-depth and key informant interviews/discussions, group discussion meetings, and documents and literature reviews) were utilized in collecting the required data, a large part of primary data collection was also done remotely, using various methods and tools e.g., virtual meetings and interviews (mainly telephone, WhatsApp video, and Skype/Zoom to have a personal touch) with the project stakeholders. The availability of internet connectivity determined the use of these interactive and semi-interactive voice responses.

Nonetheless, face-to-face data collection was carried out where applicable, especially when gathering case studies of significant impact. We have teams in each county who reached out to alumni with ease and within strict Ministry of Health pandemic prevention guidelines.



Data collection Techniques/Methodologies and Tools

Particularly, a selection of data collection techniques and methodologies, key among which included a survey, key informant interviews (KIIs), and focus group discussions (FGDs).

Document Review

Relevant literature and existing project documents were examined to build into primary information from the meetings and interviews with key stakeholders and which also helped in the development of the data collection tools. Special emphasis was placed on the original project document, project monitoring plans, progress reports, project budget, and related financial reports, reports from various activities (including training, workshops, etc.). In addition, annual learning reports from the Tracer Study and Learning Partner's analysis and other surveys that enabled a comparative analysis of the post-training impact monitoring of CAP YEI program were reviewed. The project MIS was reviewed to extract data for further analysis.

Reviewing literature and documents illuminated the problem addressed by the project, the underlying assumptions, gender issues included in the project design and implementation, the progress made so far, the broader development and gender aspects of the project, work-planning processes, the project's results framework/ log frame, and the monitoring tools being used, etc.

Key Informant Interviews (KIIs) and Meetings

KIIs and discussions were held by the consultants with 165 respondents including the Mastercard Foundation and CAP YEI program teams, employers, NGOs, partners, trainers, and project staff among others as guided by the strategic project framework.

A first meeting was held with the Mastercard Foundation representatives and CAP YEI Project Team. The evaluators undertook group and/or individual discussions with project staff. An indicative list of persons to be interviewed was agreed with CAP YEI Project Team.

The interviews and discussions provided an in-depth understanding of the problem addressed by the project, the relevance, and coherence of the project's design to country needs. As well, they helped understand how the project is perceived and valued by the target groups, the contributions of the project to the SDGs, Mastercard Foundation, and CAP YEI objectives, and its synergy with other projects and programs in the country. This is besides the extent to which the BEST model is contextually appropriate and responsive to the needs of various types of youth and prospective employers in Kenya, whether the project has attained its training, enhancement of skills & capabilities and job placement objectives, the impact – positive or negative, direct or indirect, intended or unintended outcomes that the program has produced in youth, their living conditions, and/or the broader contexts within which they live and how responsive the program and CAP YEI model has been to changes in society that affect youth.



Focus Group Discussions (FGDs)

The consultants made use of focus group discussions to dialogue with the project beneficiaries and youth networks to provide the overall findings on beneficiary involvement in the project implementation as well as the potential impact of the intervention.

Owing to the Covid 19 Pandemic and the need to observe safety measures, the consultants relied mostly on virtual approaches to interact with the beneficiaries. Some of these entailed the use of the WhatsApp platform where groups were formed for the various categories of beneficiaries. Short answer questions were then posted and participants were allowed to either write their responses or record them on the platform. Where possible, Skype and Zoom were used for the group discussions, especially those targeting the trainers. The availability of resources to support them to do so was first assessed. Time and resources necessary for maximizing participation and inclusiveness through remote means following COVID-19 health and safety protocols were allocated. The evaluation team, therefore, took into consideration the factors that would limit participation for certain beneficiary groups, such as internet and data-top-up access, and technological literacy. Before the discussion, the consultants verified that participants had the necessary equipment, a strong internet connection, and a location from which to participate that was free of interruption. Given the “stay at home” and lockdown restrictions, diversions were common. The evaluators, therefore, strove to manage situations with calm and tact.

The group discussions did not have the standard 8 to 12 participants, due to COVID-19 restrictions, but were limited to 4 participants at most. These were carefully selected to include those that may be happy with the project and those with divergent opinions. In some instances, two opposing participants were invited to debate relevant questions about the project.

The target stakeholders included beneficiary youth. The discussions brought the beneficiaries’ perspectives on the relevance and coherence of the project’s design, how the project is perceived and valued by the target groups, the contributions of the project to the development objectives and impacts, unexpected results and factors affecting project implementation and any lessons and potential good practices. The focus group discussions included a well-thought sampling strategy to have different beneficiary cohorts equally represented.

The stakeholders were asked for consent to participate in the interviews and discussions. A standard consent statement was read out to participants in seeking their consent. Where the consultants needed to record any of the interviews/discussions, permission was sought from the participants.

Structured Questionnaires

Questionnaires were developed for beneficiaries (graduates, employed/unemployed), trainers, and employers/entrepreneurs. The questionnaires were uploaded on the Kobo Toolbox which provides a good platform to collect data using mobile devices i.e. smartphones and tablets. Kobo Collect on phones was preferred because they collect rich data including GPS, images, and voice and the forms can be used offline. While these were mainly administered in-person (observing all the requisite COVID-19 protocols), the



questionnaires were in some instances virtually administered to the target respondents by enumerators. The questionnaires helped ascertain the youth's experiences before and after the learning activities, the employment outcomes, entrepreneurship outcomes, further learning, life, and family milestones, financial literacy outcomes, i.e. the extent to which the program has affected the beneficiaries, the likely longer-term impact of these effects and whether they are likely to contribute to addressing the needs of the youth. What the project beneficiaries are engaged in after graduation and why; how they are using the skills acquired and how the skills and knowledge acquired through the learning cycle have influenced the life, work, and career of the youth was also learned from the questionnaires. The questionnaires also brought out the quantitative changes in the level of access to market-driven technical skills, financial and business management capability. The tools, therefore, helped understand the correlation of skills acquired during the training and jobs held and career path. They also provided an opportunity for analysis of most marketable courses given easy access to employment and incomes returns as well as the beneficiaries' employability (self/formal employment).

3.3 Data Analysis

The quantitative data obtained from the Kobo Collect were exported to both Excel and the Statistical Package for Social Sciences (SPSS) version 18.0. The analysis using SPSS software involved summary, presentation (tabulation and charts), and descriptive statistics (means, standard deviations, and frequencies). Frequencies and percentages were calculated to describe the basic characteristics of the data.

Open-ended responses from key informant interviews and focus group discussions, literature, and program documents reviewed were recorded appropriately for further processing. Responses were coded and analyzed for themes and comparisons made. The qualitative data was transcribed fully in line with the evaluation objectives, scope, and questions. The data obtained from KIIs and FGDs were coded by identifying and labeling (coding) items of data with similarities in themes, certainty, and according to objectives and emerging themes using Atlas-ti software. The content analysis was augmented with constant comparative analysis. Information from the desk review, interviews, and discussion were integrated using question by method matrices to facilitate comparisons and identify common trends and themes.

Triangulation: In this evaluation, a combination of several research methods were utilized to get a wide view of the project, and thus triangulation was a significant tool. Triangulation facilitated the validation of data through cross verification from two or more sources.

3.4 Sampling

An initial mapping of the respondents was done to facilitate a decision on the number to be reached and the selection procedures. The selection ensured equal representation of the respondents as much as possible.

Sample Size

Population



The target population comprised CAP YEI staff who work at the various locations and headquarters; employers in the private and public sectors with the potential to employ young people who benefited from the BEST model. Other potential private and public sector training service providers, public sector and TVET institutions; and NGO partners, and local youth networks; the Mastercard Foundation team, and the beneficiaries were also targeted.

Sampling Procedure

Appropriate random and purposive sampling approaches were used to select respondents for a survey and to identify participants for the qualitative approaches.

Granted the project has so far trained 14 cohorts across its centers with over 20,342 youth being reached directly (in both demonstration and replication centers) while a further 31,819 youth being reached indirectly, through Capacity building training., the Krejcie & Morgan's formula (Krejcie & Morgan, 1970) and table (Annex iii) was relied on to select the youth for the survey. From Krejcie & Morgan's table, 377 youth reached directly and 379 youth reached indirectly, were targeted during the evaluation. Any disparities were considered through probability proportional to size sampling.

Stratified sampling techniques were then employed to ensure inclusion of the various cohorts (by year), center location, course/trades, employment (self/wage/salary employment), gender, and geography (urban, peri-urban, and rural). A multi-stage approach was then adopted to help in sampling up to the individual youth, trainer, and employer. Care was taken on statistical sensitivity. This helped enhance the confidence level, margin of error, and cluster size which were considered in the sampling.

Simple random sampling was then employed to select the specific individual respondents to give every element in the target population, and each possible sample of a given size, an equal chance of being selected. This method yielded representative samples and allowed the use of inferential statistics in analyzing the data collected. Every participant had an equal and independent chance of being selected, being independent of each other.

The sampling procedure for key informants was purposive and judgemental and was done in consultation with CAP YEI staff working on the program. This is a form of non-probability sampling in which only those individuals with adequate information on the program were included in the sampling framework. The sample size was determined in consultation with Mastercard Foundation and CAP YEI as the data collection continues. Efforts were made to obtain rich data where diverse perspectives were captured and triangulated. Judgmental sampling is most effective in situations where there are only a restricted number of people in a population with qualities perceived to be desirable for the evaluation. Key informants were therefore picked purposively; only those with adequate knowledge about the project implementation, which permitted an in-depth analysis as possible, were selected.

Whereas it was required that a representative sample of the target population be selected for purposes of primary data collection (sources), a good deal of the potential respondents could not be available.

Accordingly, instead of “sampling” people for the interviews, almost everyone on lists of stakeholder groups was called until a representative sample was reached. The evaluators ensured that opinions and perceptions of all relevant stakeholders were equally reflected in the interviews and that gender-specific questions were included.

Respondents Reached

Based on the respective instruments/tools, approaches, and informants for the evaluation; the following respondents were reached;

Table 1 Respondents reached

Respondents to be reached	Total	Sample	Tools/Approaches			Total
			Survey	KIIs	FGDs	
Beneficiaries	52,161	756	882	0	10	898
Employers	200	132	210		0	
Project staff	24	12	0	12	0	24
Center managers/coordinators	22	10	0		0	
Regional coordinators	6	6	0	6	0	6
Facilitators	150	108	70	12	0	82
County directors of youth training	26	12	0		0	12
Chairman of TVET CDAC	1	1	0	1	0	1
Capacity Building (Govt. VTCs) - Principals/managers	183	98	40		0	
Capacity Building (Govt. VTCs) – Instructors	898	268	201	0	0	201
Mastercard Foundation	4	4	0	3	0	3

The sample was proportionately distributed based on centers (demonstration and replication), year/batch, courses, regions, and gender.

Most of the instructors reached (88.6%) were those in Public TVET institutions.

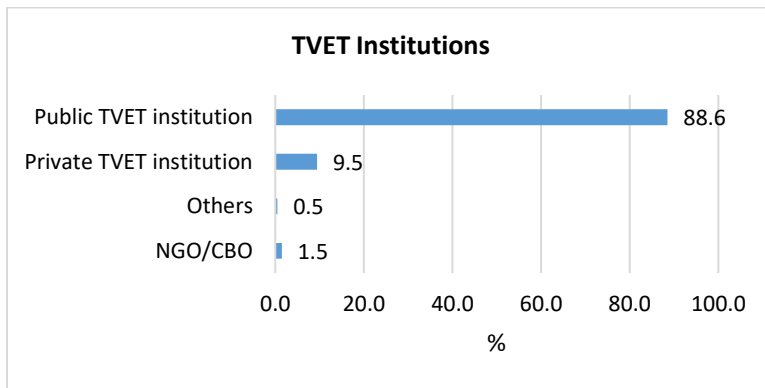


Figure 1 TVET Institutions reached

On the other hand, the majority of the employers (66.2%) reached were in the service sector as shown below.

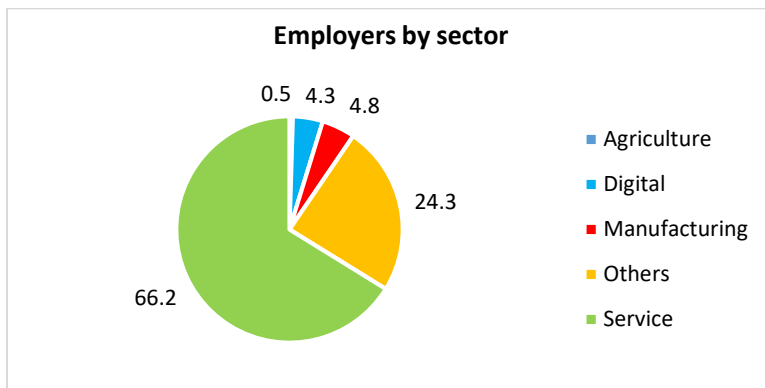


Figure 2 Employers reached by sector

More females (58%) than male youth were reached during the evaluation, most of who reside in urban areas (71%)

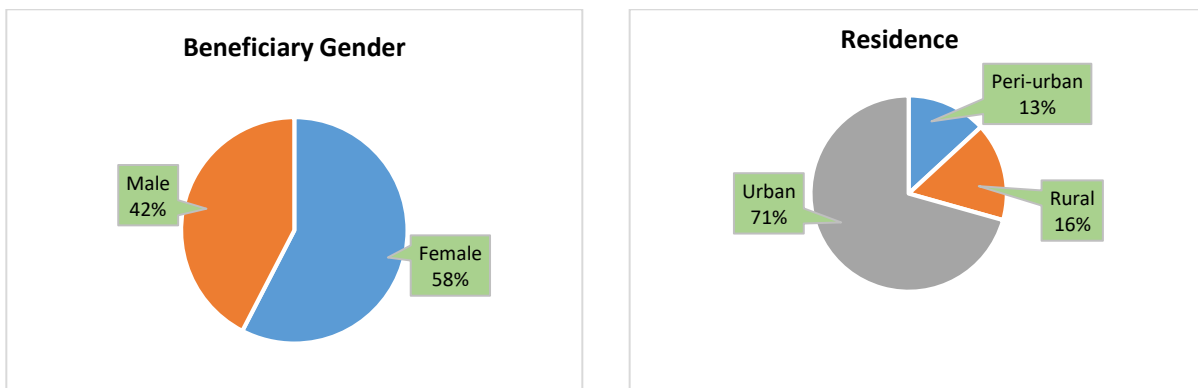


Figure 3 Beneficiaries reached by gender



3.5 Data Quality Control and Checks

Quality output at every stage was fundamental to the success of the entire evaluation process.

- Emphasis was placed on making every team member associated with this study a part of the quality control processes to deliver high-quality data according to research standards and ethics. The overall role of ensuring quality output during fieldwork and data processing however fell under the docket of the Consultants with the assistance of the CAP YEI staff.
- Granted the study findings could be affected by threats to internal and external validity, care was taken to mitigate the threats. To ensure the validity of the research instruments this study adopted content validity to assess how relevant the instruments captured specific study questions. To minimize random error, the study ensured that all questionnaire items accurately addressed the questions. To ensure validity, the instruments were pre-tested based on the pre-testing sample size prescribed by Mugenda & Mugenda (2003) at between 1% and 10% of the study sample size.
- The methodologies were also designed to deliver high standard data according to research standards and ethics.
- The training of enumerators and data entry clerks emphasized the importance of ethical practice, care, and attention to detail in interviewing and recording responses.
- Strict supervision, guidance, and backstopping were done by the Consultants and the CAP YEI staff. During fieldwork, daily reporting meetings were organized to address any data gaps and quality concerns. The consultants constantly checked the work of the interviewers. Any problems were thus rectified in the field. The field supervisor and the consultants also visited the field sites to check on the progress of the field teams in the different locations for spot checks. Daily data quality checks were done at the end of the day to address quality lapses.
- Data entry clerks were also trained and supervised. Further cleaning with logical checks was carried out on the completed data sets before analysis.

3.6 Evaluation Study limitations

- The COVID-19 situation remained the greatest risk to the execution of the evaluation. The consultants mitigated this by observing the WHO and Kenya government advisories and conducted meetings and interviews remotely (Zoom) and as appropriate.
- The unavailability of some respondents to provide information is due to their busy schedules. Some of the key stakeholders were busy hence could not be reached to participate in the evaluation as scheduled. The meetings were therefore rescheduled as appropriate and accomplished.



- Some graduates' telephone contact information had changed, while others refused to be interviewed. In other cases, there was difficulty due to their widespread location across the regions and their mobility since completing the training. The evaluators worked within constraints were able to reach the sample required.
- The basis of this evaluation was self-reports by stakeholders in the project for Key Informant Interviews and facilitated Focused Group Discussions. For that reason, the evaluators corroborated responses and the validity of responses was assessed. Self-report being retrospective is based on the respondent's memories that might or might not be relied upon. Where there was limited information, this was addressed through the use of multiple data collection and analysis approaches to enable an in-depth understanding of the evaluation questions. Project documents were for instance examined where information gaps existed in the stakeholders' responses.

4. Findings

4.1 Relevance:

The Project Theory of Change

The project is implemented based on the Basic Employability Skills Training (BEST) model, which brings together various components including prior market research, training, mentorship, field visits, internships, and enterprise and job placement to address transitional pathways for disadvantaged youth. The model is implemented through accelerated learning in facilitated environments that allow youth to acquire skills, access jobs and enterprise to earn and save, and access more secure futures for themselves, their families, and communities.

The primary outcomes of the CAP-YEI program are youth who are empowered as individuals, connectors of opportunities for family and community, and accomplished multi-taskers able to juggle multiple livelihood opportunities. The objectives are that disadvantaged youth will learn and acquire life skills, job market-relevant skills, savings education & small business development training through the BEST model. The other objective is that disadvantaged youth will access internships and jobs during their training that are facilitated through institutionalized public-private partnerships including engagement with the private sector and government training service providers.

The BEST model contributes directly to these outcomes through a process that takes 9 STEPS (in its first cycle). All training courses are selected based on a prior market assessment which identifies the potential job or market opportunities for the youth after training. Regular market scan revisits are conducted to confirm whether this sector's employability potential is still valid and the decision made on this basis as to whether to continue with a course or stop altogether. When the program review confirms that no new market scan is needed, the next batch starts at the second step (Curriculum) to allow for minor curriculum adjustments. Further, there is a design for follow-up through alumni networking and continued engagement.



Figure 4 CAP BEST Model

The Theory of Change, therefore, assumes that lack of training, mentorship, practical experience, and job placement prospects for the youth is possibly the most evident cause of unemployment among the youth. Given the fact that skills and linkages to opportunities are the main impetus for employability, the lack of these has contributed to the high unemployment among the youth. This was the theory of change that guided the first phase of the project.

These assumptions have largely remained correct even though some components of the model have evolved with lessons learned being fed into program design and implementation. In the second phase, there was a shift in response to the situation of Kenyan youth vis-a-vis emerging labor and micro-enterprise markets. The new economy and the opportunities for youth called for a substantial shift in the project approach. There has for instance been an evolution from training purely for wage employment (basic



employability) to embrace entrepreneurship training. The original BET model, as developed in India, was primarily focused on providing skills and support to enable vulnerable youth to secure entry job opportunities. The focus on entrepreneurship was one of the earliest modifications of the model when introduced to Kenya and came from a recognition that the nature of the Kenya economy was unlikely to yield sufficient jobs even at entry-level. The value of this creative adaptation of the BEST model has been amply demonstrated in 2020 when the COVID-19 pandemic led to many youths losing their entry-level job, leading to an increased preference for self-employment as a coping mechanism. The idea of working with SMEs as a practical module of entrepreneurship training, for instance, food processing and services was an extension of the adaptation and an addition to the original project theory of change. To support this, several SME Labs were created first to serve as practical platforms for business training for CAPYEI youth. Over time some of these SMEs have proven as commercially unviable while others, such as the Agribusiness training in Nyahururu have shown great potential to grow as training aids and even generate income for the organization in the future. The demonstration farm Nyahururu, with replication in Kilifi County under consideration, is now used for the youth undergoing the training as a strategy for training youth in food production, value addition, and marketing skills development, all helpful in securing jobs later post-training as well as using the same skills for their self-employment engagement.

Emerging issues such as COVID-19 were not predicted and were not captured in the project theory of change yet have had a significant impact on the project. This led to the establishment of strategies and mitigation measures against the COVID-19 pandemic (virtual learning). This has led to the establishment of a Learning Management System (LMS) to deliver training remotely when the Government ordered all face-to-face training to be stopped. To support this program, the organization has digitized ten of its curriculum and is now working to digitize ten more from the TVET sector. CAP YEI has also developed SOP's for blended learning and safe operations during COVID-19 for its staff and TVET partners. Finally, the organization has created a virtual learning business college to support its alumni on the entrepreneurship pathway, with content adapted from the ILO basic business training curriculum.

In a nutshell, the BEST model has immense adaptability to different contexts successfully and this is one of its greatest strengths. As afore mentioned, at the onset of Covid 19 when the government resolved to close all educational institutions countrywide, and with 400,000+ TVET students out of classrooms, CAP YEI assessed the need to adopt digital learning and launched the drive to develop an LMS that would be used in its centers and government VTCs in the TVET sector. The "BEST LMS" by CAP YEI was launched, which included web and mobile versions. The BEST project model also responded to special cases of youth vulnerability in an adaptable manner, reaching some groups such as youth in radicalization and in so doing offered positive transformation. Besides embracing the importance of entrepreneurship and incorporating it as a new component which it refers to as BEST-to-Business, the other pointer to flexibility are the demo farms set up under the Go-Blue-Economy project. One of the major barriers to TVET reform is likely to be the lack of adaptability and dynamism is monolithic. The lessons from CAPYEI are thus likely to prove invaluable.



Components of the BEST MODEL (synergies)

CAP YEI’s BEST model is very relevant because it is based on very pertinent researched societal needs; youth empowerment for the achievement of the economic and social needs of the country. From a national socio-economic point of view, there is a dire need for employment opportunities for the youth.

The first phase of the CAP YEI program was part of a set of projects funded by Mastercard Foundation called the ‘Learn, Earn and Save Initiative for Sub-Saharan Africa’, which, along with two other interventions in Uganda and Tanzania, was essentially meant to test approaches to youth skill development, employability, and entrepreneurship creation using closely similar models developed by Fondazione Paraguaya (in Tanzania) and Swisscontact (Uganda and Tanzania). It was essentially a learning phase intended to gain knowledge and good practice to ensure a transition for the young people with the skills into the workplace or business. The second phase was then meant to broaden the outreach to the youth, expand entrepreneurial pathways and deepen the expertise to pilot new approaches within that and scale up CAP YEI’s approach through capacity development of the TVET sector.

Gaps in youth employability being addressed through the model

Kenyan population has over the decade continued to grow exponentially, currently standing at 47.6 Million according to the 2019 Kenya Census report by the Kenya National Bureau of Statistics (KNBS, 2019). The population of young people (aged between 18 and 34 years old) constitutes more than a third of the Kenyan population (14 million). It is worth noting that about 75.1% of the population is below 35 years of age implying that indeed, Kenya does have a growing youth bulge which if harnessed could become a demographic dividend to the country and contribute productively to the growth of the economy. According to the statistics from the Census Survey 2019, over the last decade, there was over 10 million youth leaving secondary schools while tertiary education institutions, comprising university and TVET/Middle-level colleges, absorbed 4.2 Million of the secondary level graduates, leaving about 5.8 Million with no opportunities for gaining skills, as shown in Figure 1. This can be linked to high youth unemployment levels with over 2.6 Million youth found to be looking for work in the 2019 census survey. The youth, if not purposefully targeted to facilitate inclusive social-economic growth, represents a real risk in social stability for the country and a lost economic opportunity.

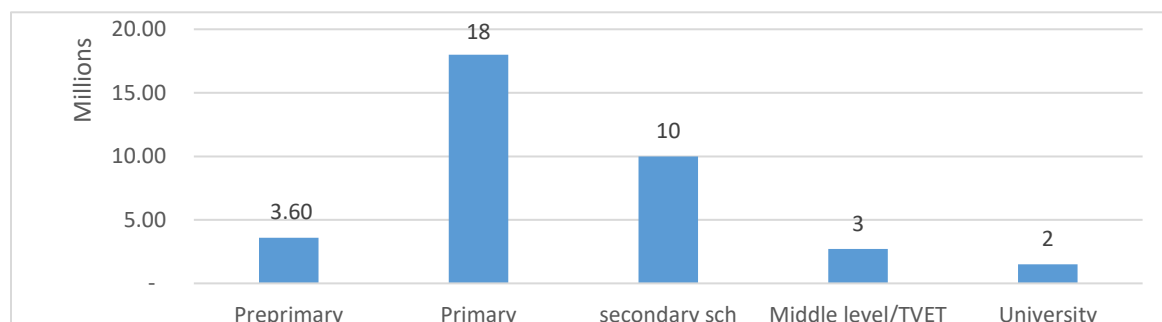


Figure 5 Status of youth exit points in the education system, 2009 – 2019 (KNBS 2019)

The private sector has the biggest potential of creating jobs, employing 70.5% while the public sector employed 29.5% of the employees in the year 2018 in Kenya¹; and is characterized by a large informal sector where a majority of jobs are being created. That notwithstanding, the twin challenge remains enduring skills mismatch to the labor market and inadequate training for middle-level technicians and artisans for current and emerging job opportunities on one hand, and a formal sector that is not growing fast enough to create the much-needed jobs. Relevant skills development among the youth is critical in improving their employability as well as contributing to increased productivity and competitiveness. The immediate and emerging labor market in Kenya and the East African Region has continued to experience middle-level skills shortages and mismatch in key sectors.

The analyses of youth employment patterns show that not all youth are equally affected by unemployment and that their chances for employment differ depending on their age, education, social status, gender, and origin.

The BEST model was conceptualized to focus on the young people who do not have skills and are not qualified to



Figure 6 Computer class in session

universities or do not have resources to go to the technical institutions - often described in popular parlance as NEET (Not in Employment, Education or Training). This model is focused on this vulnerable cohort of the youth who have been left out especially the primary and secondary school dropouts. It addresses the gap among the vulnerable youth that no one else is addressing. These individuals are so many, and the model

¹ KNBS (2020). The Economic Survey 2020

seeks to make them employable by equipping them with soft skills and technical skills, as well as linking them to job opportunities to have them earn incomes to improve their livelihoods.

The most critical gap in youth employability being addressed through the model is therefore

PHASE I					
Direct Reach					
Sno.	Placement Status	Total	Male	Female	(%)
1	Employment	6,594	2,963	3631	76%
2	Entrepreneur	634	340	294	7%
3	Further Studies	377	150	227	4%
Total Completed Training		8,663	3,808	4,855	
Drop Outs		248	138	110	
Total Enrolled		8,911	3,946	4,965	
Indirect Reach		6,039			
PHASE II					
Direct Reach					
Sno	Placement Status	Total	Male	Female	(%)
1	Employment	13,858	5,341	8,517	68%
2	Entrepreneur	3,433	1,349	2,084	17%
3	Mixed Livelihood	598	250	348	3%
4	Further Studies	871	309	562	4%
Total Completed Training		20,405	7,759	12,646	
Internship		1,263	389	874	
Drop Outs		203	103	100	
Total Enrolled		21,871	8,251	13,620	
Indirect Reach		44,244			

Table 2 Direct and indirect reach for phases one two

unemployment resulting from the skills gap and lack of linkages to livelihood opportunities including wage and self-employment. The mismatch between the skills which youths have and those which are required in the workplace is also a gap the BEST Model has been working at closing. The BEST model seeks to bridge this gap between employers

and employees, therefore engages the employers and the youth to ensure the skills gap is addressed.

[How does the BEST training approach address the felt needs of the youth, employers, and TVET trainers](#)

In Kenya and Africa at large, the youth bulge has led to a very huge rate of unemployment, even as training institutions churn out graduates at the end of every year. The transition rate to employment is not equivalent to the number of youths that are churned out by these training institutions. The BEST model has been successful in enhancing the transition to employment with most of the youth securing livelihood opportunities.

Through the BEST model, the project has reached 81,065 young people, directly reaching about 30,782 youth. The transition to employment has also been encouraging. The model is quite different from the formal training in government institutions since it has been customized to the needs of the youth and contexts of youth.

From CAPYEI’s interaction with young people, done during market scans and other events it seems clear that young people are not willing to go for long durations of training lasting from one to two or more years.

They need a model that can help them get the skills that will support them to quickly begin to earn a livelihood.



Figure 7 A practical lesson

On the other hand, employers need a competent and skilled worker; not a person trained in a lot of theory but a hands-on person. The employers have subsequently embraced CAP YEI graduates as compared to those from other institutions since it gives them (the employers) the opportunity to access a readymade workforce. Employers find it challenging to employ university graduates to do certain jobs but still have to train them again, including on their attitude.

For the trainers in government TVET institutions, the BEST model has been able to build their capacity. The vocation training centers have for a long time suffered

challenges of low enrollment. For instance, a VTC in Tana River called Tarasa did not have even a single student of their own before CAP YEI to support them under the capacity-building program. All the students (210 – 95 female) there came because of CAP YEI. In Eldoret VTC, it had only 15 while in Lamu VTC there were only 8 students when CAP YEI started a partnership with them. Currently, they each have up to 700 students. The model has supported these VTCs in building the capacity of the trainers and showing them the best practices and strategies to improve their institutions. This has helped them improve on their enrolment, retention, and completion rate having adapted short courses and the practice of student placement into jobs and small business start-ups.

The evaluation established that most of the youth (46.4%) joined the training program to acquire skills for salaried or wage employment when 23.1% joined mainly to acquire skills for self-employment as shown below.

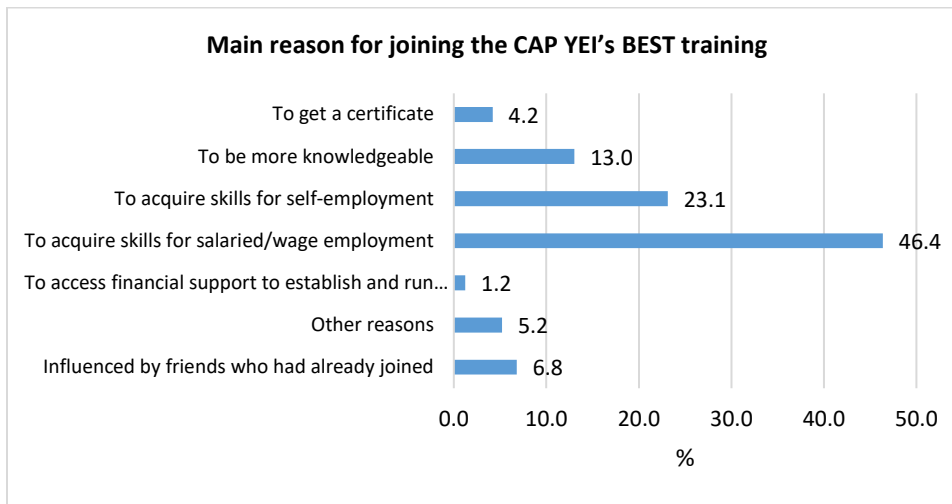


Figure 8 Reasons for joining CAP YEI training

The life skills training component of the BEST model has for instance been found most useful by up to 39.3% of the beneficiary youth when 34.2% of them found the market-relevant technical skills component most useful to their needs. Nonetheless, only 1.1% of them found the pre-and post-training counseling component of the BEST training most relevant to their needs as shown below.

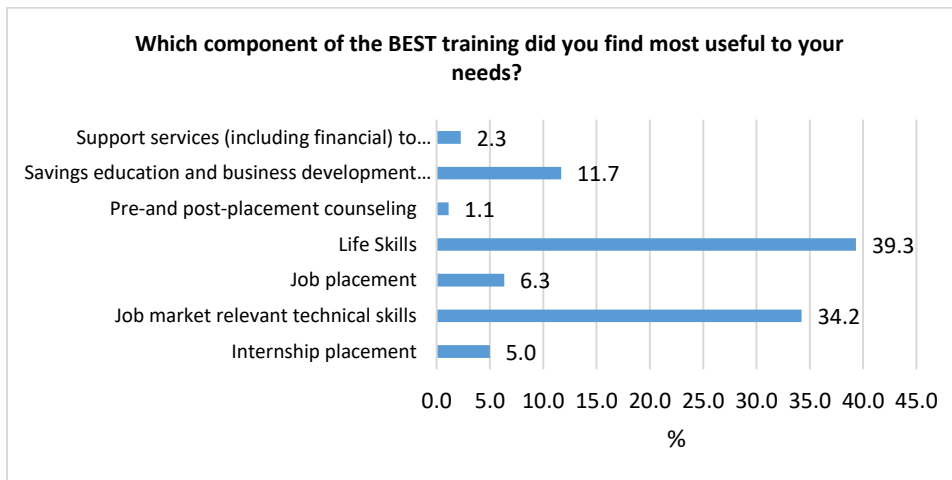


Figure 9 Most relevant components of the training model

Most of the youth (79%) have used the skills and support received from CAP YEI when only 12% have not used these. However, 9% have not yet used the skills and support but hope to use them as shown below.

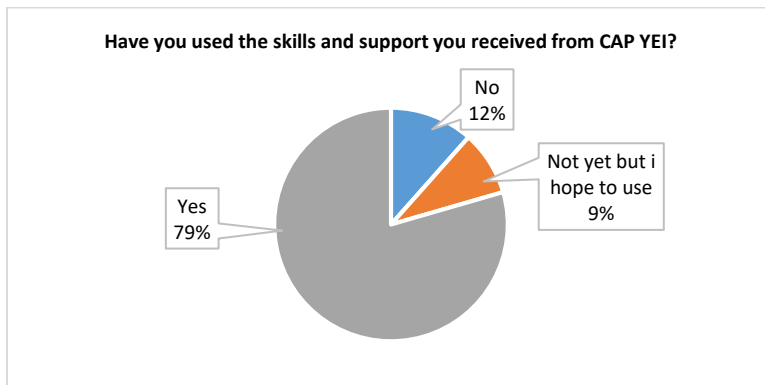


Figure 10 Utilization of the skills and support from CAP YEI

Those using the skills and support from CAP YEI have mostly (59.9%) used it to get employed for wages and salaries while 32.1% have gone into self-employment or starting their businesses. A further 2.2% of the youth have gotten into mixed livelihoods by starting a business while still in employment. The 2018 tracer study of CAP YEI direct reach alumni from 2011 to 2018 found that 54% of the youth enter wage /salaries employment while 40% gain self-employment or start their businesses². Similarly, a University of Minnesota study also established that those in the informal sector frequently cobbled together multiple earning strategies, both over time and simultaneously³. Some 5.8% of the youth reported having used the skills and support from CAP YEI to continue learning.

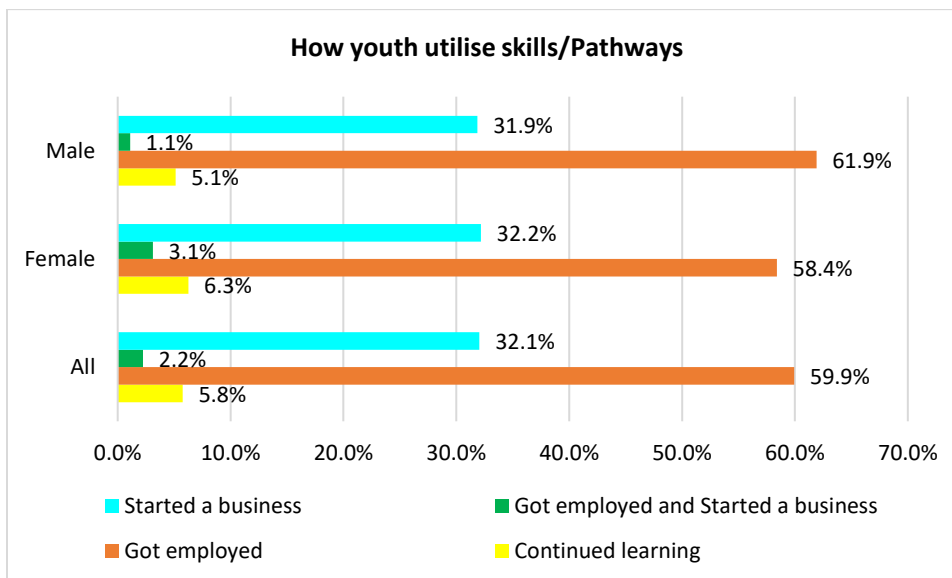


Figure 11 How skills are utilized

² CAP YEI (2018). Tracer Study of CAP YEI Direct Reach Alumni from 2011 to 2018

³University of Minnesota (UMN) (2 01 8). Getting Ahead and Getting By: Exploring Outcomes of Youth Livelihoods Programs



Although not very significant, more of the females (32.2%) than males (31.9%) have gotten into self-employment (started a business) whereas more of the males (61.9%) get into employment than females (58.4%). There is thus a substantial gender gap in self-employment. Discussions with key stakeholders nonetheless suggest more can still be done to enhance entrepreneurship skills among women and to improve access to start-up financing.

The youth see self-employment as a route to a high income and more time with the family or to do their things. Those in self-employment indicated high income as the main motivating factor, while those in wage or salaried employment indicated interesting jobs and job security as the motivating factors for their career choice during group discussions. It seems many youths are favoring entrepreneurship out of lack of choice as they lost jobs when COVID hit.

The youth in employment have faced a range of challenges, some of which they have relied on skills received from CAP YEI training to resolve. As shown below, the most common challenge cited is low salary (54.1%), inadequate technical skills (15.1%), or inadequate social skills (10.2%).

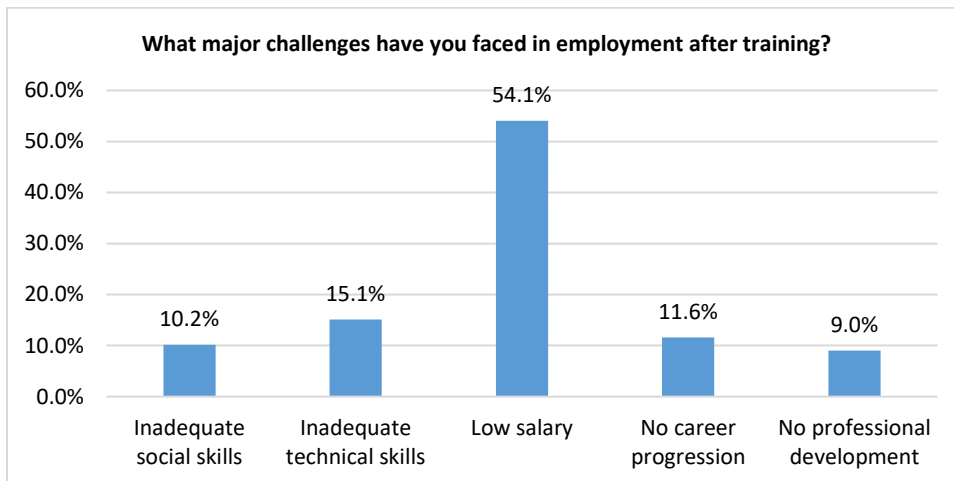


Figure 12 Major challenges faced in employment

Because of CAP YEI’s training, the youth have become stronger and more confident, thanks to the training approach, premised on the notion that for youth to be productive and improve their well-being, they should develop holistically. The training based on the BEST model has therefore helped up to 87% of the youth in overcoming the challenges faced in employment.

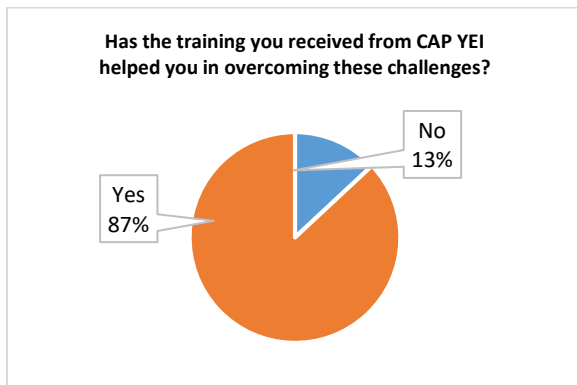


Figure 13 Using the training to overcome challenges

As a result of the skills training from CAP YEI, youth report they have no trouble getting to work on time, handling heavy workloads, or dealing with difficult co-workers. The training equipped them with such skills as time keeping, perseverance, and persistence as important work ethics.

There is generally a mismatch in what the employers need vis-a-vis what is being trained in most training institutions in Kenya. Most of the graduates of the training institutions do not match what the employers need, leading to employers not absorbing quite a huge percentage of the graduates. On the other hand, the BEST model works with employers from the onset. The model's nine linear steps commence with a training needs assessment or the markets scan which engages the potential employer to understand from them some of the gaps in the sectors. Curricula are then developed based on the gaps identified in the various sectors.

From their engagement with the CAP YEI BEST model trainees/graduates, 66.2% of the employers say the BEST model approach to a great extent imparts skills that help the young trainees meet the needs of the various prospective employers as shown below.

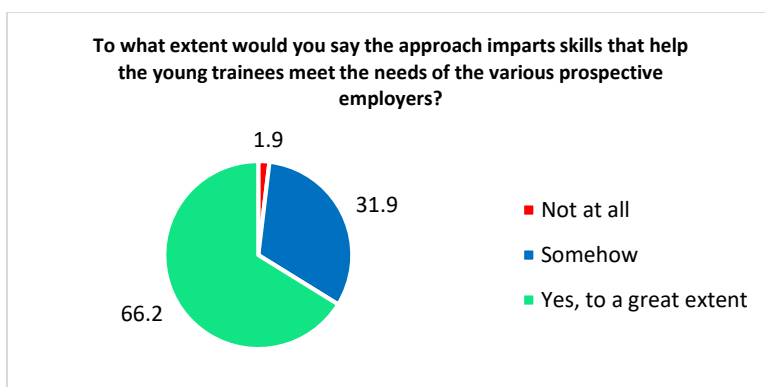


Figure 14 Skills meeting the needs of employers

From their experience working with CAP YEI graduates, employers reached reported that the graduates have adequate soft or life skills required for the world of work when they are hired. Up to 49% of the

employers reported the CAP YEI graduates to have adequate problem-solving skills required for the world of work which they bring with them when they are hired. At least 24.8% of the employers reported the youth to have adequate self-confidence. Nonetheless, very few of the employers (1.4%) reported the graduates to have critical thinking /problem-solving skills.

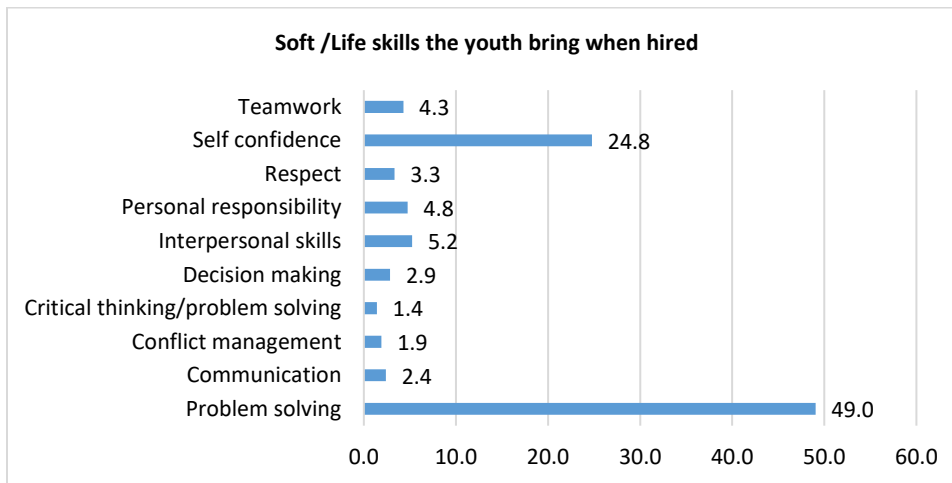


Figure 15 Life skills youth bring when hired

[Comparison of the BEST model to other skills training models/approaches](#)

The BEST model is unique in that it is focusing on both the skills delivery and the transitions to work comprehensively and holistically. Its emphasis on apprenticeship and structured work experience promotes the training to work transition. The model, unlike others, trains the youth in soft skills like self-confidence,



Figure 16 Security training on drills

trustworthiness and responsibility, presentation skills, business language skills, networking, and entrepreneurship skills that expedite the training to work transitioning. On the one hand, Swisscontact’s youth skills development program is for instance only targeting transitions into the informal sector by mainly focusing on building entrepreneurial skills and tackling the issue of access to finance. In terms of promoting the transition to self-employment, Swisscontact’s Promoting Life Skills and Livelihoods project commonly referred to as Skills for Life (S4L) which was designed to strengthen the income-

generating capabilities of youth is doing better than CAP YEI’s BEST model.

Over the years, the BEST model has been taken up by training providers, most in Government TVET but also some in the civil society and some private sector players. Many of those are sector-specific, i.e. focusing on a particular sector of skills and employment, either the IT sector, the construction sector, agriculture



sector, etc. CAP YEI's BEST model is on the other hand using a devolved approach delivering entry-level skills and transitions to work or business in a particular local environment based on what is most relevant for that market. An additional comparative advantage the BEST model has is that it allows feedback from the employers, i.e. the employers' needs are considered, based on which CAP YEI's BEST model trains the youth. This is besides the market scan done before the commencement of the training and placement cycle.

There are other programs in the country, for instance, those funded by USAID, Mercy Corps, and RTI, DanChurchAid, Swisscontact which may appear similar to the BEST model but the difference is that these other programs have training courses that last longer periods. The CAP YEI model is better not only in the skills development but also in preparing them for employment through the work readiness program as well as the placement of the students. The components of the life skills training, work readiness and placement are key for the model that also affords it a competitive advantage over others.

While CAP YEI focuses on all parts of the country, targeting all vulnerable youth, others like Welthungerhilfe's Skill Up project targets training of young people and the development of job markets in poor regions, specifically slum areas.

Similarly, the BEST model has a different mentorship component compared to DanChurchAid(DCA) and Generation, Kenya Youth Training Program. The DCA program has blended learning – digitization of business skills and entrepreneurship training and mentorship. DanChurchAid's mentorship and peer interaction model is a powerful design for ensuring that youth had someone to “walk with them” as they execute the lessons they are learning and that they apply problem-solving skills through the process, including at the workplace. Equally, the Generation Kenya Program provides high-quality entry-level talent to employers by training and connecting unemployed young people with skills required to succeed in a job whilst supporting these youths to achieve personal and professional success through mentorship and coaching services under a strong Alumni network and Employer mentors. The BEST model also integrates mentorship at all stages of delivery – from induction, work readiness training, and post-training support. It utilizes a blend of digital and face-to-face tools including MIS, QMS, and the first digital LMS ever developed for TVET in Kenya. The main difference between CAPYEI and, e.g. Generation is that BEST is generic by choice and aims to give youth multiple options after training. Generation is customized to offer focused training targeted specific sectors and employers. Its graduates make very good workers but in a narrow skills spectrum and tend to struggle when required to apply their skills outside this spectrum.

The BEST model has, however, like other programs, merged its approaches to business skills with some element of access to finance. The Kenya Youth Employment and Skills Program (K-YES) has for instance included both business skills with access to finance into a single curriculum and delivered them to both individuals and Village Savings and Loan Association (VSLA) members. Bringing these two aspects together makes sense to the program’s practicality and its delivery. The other advantage of the BEST model is that it broadens the chances of employability since it has entrepreneurship as a cross-cutting training for the youth. If the youth do not secure jobs, they can venture into business. Besides, this has made it possible for many youths to venture into business even while in salaried or wage employment. This gives them an opportunity for multiple income streams.



Figure 17 Hospitality management training

The life skills training component also makes the BEST model unique. Youth without adequate life skills training for instance university graduates have personality problems and are very selective in the income-generating activities they may want to engage in. The BEST model in contrast prepares students to understand themselves and the opportunities that are present in their environment and are thus not selective, leading to a quick transition to employment.

The project has different kinds of partnerships with different stakeholders, which have been very beneficial to it. For instance, there is a partnership arrangement with the national and county government, which brings in the Chiefs, Assistant Chiefs, and County Commissioners to support the mobilization of the youths who are willing to join the program. The other stakeholders are the churches, mosques, and community-organized groups e.g. youth groups, women groups, and village elders that give the project platforms to talk to the youth during mobilization.

[Population segments not effectively reached by this program/ being left out of the project](#)

The model’s aim is that youth between 18 and 25 years are effectively reached with none being left out of the project and/or not fully integrated whether because of gender or education levels, geographical location. However, based on the different expectations from the donors, there are different age limits for the beneficiaries. For instance, under Mastercard Foundation, the target is youth over 18 to 25 years, for the European Union and GIZ, the target is age 18 to 35 years. There is therefore no deliberate action on the part of CAP YEI to lock out any potential youth in joining the program.

As well, some key underlying conditions somehow lock out some of the potential beneficiaries. In the



Figure 18 A female student during practical training

selection criteria, for instance, a youth must have an identity card as proof of age, which is what employers also ask for before engaging the youth. The other issue that hinders some youth or some regions in the country from accessing the program is security. The project for instance once intended to include youth from Garissa when terrorists attacked a university in the region and these plans were called off.

While the young mothers with young babies are allowed and are encouraged to attend training, even in the company of their babies, they are also unable to benefit from the training since these are full-time courses running from 8 am to 5 in the evening, Monday to Friday, because many of them lack of child care. Even so, an arrangement

has been set up for the youth to join training through blended learning, where both in-person and virtual platforms of the training are accessed, especially during covid-19 pandemic restrictions.

The other segment which the model has not reached well is the people living with disabilities. That is an area in which the program has not been able to do well because even if they are targeted, they are not able to cope with certain aspects of the program for example technical training for the blind and those living with some kinds of physical disability.

The program targets persons that have completed at least class eight and can read and write. Even though there is a segment of youth who cannot understand the official languages of English and Swahili. This segment of youth may be left out during the training. Also, the project does not recruit individuals with diplomas or degrees. Based on education, those are the two segments excluded by the program.

Because the project is also targeting youth with minimal education and also considered vulnerable, it leaves out other unemployed youth for example university or college graduates. Many of these youth do not have employable skills and would benefit a great deal from the technical, entrepreneurship, and life skills training, work readiness preparation, and placement offered under the BEST model.

Even though there was a deliberate strategy by CAPYEI to target more females as they form the biggest portion of the vulnerable youth demographic, the females remain disadvantaged even with such extra support. The enrollment, retention, and completion rates suggest that more women are enrolling into and completing the training compared to young men. The evaluation revealed that of those completing the training, 57.6% were female while 42.4% were male. This may be because the young men are usually engaging themselves already in some ways of making money thus lower attendance and completion rates. For example, they are running boda-boda taxis, doing some manual work, etc. They find it very difficult to



attend the training because the training is implemented day-long. If they commit themselves fully, they will not be able to earn money to sustain themselves, and sometimes their young families. For instance, more females (63.9%) than males (58.7%) take less than six months to find employment after CAP YEI. The young men have as a result not performed as well as the females in this model. The model could be restructured to specific times to allow for part-time training to accommodate those unable to participate in the current model.

4.2 Efficiency:

The key strengths and challenges associated with the implementation of the BEST program model

While effectiveness remains crucial, it becomes a challenge when a project grows in scale. To some extent, CAP YEI has been trying to expand the program to every region, and to reach almost every needy young person. For that reason, having a successful project that is both very contextualized and market-driven, and with a personalized approach for every location and beneficiary, becomes challenging when it is trying to scale up. Trying to widen scope may lead to losing some of the focus, as well as the quality, which becomes more and more elusive. With the component of the model focused on indirect delivery through the TVET system through the under-resourced vocational training centers, quality control also becomes a challenge. Accordingly, the capacity to maintain quality and to maintain all the different components of the BEST model as intended become problematic; an expected price to pay (loss of fidelity) when an organization like CAPYEI seeks to adapt a program solution to become a system transformation solution.

There is also a huge demand that the project cannot always meet. There is a huge population of young people that require training and what CAP YEI is providing currently, as an organization is just a drop in the ocean. In most of the centers, there is a very huge number of potential beneficiaries interested in the programs but they cannot be accommodated. A case in point is Kisumu center where there are only three courses and the maximum that can be enrolled is 105 per cohort. However, any time during mobilization, there are usually more than 400 Interested potential beneficiaries. The other challenge experienced is the case of courses that are in very high demand to an extent that the private sector asks for so many employees which the project cannot provide. A course, like Security Guarding and System, has some employers wanting to employ trainees even before they are adequately trained. The project cannot allow that as an institution, because standard operating procedures are requiring one to complete the three months of training. Even so, recruitment of young men into the program has remained a challenge as not many of the males are ready to take up training thus drawing in more females than males.

The three-month training period may also be too short especially for individuals who might be slow learners and may perhaps not grasp the whole concept. This gives the other programs which ran for a longer duration advantage over the BEST model. Besides, the idea of recruiting new cohorts after every three months means the facilitators tend to forget about the earlier cohort and focus on the current ones. This reduces the opportunity of follow-up to ensure that all the graduates have gotten placements or established businesses before focusing on a new batch.

There has also been a challenge with placement and some of the employers take up trainees for internships for one to two months promising to consider them for employment but eventually do not employ them. The problem here is that the economy has not been growing in the way it can be able to accommodate the many young people needing jobs. Employers will not take in people if the economy is not able to sustain that.

Another challenge is associated with certification. Some young people who graduated successfully cannot access work opportunities as some employers have not recognized the CAP YEI certificate. This is largely due to restructuring reforms in Kenya. CAP YEI would have wished the recognition of the certification, but CDACC which oversees certification has not started offering recognized certification.

Young people are also very mobile such that even when placed, the retention rate is low as the turnover rate is high. The other related difficulty sometimes experienced is the staff turnover. The project then has to spend money to recruit and train staff, which takes time. Nonetheless, with the introduction of such measures as gender mainstreaming in the workplace and improved management, the staff turnover has not been very significant over the last few years.

The different components of the model have evolved with lessons learned being fed into program design and implementation. The curriculum was for instance earlier linguistically inclined to the Indian cultural context, having had an Indian foundation. This has however changed over time, becoming completely localized, with the management currently at almost 100% Kenyan.

The model has also transitioned from training purely for wage employment (it was called basic employability) to include entrepreneurship training. It was majorly for training and placement into wage employment but now one of the key skills trained in is entrepreneurship to enable youth to acquire skills for self-employment. It now comprises established SMEs as a practical module of entrepreneurship training, for instance, food processing and services. The project thus realized the need to produce an all-around youth or beneficiary who can go into either salaried or self-employment which led to the inclusion of the entrepreneurship development program as a fallback strategy for the youth.

Also now included for the practical components are the SME labs including the restaurant in Burururu, Nairobi, and the demonstration, and Nyahururu. The demonstration farms are not only helpful to the youth undergoing the training but are also used for training the local people in the green sector of the economy. This has also aided in improved value chain addition and marketing of farm products. The SMEs are thus a



Figure 19 Practical Session



strategy for training youth in food production, value addition, and marketing skills development helpful in securing jobs, later post-training as well as using the same skills for their self-employment engagement.

The idea of SMEs created to function for business training and income generation should, going forward, be included as an integral strategy for the CAP YEI model implementation. An effort to do this has already been made, through the creation of 'BEST to Business' of an iteration of the BEST model focused on supporting youth on the business pathway. These SMEs as well as a CAPYEI SACCO, virtual business college, and customized business mentorship program are now essential tools for implementation. Granted the practicality of the skills development is more important than the theoretical fragment, the model could be reviewed to have increased on-the-job training. The training can then be conducted not only at the centers but taken at various operational establishments.

Since the employers also require youth with both technical skills and soft skills, the project, owing to the need for the youth to acquire the soft skills, including for running their businesses, introduced this as part of the training.



Cost efficiency, Cost Variations, and Changes in fundraising and policy.

On resource management, the BEST model, costing on average 50,000 shilling per youth trained over 3-4 months, is more efficient compared to other training. The Kenya Leather Development Council for instance requires Kshs 115,000 per youth in six months for training. Their training program involves boarding which necessitates a lot of money. At CAP YEI the youth pay only Kshs 2,000 for registration, and then they can survive on their own; they find places to sleep and own food. Requiring that they pay for accommodation and food at an institution would constrain so many families who are not able to pay that kind of money to train their young men and women. If CAP YEI were to demand the same fees that the government and other private institutions require, then many young people would not be able to afford their training.

CAP YEI's BEST model also has a cost efficiency advantage over other similar programs. For example, CAP YEI can train in only 3-4 months and still produce a competent skilled youth compared to the other institutions who train for 6 months or even 2 years for the same skills. The motor vehicle mechanics certificate course for instance lasts 6 months and costs Kshs. 5,000 per month at Kabete Polytechnic while the artisan courses in hairdressing and beauty at Kenya Coast National Polytechnic lasts 2 years and costs 35,165 per term⁴.

Over time, attempts have been made to bring most of the project implementation costs down. One approach has been through competitive annual prequalification of suppliers. Single sourcing and using the same suppliers often leads to exploitation. The project has been enlisting almost 100 suppliers and since the competition to do business is high among the vendors, the prices have tended to remain modest. For instance, according to the procurement manager, a couple of years before, printing a page of project forms cost around 40 shillings. But when prequalification is used printing costs 5 shillings. However, in the past year due to the Covid-19 pandemic, most prices shot up. Through pre-qualification, the project gets many suppliers, mostly professionals, leading to value for money. However, the biggest factor behind cost reduction has been the achievement of economies of scale as the program expanded to, one-time training 10,000 youth per year.

Mastercard Foundation has been very generous to CAP YEI by giving multi-year funding, unlike other donors who provide yearly funding e.g. Catholic Relief Services and US Embassy each gave one-year funding. Multi-year funding increases the predictability and timeliness of the funding thus timely project planning and implementation. This leads to not only a more efficient implementation but also better outcomes for beneficiaries. As well, this facilitates pre-positioning of training materials, pooling orders (economies of scale), leverage of additional funds, as well as cost savings from making long-term purchases. This brings with it economies of scale of training many youths and the multiplier effects of training many at a time, etc. The European Union and the GIZ have also funded a few cohorts. Mastercard Foundation has however

⁴ CAPYEI calculates unit costs by dividing all costs (including administration, operations, overheads etc.) by the number of youth trained. Most other organisations (including government) only consider direct program costs when calculating unit costs.

been CAP YEI’s main pillar in donor funding. In the first five years, the project trained 14,000 and the current project phase is training more than 23,000 youths directly. In the capacity building component, the project has reached up to 39,000 trainers throughout the country, all of which could not be achieved without support from the Mastercard Foundation.

With the onset of the COVID-19 pandemic, physical learning became a serious problem and had to be stopped. Even so, Mastercard Foundation gave the project money to develop learning management systems and generate online learning materials including videos and recorded lectures. The project thus continued to support the young people's training during the pandemic through a Learning Management System (LMS) platform.

Utilizing the Mastercard Foundation funding, CAP YEI has kept increasing the centers and in different regions across Kenya. CAP YEI has also gone into different sectors for instance training in different sector skills. These are very worthy components of the project that have helped, especially the community around the areas where they are implemented.



Figure 20 Exposure visit

Through Mastercard Foundation, CAP YEI has been getting funding from other donors such as GIZ and the European Commission. The

track record with Mastercard Foundation has enabled CAP YEI to have trust with other donors and implementing partners. It was for the same reason that CAP YEI received further funding from Mastercard Foundation for the Covid-19 emergency and resilience response to facilitate continued learning and support. Besides, the second phase of funding came with a commitment, made by CAPYEI, to leverage funds received from Mastercard by raising an additional \$5M on top of the \$10M allocated. Although it was not required by Mastercard Foundation, this commitment was met and even exceeded.

The project has fostered coordination with other funders/initiatives and integration with other providers of youth employment, training, or social-economic support to youth. The project has for instance been able to work in collaboration with like-minded organizations, both NGOs, as well as the private sector, including colleges. Being a member of the Kenya Private Colleges Association, the project does not work in isolation. Likewise, the project is a member of the Permanent Working Group (PWG) hosted by the German Chamber



of Commerce and Industry. Besides Mastercard Foundation, CAP YEI has implemented the BEST model with funding from other players including the European Union, GIZ, and Generation Kenya.

4.3 Effectiveness:

[Linkages of the Program components to the intended program outcomes](#)

The Best model is a nine-step cycle broken into a linear sequence of steps; one leading to the next. For example, before starting the training, the players are identified through a market scan which also ascertains the training needs. This is based on the interests of the local employers (the particular skill sets needed) and those of the youth, the community, and the government. The market scan determines the courses youth are trained in, i.e. the curriculum design and development.

After the market scan, technical skills are delivered before the youth are sent out for field visits (fieldwork and exposure visit experiences) to learn more about their trades without the trainers. This is an assignment that lasts a couple of days before they are further coached on work readiness based on the feedback from the field visits. After all classroom training and fieldwork experiences, trainees are then sent for internships. Sometimes, about 25% – 30% of the youth secure employment in the course of the internship period. Finally, a review of the cohort training is done to understand what worked well and what did not work well.

The period from the start to the end of each training cycle for each cohort is relatively short (3-4 months). This does not allow enough time for an objective review of the performance by each cohort before the next intake. A performance review could be done at all levels; at the middle of a cycle and the end. A more detailed SWOT analysis could also help to understand the model's strengths, challenges, and weaknesses to help shape it for the better.

Through the BEST model, CAP YEI has been able to demonstrate evidence of the effectiveness of its approach to youth employability. This has been achieved by having the replication training in public and private institutions so that they can replicate what CAP YEI is doing to enhance youth employability. On the other hand, it has been able to enhance the capacity of public institutions by training their instructors to adopt best practices by engaging various stakeholders in the training programs. The project has for instance been able to build the capacity of the trainers on how to use the learning management system to enable them to continue training or supporting learning despite COVID-19 restrictions as well as transition to blended learning which looks like it is the new normal post-covid-19. There is however no sufficient follow-up to ensure that trainers can replicate that in the regular programs that they are implementing in their institutions. This could be enhanced through follow-up by government education officers who assess the capacity of trainers to understand the areas of improvement.

[Achievement of the program objectives](#)

The project has helped youth find employment with at least 82% of the youth having been employed or in self-employment since completing the training at CAP YEI. The evaluation nonetheless established gender differences in labor market participation among the BEST Model graduates. The labor force participation rate for females is lower than that for males. More of the males (54.2%) than females (52.6%) have been

employed or got into self-employment than females since the training as shown below. This is a difference of nearly 2 percentage points.

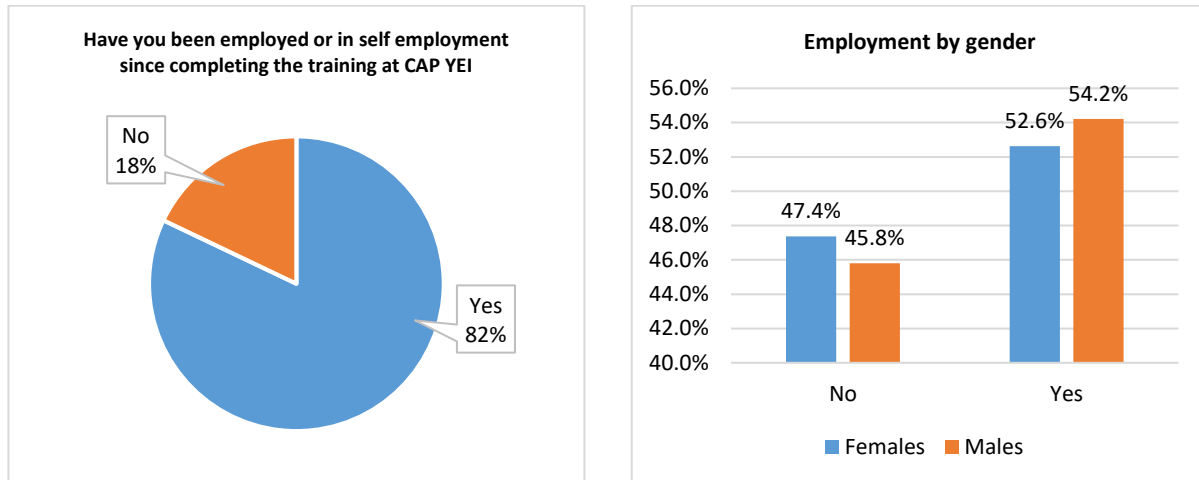


Figure 21 Employment since completing the training

Gender roles and the pressures to conform to these roles were reported to be one of the major causes of this disparity. This manifests itself more when the youth’s marital status changes. Those who have a spouse or a partner were reported to be less likely employed in a wage or salaried job or be actively looking for work.

At least 60.2% of the youth in employment are employed in the technical courses they were trained in. Those not employed in the technical areas trained incite such reasons as not finding employment in the course area (62.7%), not being interested in areas anymore (8.5%), or inadequate skills in the course areas (7.5%). Some 21.4% are not employed in the technical courses they were trained in because of other reasons such as jobs not being readily available in that area, or because they did not receive adequate skills in the area, or they lost interest, or got jobs before finishing the course and decided to take the offer or due to Covid-19 related challenges.

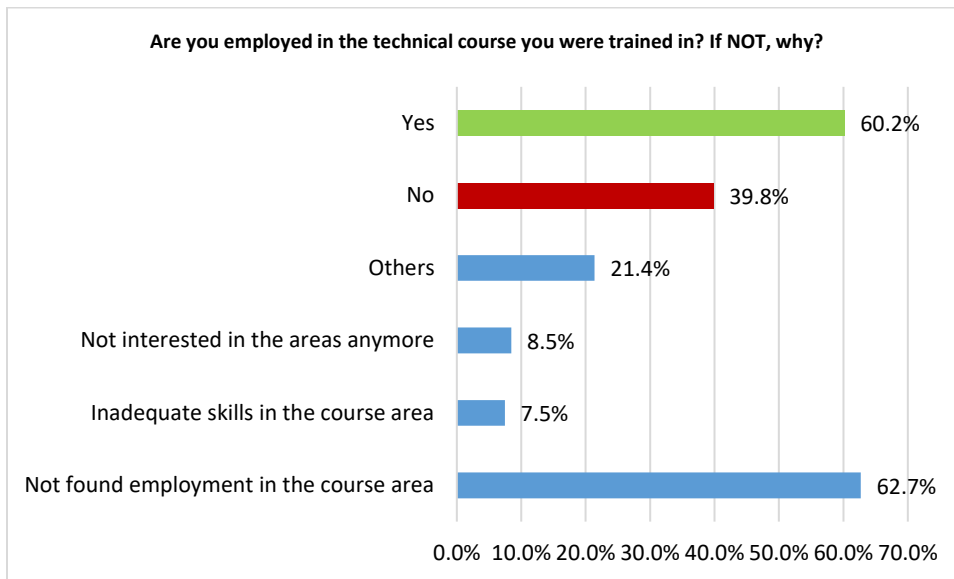


Figure 22 Employment in the technical skill training

Those finding work after completing CAP YEI training mostly (61.5%) waited less than 6 months with only 3.6% having waited over 24 months to get a job after the BEST training as shown below.

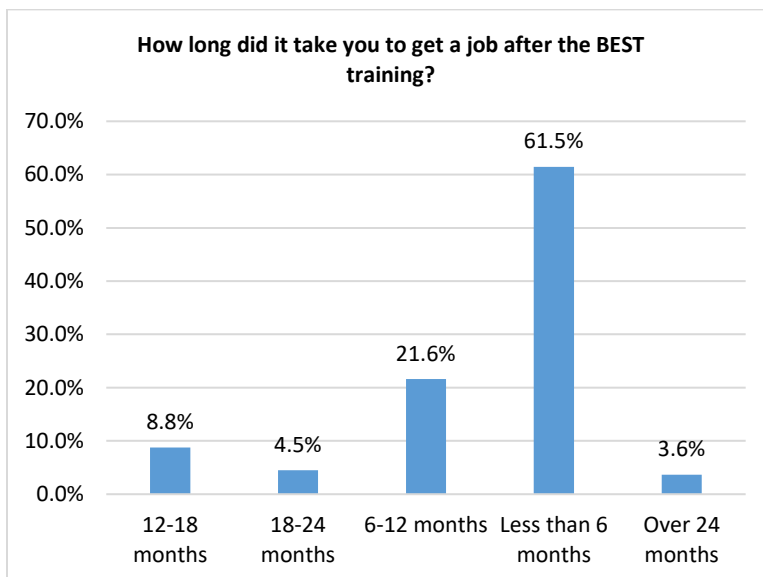


Figure 23 Duration before getting a job after training

However, during the evaluation, just 60% of those reached were employed as shown below. The percentage points difference between the employed and the unemployed was greater among the males (34.8%) than the females (9.4%), suggesting the males have a better employment outcome than the females.

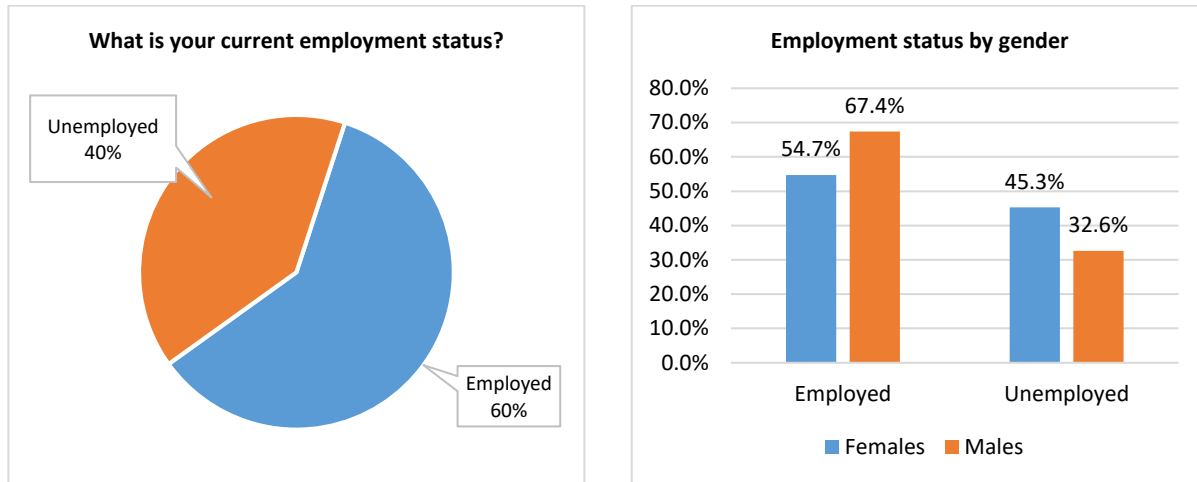


Figure 24 Current employment status

The main reason cited for unemployment is lack of job vacancies by 55.7% of the youth reached with only 4.1% citing lack of capital, suggesting that most youths look to regular or salaried employment after training. Up to 25.8% cited such other reasons as the COVID-19 pandemic, continued learning, getting different opportunities, getting married, lack of relevant documents like the certificate of good conduct, NSSF, NHIF, etc.

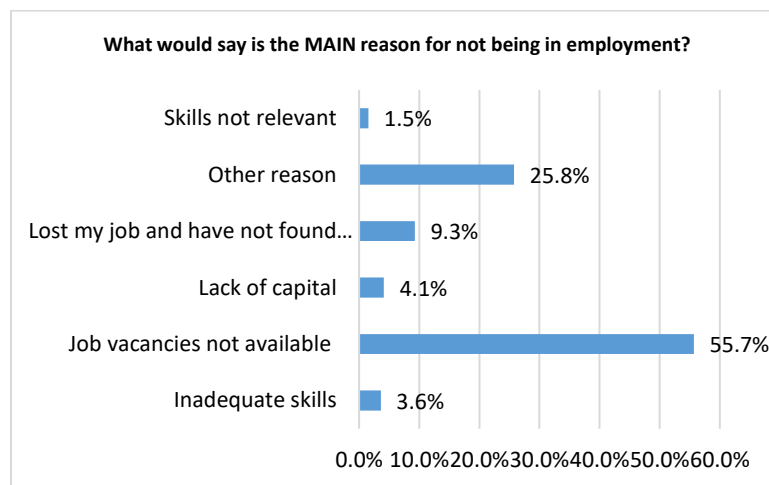


Figure 25 The MAIN reason for unemployment

Those in employment are mostly (68%) in salaried employment with only 32% being in self-employment as shown below. There is, even so, a significant difference among the gender with a larger proportion of the males being in salaried/wage employment (70%) compared to the females (66%).



Figure 26 Employment type

The youth are mostly engaged in the service sector (43%) with only 4% working in the manufacturing sector for self and wage employment. The CAPYEI program is demand-led, meaning that in selecting courses to offer, the organization chooses those sectors that hold the highest potential for livelihoods. By applying this approach over many years, the BEST model has come to perfect livelihood trends reflected in the wider economy and its evolution. Thus, for instance, a preference for service sector courses reflects the service-dominated nature of the Kenya economy and the low cost of delivery. Earlier, the NEDG report had also found that graduates are rarely employed in the formal sectors of the economy⁵. Another example is how the most successful CAP YEI courses like security predicted a parallel rise in insecurity nationwide, while the conversion of its Motor vehicle mechanics course to two-wheeler (motorcycle) maintenance predicted the rise of the Boda Boda sector as the single biggest employer of youth in Kenya today. The trade sector also employs quite a number of the youth, accounting for up to 35% of those in employment as shown below. On the other hand, while agriculture is the highest contributor to Kenya’s GDP, it accounts for only 8% of jobs taken up by youth according to this evaluation. This means training youth in the food, accommodation, wholesale and retail sector should be a viable option for youth employment if the right measures are put in place and should be prioritized by CAP YEI. This points to an urgent need for a major paradigm shift in training on soft skills, entrepreneurship, sales and marketing, and financial management skills, as per market demands.

⁵ CAP Youth Empowerment Institute Final Evaluation Report, 2015

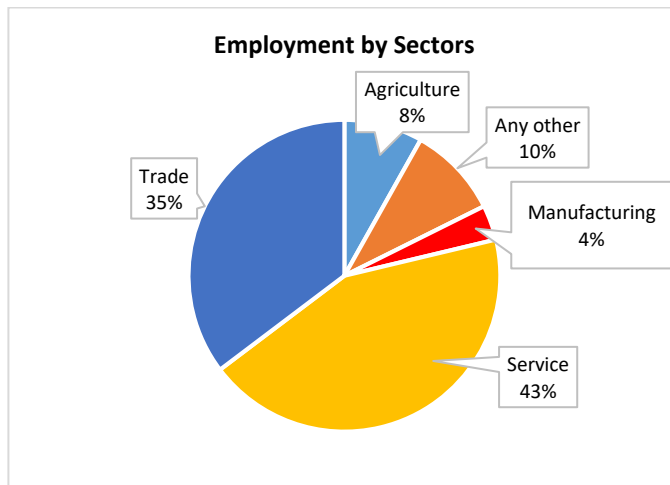


Figure 27 Employment Sectors

At least 51% of the employers/enterprises reached have employed youth trained by CAP YEI

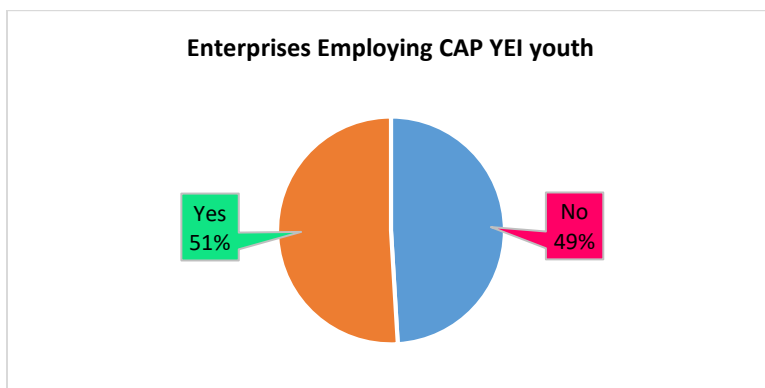


Figure 28 Enterprises employing youth

Most of the youth (62%) however typically occupy entry-level positions in the establishments where they are employed as shown below.

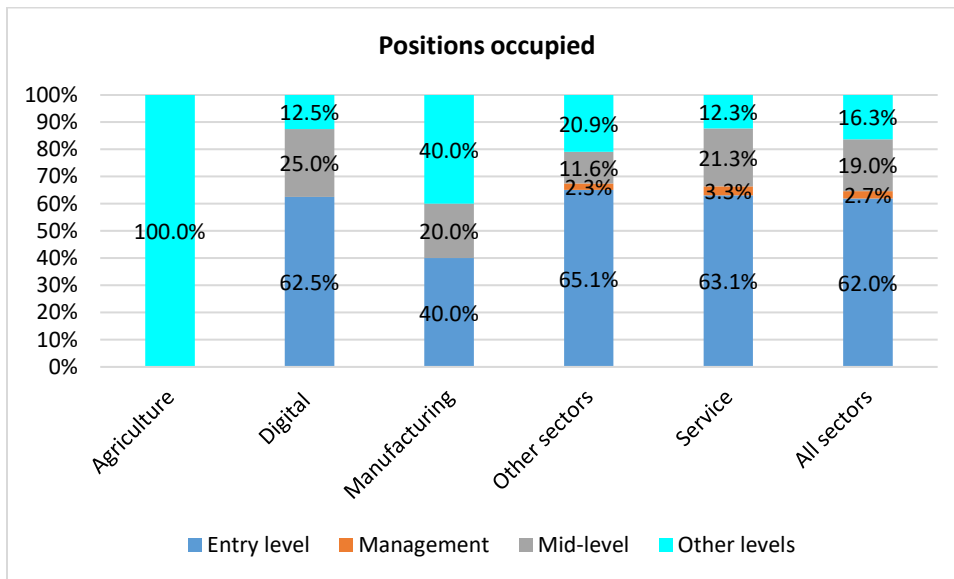


Figure 29 Positions youth typically occupy

The entry-level jobs are mostly in the more traditional sectors, such as hospitality and food services, security, retail and technical services (repair work).

[Differences in Development/livelihood transition progress by sub-categories](#)

The project has had over 60% of enrolment as females compared to about 37-40% males enrolling in training. Once they transition to employment, the females stay in jobs longer without shifting or dropping out of the job as compared to the males. The males are also less consistent during the training. For example, some attend the class for four days, then on Fridays do not turn up preferring to go work for quick cash. The males are easily lured to quick cash as compared to the females.

In this evaluation, it was found that females seem to have problems in transitions to jobs because they have restrictions, especially for those with spouses that do not allow them to go to work. Others are constrained by childcare activities. The females also tend to make less money than the males. Sometimes people want to



Figure 30 Adam Lewa, a project beneficiary

employ them for very meager amounts of money that don't make sense to their lives so they opt not to take up the jobs.

Adam Lewa a resident of Maweni slum in Nyali Mombasa, was a beach boy and later joined a radical group after completing secondary school. Maweni slum, like all other slums in Kenya, has over the years suffered among other concerns, poor education levels. He was dedicated to violent action, accepted and internalized violent and extremist views. Unemployment, poverty and political marginalization are contributing to Lewa's radicalization, a state of affairs that can only be addressed through economic empowerment, including employment creation.

"I learnt of CAP YEI through friends and was able to enrol in a Hospitality course which besides the technical skills, also furnished me with life skills on how to deal with life issues. CAPYEI linked me with a job at Lido hotel and after an interview, I qualified and was employed as a housekeeper. Today I am a reformed person and thanking CAPYEI for the opportunity".

CAP YEI has thus improved the skills of youth and provided access to employment opportunities, particularly the youth.

Relationships developed with other training providers, local NGOs, youth organizations, and networks

In the first part of the second phase of CAP YEI programming, the TVET sector in Kenya was going through quite some changes in terms of policy, approach in trying to reinvigorate, and realign the sector to the needs of the Kenyan economy and young people. The BEST model influenced these changes, especially around the importance of soft and employability skills and making sure those are delivered alongside the technical and vocational skills. The principles and intent of the BEST model are very similar to those of the Competency Education Training (CBET) Framework. This made it fairly easy to adapt BEST for building TVET capacity in CBET from 2018 when this framework was first launched by the Kenya government. This was yet another adaptation of the BEST to serve the purpose of implementing a selected policy chose to accelerate TVET wide sector reforms and impact.



The other influence was on the role of the TVET sector in helping young people transition to the workforce and the need to focus on working with the private sector to ensure opportunities for internships, placements, job shadowing, mentorship, and participation in the classroom. The engagement with this private sector can be through the establishment of employer sectoral alliances with one or two industry sectors that are experiencing growth and which have some medium to large companies. The sectoral alliances may fulfill the role of producer of labor market intelligence (LMI), developer of occupational standards and training programs, manager of apprenticeship training scheme, quality assurance agency, certification body, employment services agency, micro-financier, and disseminator of careers information, all focused solely on a single sector.

These were areas the TVET sector in Kenya was struggling with, probably still is struggling with, because it is hard to quickly achieve these at scale and in the context of where most Kenyan TVET instructors came with a very specific background.

CAP YEI project has also developed relationships with the businesses/private sector and 72.9% of those reached have collaboration with the CAP YEI training project. It is important to note that collaboration with Government was chosen as the best strategy for ensuring scale and sustainability. Collaboration with the Private sector, on the other hand, is directly mandated by the BEST model and was not by choice. These collaborations are mainly for industrial attachment (38.6%) which is undertaken while still in training or internship upon graduation (28.8%). Only 5.2% of the businesses reached are collaborating with CAP YEI to find or sponsorship some of the trainees.

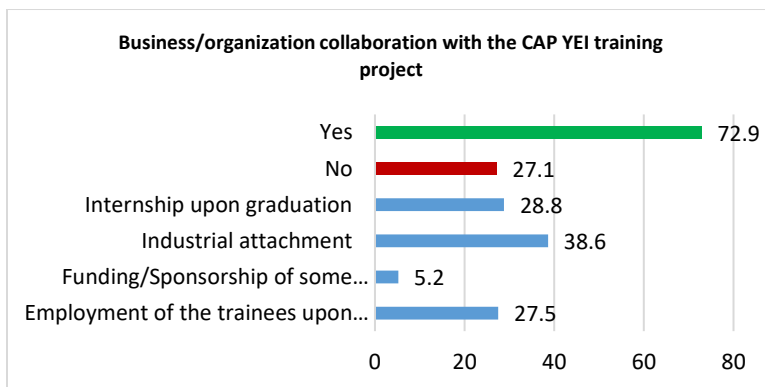


Figure 31 Business/organization collaboration with the CAP YEI training project

As reported by 39.5% of the employers reached, CAP YEI’s relationships with the business or private sector have been somewhat adequate. Only 16.2% think they have not developed adequate relationships with CAP YEI as shown below.

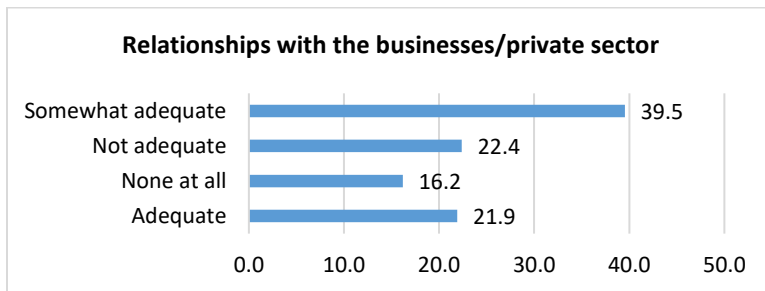


Figure 32 Relationships with the businesses/private sector

Program contribution to entrepreneurship development

Different components of the model have been influential in supporting entrepreneurial activities, for instance, the financial literacy and the entrepreneurship components enable the youth to identify opportunities to start businesses that earn them an income. As well, the savings component of the entrepreneurship training helps them save money from their earnings.

The project has even set up a SACCO for the alumni to save and access credit and with time, more youth tend to set up their businesses, as opposed to going into salaried employment which was more common during the initial stages of the program journey. The model has a network of business mentors that brings together especially young business people who are engaged to inspire the young people to start and run businesses.

The project also identifies markets for the youth products besides directing them to the sources of the products for their business. For example, the project at one point connected young people to Alpha Rama Ltd, a leather manufacturing company, and Unilever Inc, home products multinational. In each case, the companies provided products to CAPYEI for sale at an enhanced margin and offered additional mentorship and industry linkages.



Figure 33 Financial literacy training

The program has as a result of the support in linkages to sources of products and markets for goods contributed to youths starting businesses or other income-generating enterprises. Up to 83.7% of the youth currently have a business with most of these being either in the service (43.4%) or trade (35.3%) sectors as indicated below. Many have salons providing hair and beauty services, electricity, or motor vehicle repair.

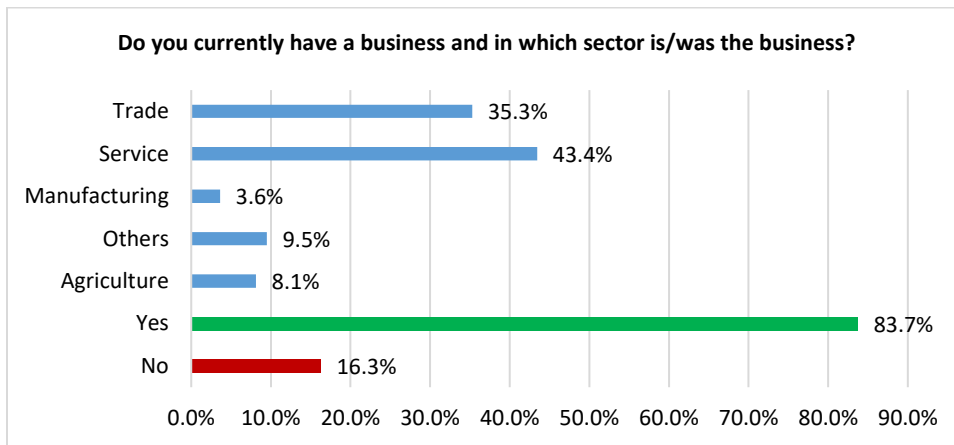


Figure 34 Youth in business

The employers and enterprises reached either reported that CAP YEI's contribution to youth starting own businesses or other income-generating activities has been a lot (38%) or that it has somehow (32%) contributed to participants starting businesses or other income-generating enterprises as shown below.



Figure 35 Entrepreneurship field visit

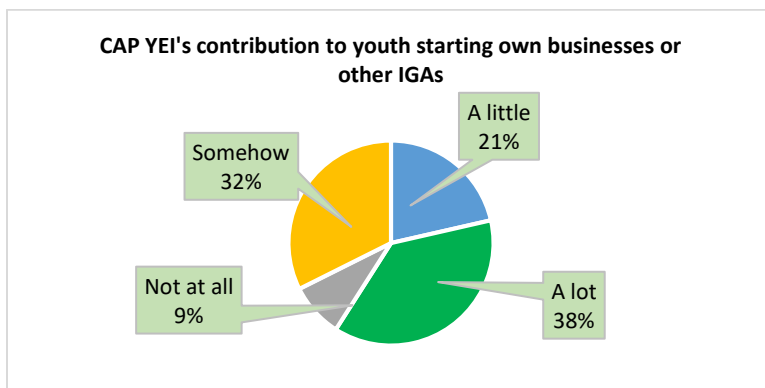


Figure 36 CAP YEI's contribution to youth starting own businesses or other IGAs

Most of the youth reached (32.1%) nonetheless chose to do businesses as a last resort, having failed to secure employment, with just 25.8% choosing the businesses based on the courses learned at CAP YEI.

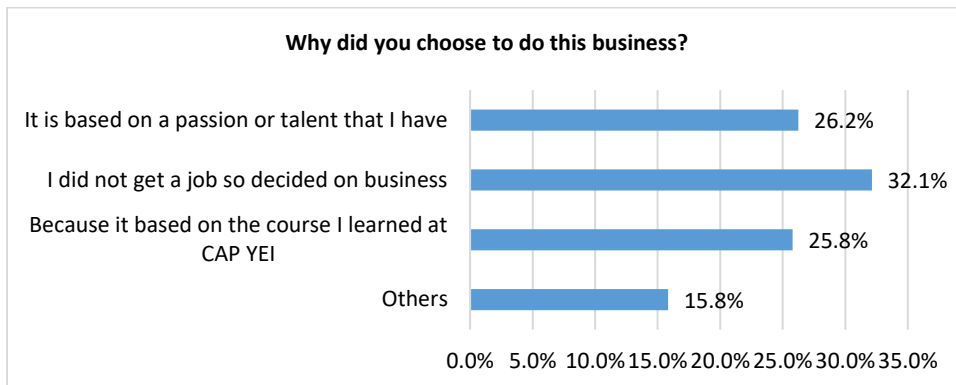


Figure 37 Why the business was chosen

The youth faced myriad challenges while trying to start businesses with most of them (65.2%) citing raising finances as the biggest challenge with only 3.2% mentioning technical skill challenges.

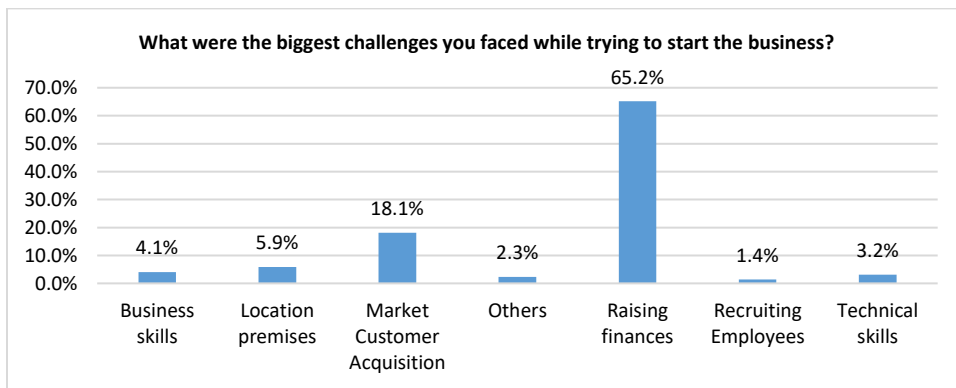


Figure 38 Challenges faced while starting businesses

Most of these are thus small businesses that required investments of Kshs 20,000 and below as indicated hereunder.

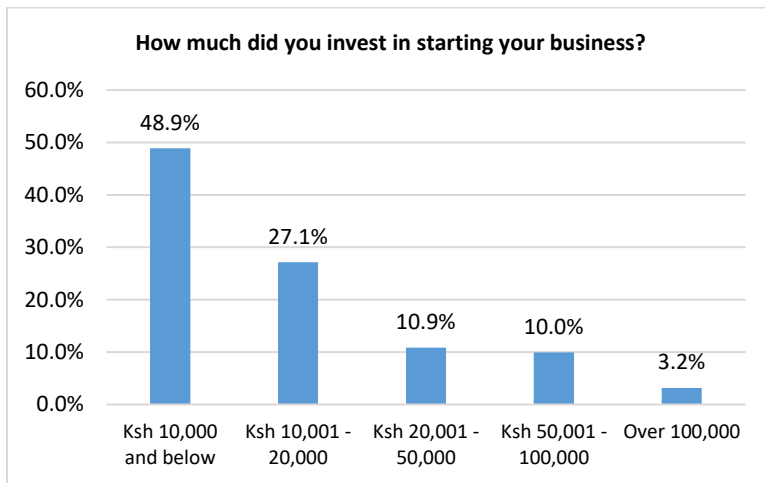


Figure 39 Investment in the businesses

Given the small investment involved, most of the businesses (54.6%) are/were making below Kshs 10,000 (Profit) in a month. Only 1.5% reported being making or made Kshs 60,000 and above in a month as shown in the figure below.

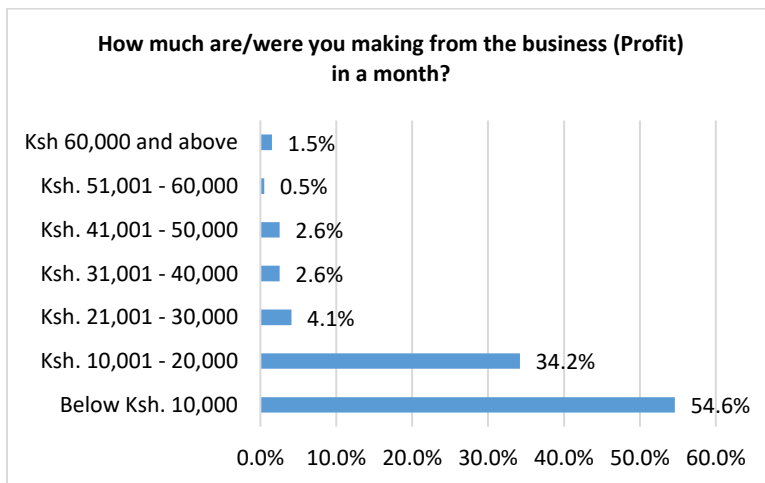


Figure 40 Profits from businesses

Very few of the businesses (32%) are/were employing other people as shown below.

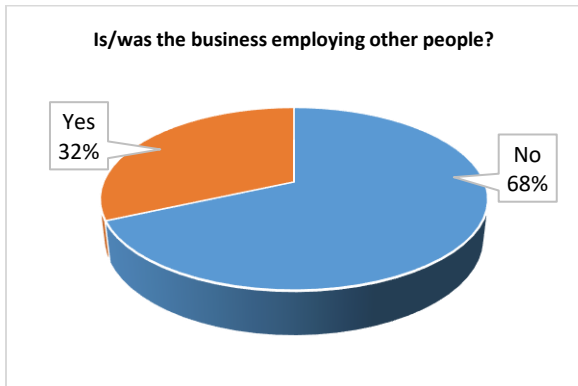


Figure 41 Businesses employing others



4.4 Anticipated/ Early indications of Impact:

How CAP YEI BEST training has shaped the lives of young people through careers, entrepreneurship, further learning, and life at individual, family, or community in general

CAP YEI, through the Basic Employability Skills Training (BEST) model, planned to undertake training, mentorship, field visits, internships, enterprise, and job placement to address transitional pathways for disadvantaged youth. The model was to be implemented through accelerated learning in facilitated environments that allow youth to acquire skills, access jobs, and enterprise to earn and save, and access more secure futures for themselves, their families, and communities.

While the program's outcomes are significantly enhanced by the BEST model, the impact (improved livelihoods) depends on many contextual factors (local labor market, prices, physical infrastructure, political pressures).

The evaluation has established that the project through the BEST model's accelerated learning in facilitated environments, placement into internship and jobs, peer networking enabled through alumnus has helped the youth to acquire skills, access jobs and start enterprises, learn to earn and save, and to access more secure futures for themselves, their families and communities. It has also managed to build an enabling environment by engaging with private sector enterprises, government, youth organizations, and financial service providers to ensure the training and work opportunities linkages are sustainable and has a full buy-in of the model from the stakeholders. Furthermore, opportunities for youth have been identified including financial service providers for savings and credit linkages. The model's strong focus on life skills, savings education, and entrepreneurship as core competencies during the training has promoted the economic empowerment, upward social mobility, and financial inclusion of the youth.

Changes in income

The youths' earnings (incomes) have changed over time since they graduated from the program. Before the training, most of them (46%) earned below Kshs 10,000 or between Kshs 10,001 and 20,000 per month with only 7% earning between Kshs 21,000 and 30,000. However, after graduation from the project, most of them earn between Kshs 21,000 and 30,000.

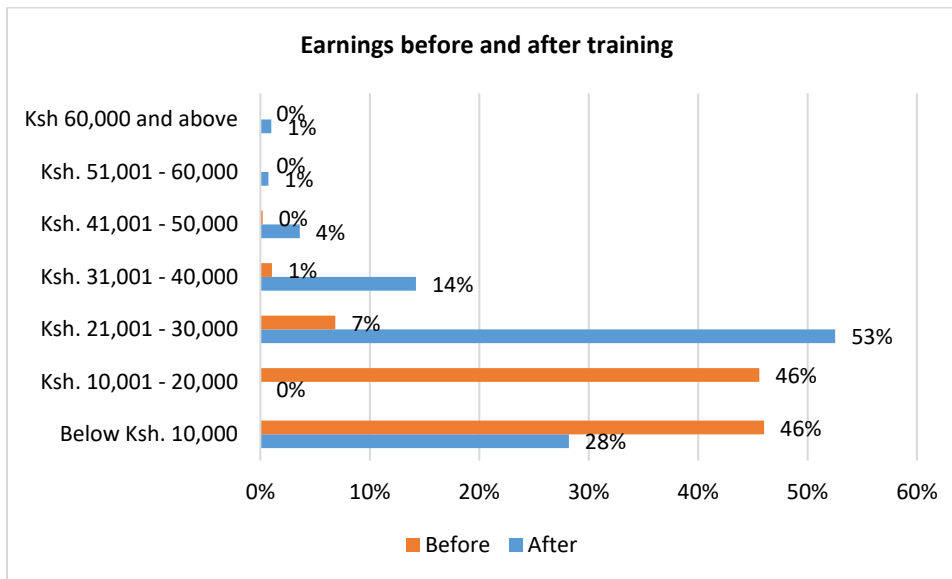


Figure 42 Changes in earnings

Before the CAP YEI training, incomes were generally lower among the youth although more so among the females than males. There were for instance more females (48%) earning below Kshs 10,000 per month than males (44%) when more males (46% vs. 45%) earned between Kshs 10,000 to 20,000 as well as those earning between Kshs 21,000 to 30,000 (9% vs 5%) as shown in the figure below.

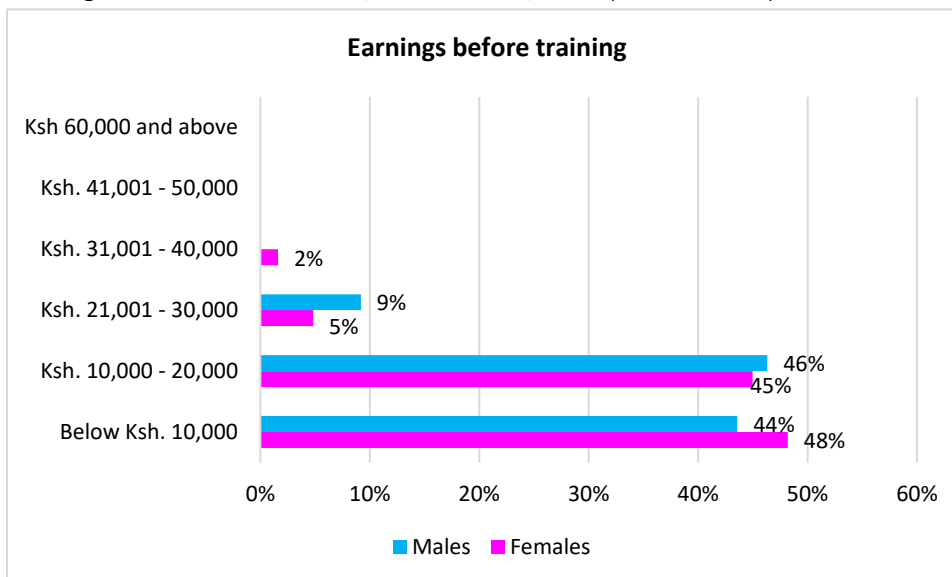


Figure 43 Earnings before training

Joining and training under the BEST model however improved their earnings prospects. The Project has empowered young people with vocational, technical, and business skills, and nurtured a culture of entrepreneurship among them, enhancing their employability thus increasing their earnings.

The impact on earnings, i.e. the percentage growth, is however more problematic, for young women. While

Richard did casual jobs as child labor to raise some money for his high school education. In the year 2009 he joined Kakamega boys' high school up to 2012 when he sat for Kenya Certificate of Secondary Education (KCSE).

He later joined CAP YEI and enrolled for building and construction as the major course. In addition to this, he also trained in life skills, computer skills, and entrepreneurship.

"After graduating at CAP YEI, I went on attachment before I got a job with Devki Steel Mills as a lead technician in the masonry department. I was employed at a monthly salary of Kshs 25, 000 and after I worked for six months, I was promoted to full foreman position and my salary increased to Kshs 36,000. I can now provide for my family and pay school fees for my sister as well. I therefore thank CAPYEI very much for this far".



Name: Richard Nyota
Course: Building and Construction
Batch: II Phase II
Contact: 0700165709
Age: 27 years

a larger proportion of the males have moved out of the lowest earnings cohort (from 44% to 24%), a smaller proportion of females (48% to 32%) have managed to move upwards from this category. As well, there is a larger proportion of the males in the higher income brackets than females as shown in the table below. This gender gap is driven by many factors, both on the demand and supply sides. Social norms, childcare, and mobility may keep young women from accessing and successfully staying in employment or doing business. Discussions and interviews with stakeholders revealed that young women are more likely to temporarily suspend work, most often to

raise children, which leaves them with less work experience. An employer interviewed also indicated that women are more likely than men to be employed in the low-wage entry positions, thus lower pay grades.

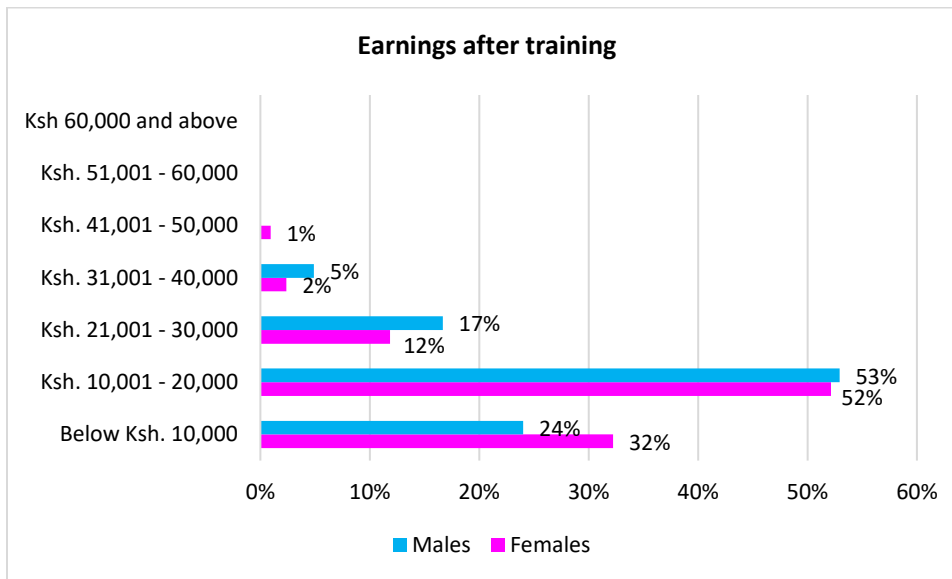


Figure 44 Earnings after training

These disparities call for enhanced gender-sensitive approaches, which would include gender-sensitive outreach, creating female-friendly spaces during training, minimizing the distance to training facilities, flexible timing of classes, and close mentoring by local women to serve as role models. Promoting safe, flexible, female-friendly employment and workplaces for women may include maternity protection and a more harmonized work-life balance to help in increasing female labor market participation upon graduation.

Savings for secured future

The youth have learned to save as a fundamental financial skill, making them effective savers, an essential aptitude for managing expenses to long-term wealth-building. The youth are now saving some of their income with 71.5% reporting in the affirmative. This has set them up for financial independence and self-reliance in their adult years. A larger proportion of the males (73.5%) than females (70.1%) can save some of their earnings. The impact of CAP YEI training on savings is thus stronger among males (3.4 percentage points) than females. This suggests that females, even with the exposure to the training are less inclined to maintain savings. The UMN learning partner evaluation, during the first phase, seemed to suggest that females find it harder to save because they have more family obligations than males.

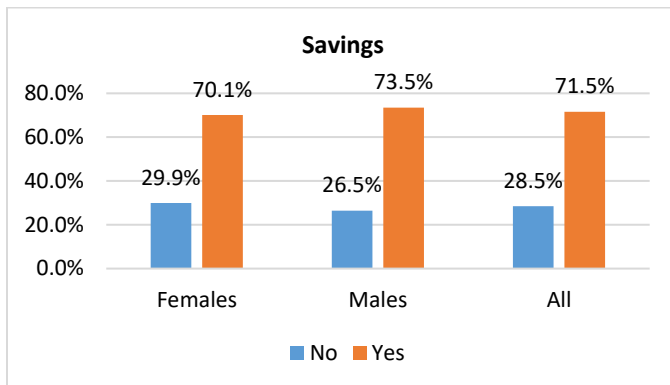


Figure 45 Youth able to save

The most common saving strategy remains the bank where 58% of the youth save their income. Mobile banking is also a popular saving strategy among the youth with at least 22% reporting to save therein. Saving money in bank accounts has enabled the youth access to online banking besides allowing them to track their spending. Some are also earning monthly interest on their cash savings within the bank. Females save more in the Chamas (15% vs. 11%) and banks (61% vs. 54%) than males whereas the males save more in the SACCOS and mobile banking. Those saving in Chamas make a monthly commitment of minimum investment and bring their cash to the monthly or weekly meetings. The Chama leadership invests the pooled funds in a pre-agreed-upon manner.

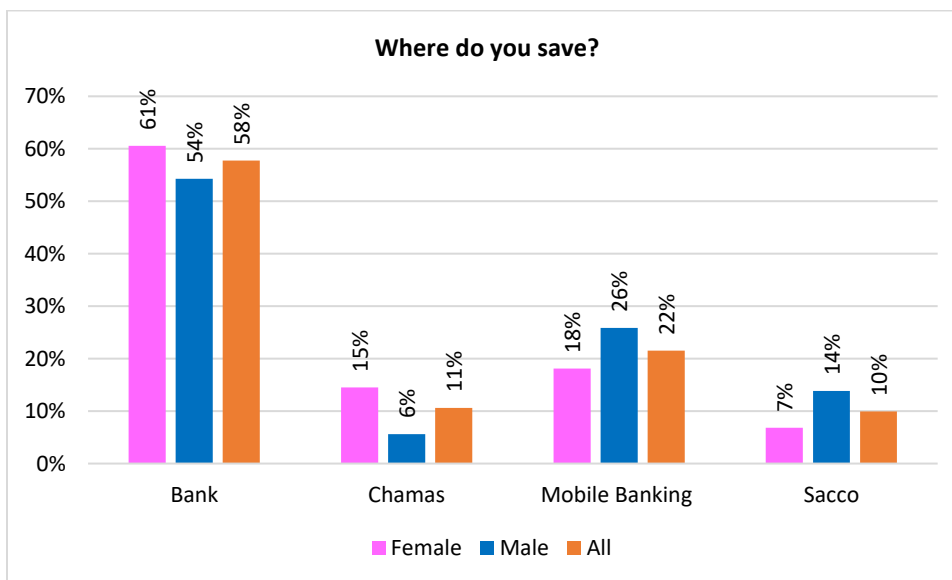


Figure 46 Where youth save

Compared to other investments, saving in a SACCO has ensured the youth more guaranteed returns. Youth saving in SACCOs get their money to work for them; they earn dividends from their money. The SACCOs also give them loans, depending on their savings.

While only 9.9% of the youth are still in the savings groups started at CAP YEI, at least 38.8% joined a savings and credit organization after CAP YEI as shown below. The reason for moving is that they were not reaping adequate benefit from the younger savings group as they were underdeveloped, as corroborated by the fact that only 24% had managed to get a loan from the SACCOs.

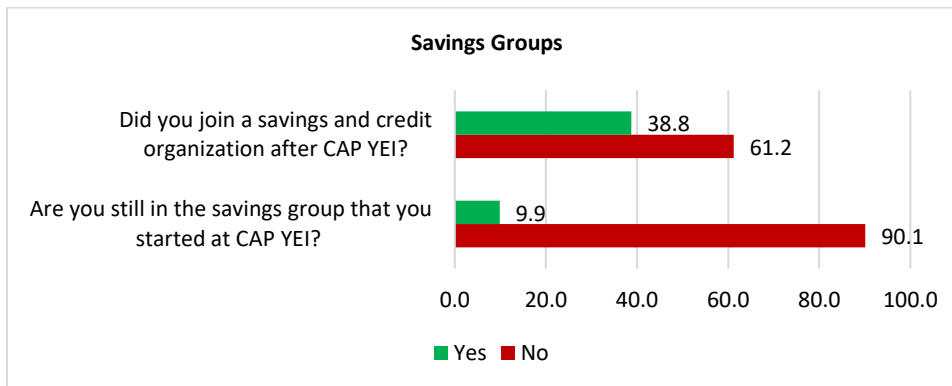


Figure 47 Savings groups

Only 24.3% of the youth reported to have accessed loans and these are mostly (40.3%) from digital/mobile platforms. Mobile loans are more convenient and time-saving as the youth do not need to visit a lender’s location to access the loans and neither do they need expensive collateral to borrow. The loan processing time is very fast. However, even though digital loans are of low value, they may represent a significant share of the youths’ income. This means the youth will struggle to repay them. Overall, the use of high-cost, short-term credit among the youth primarily for consumption, coupled with penalties for late repayments and defaults, make this a very costly option but this remained an attractive option that the youth took.



Figure 48 Trainees at a demonstration farm

Merely 10.1% of the youth accessed the loans from SACCOs while some 3.4% accessed from Micro Finance lenders. Just some 16.8% of the youth access loans from banks as shown below. Bank loans have very strict eligibility criteria as banks can be cautious about lending to small businesses. The lengthy application process and the fact that intending borrowers may not receive the full loan amount have discouraged much youth from accessing bank loans. The Chamas also give loans to members but usually at very high-interest rates, sometimes up to 20% per month. It appears the youth do not consider the cost of financing as one of the major determinants of where they are borrowing from.

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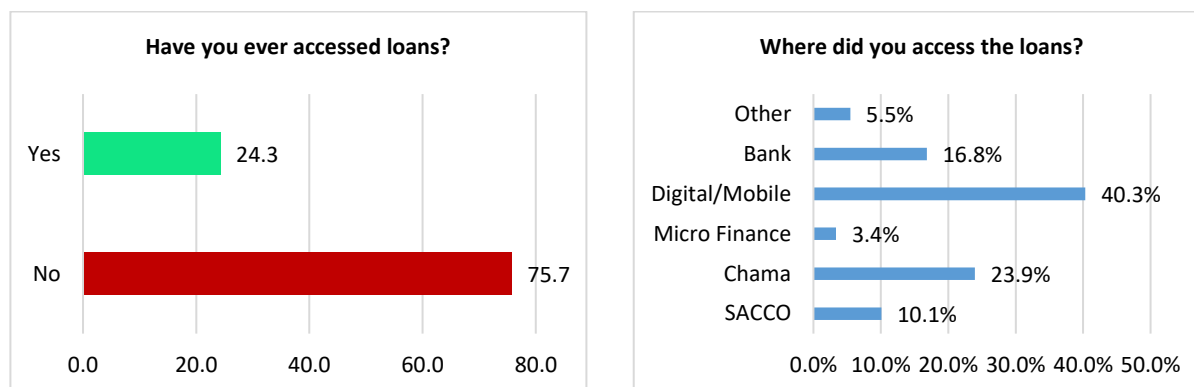


Figure 49 Accessing loans

Asset acquisition for secured future

Household assets are considered drivers of sustainable growth that lead to better economic, social, political, psychological, and intergenerational outcomes. The youth have since acquired assets ranging from Smart Phones, TVs, Household furniture, Fridges, Houses, land with at least four cases of those that have acquired Cars. However, some 11.6% have not acquired any assets as shown in the table below.

Table 3 Asset acquisition

	Number of cases	Percent
TV	319	20.5%
Fridge	95	6.1%
Car	4	0.3%
Motorbike	63	4.1%
House	38	2.4%
Land	21	1.4%
Others	145	9.3%
Haven't acquired any asset	180	11.6%
Smart Phone	375	24.1%
Household furniture	315	20.3%

The acquisition of assets has facilitated both successful passages through this period of life and optimal transition into adulthood. For some, it has improved the well-being of poor households through income generation, livelihood diversification, risk mitigation, and the creation of access to markets and essential services.

The youth have as a result improved their personal and social well-being, including improvements in health, future orientation, and political participation.

Impact of the CAP YEI BEST Training over the past 10 years on skills development in the Kenyan TVET sector

The BEST Model has demonstrated that a shift from supply-led to demand-led TVET training can lead to phenomenal results when it comes to youth employability. It has equally demonstrated that productivity at the workplace to a greater extent depends largely on life skills and to a lesser extent on the technical skills of the worker. The effect BEST Model has shown in transforming the character, attitude, and behavior of the young people towards work has a direct correlation to increased productivity at work. The key success drivers embedded in the BEST Model include market-driven training (with a greater focus on soft skills), induction of youth to allow them to make informed choices on the courses of their choice, placement orientation, involvement of industry in training by “bringing industry to the classroom” and engagement of alumni as role models to the youth have contributed to the evident achievement of employability and retention of CAP YEI graduates. Another aspect is the modulation and reduction of length of course training into shorter ones as opposed to the traditional long courses offered in the National Curriculum. With CAP YEI’s close collaboration with the TVET Authority, the BEST Model seems to have further validated to the Government that demand-driven shorter modulated TVET curriculum will work to develop desired competencies for young people that are needed by employers. Through the close collaboration with National and County Governments during its programmatic work, CAP YEI has demonstrated that indeed CBET is a framework that will deliver intended employability results in Kenya, and hence the BEST Model is fully embraced both at National and County Government TVET institutions and departments. Alongside this, Government recently developed 10 modules of life skills courses drawing from the experience from



Figure 50 Trainees at a demonstration farm

the CAP YEI program, namely courses in Teamwork, Communication, Integrity, Goal Setting, Job Preparedness, Problem-solving, Creativity, Collaboration, Partnership, and Critical Thinking.

The BEST model and the program have changed the perceptions of many people who have been in touch with it regarding TVET and especially among young people’s perception that one does not need a degree to succeed in life. It has also changed the perception of employers who initially would think that the three months is not sufficient time to get the skills and thus were reluctant to employ the youth. But then once the program engaged with them for internships, allowing them to demonstrate their skills, they have since realized the youth are skilled enough to be productive workers.

CAP YEI partnered with 140 VTCs on capacity building, training, and mentorship and in advocating government on the BEST Model with much success. Arising from the concern of the government on the social and economic transformation of the society, and how scarce resources can be applied to produce the most benefits, both National and County governments have adopted the model, based on the positive results achieved in their TVET ecosystem, ranging from the youth themselves, employers and the training institutions. Many of the

counties are remodeling the way they manage their TVET institutions within the counties, and train in courses to align to the BEST Model approach, and have continued to request for induction of their staff into the BEST Model.

Unintended outcomes generated by the project

One of the main unintended outcomes of the program, which is positive is the multiple earning streams. Initially, this model was purely for wage employment but it was found that the interest of some youth is to start their own business. When the first few annual evaluations were done by the University of Minnesota, it was revealed that the long-term goal for over 80% of young people was to start a business⁶. They saved money mainly to start a business. Subsequently, from the mid to the end of phase one, entrepreneurship training became more consolidated and more emphasized. There is also youth who have gone on to expand their capacity and interest beyond what they were initially trained in. Some have gone back to school for further training, which the program was not quite prepared for. As much as the project equips the youth for immediate entry jobs, their

Faith Ong'ele is a security guard at Chakra Security agency in Kisumu. Her home is in Seme sub-county of Kisumu County, a county characterized by a rapidly growing population, high population density, water scarcity, falling food production, and low resilience to climate change.

“Before CAP YEI, I lived a life full of challenges, being dependent on her mother, a single parent. All I did before joining the training was to help my mother in her small farm in the village. I was referred by a close relative to register and join the program. I registered for a course in Security Systems and Guarding. Besides receiving theoretical training in the trade, I was exposed to the field at Chakra Security agency where I learnt different aspects of security and guarding. I completed the intensive training, with mentoring and coaching, to improve her professional skills before going on to the internship with the security company. The training also increased my confidence and employability through life skills training and the work experience. Upon completion of the three months’ training, I secured employment at Chakra security agency as a security guard and was deployed at Kibos special school for the blind manning the gate on a daily basis. From the salary I earn, I am now independent, and able to support my mother”.

Faith’s case demonstrates that investing in youth pays off and affects participants’ outcomes in a positive way, particularly through increased chances of getting a job or higher earnings.

⁶ University of Minnesota (UMN) (2 01 8). Getting Ahead and Getting By: Exploring Outcomes of Youth Livelihoods Programs

eyes open and some go off for bigger opportunities. There are cases of CAP YEI graduates who have gone on to political ambition, something they say they would never have considered before they enrolled for the training. The training was an eye-opener for them to be leaders, aspiring for political positions; an unintended but very positive outcome.

A negative unintended outcome of this model is the salaries these young people get. While there is an



Figure 51 Faith Ong'ele, a security and guarding training beneficiary at her place of work

emphasis on basic employability, some of the employers pay the youth too little, apparently exploiting them. This is possible because the model is premised on the beneficiaries being vulnerable due to poverty. So when the employers know the youth are poor, they give them jobs but offer very low wages with the understanding that they are desperate for a job, leading to exploitation. This is especially so in the hospitality sector. Going forward, the project may dispense with the word vulnerable; the identity of those youth should not be vulnerable as it leads to exploitation. Moreover, the project may not only target the poor but should target even university graduates who have failed to get jobs.

4.5 Sustainability:

[Operational sustainability after the project funding concludes \(the contributing factors and challenges to the sustainability\)](#)

The question of sustainability remains a challenging one within the TVET system and is viewed from various perspectives in this project.

The sustainability of the CAP YEI BEST model is best expressed from a systemic transformation point of view much less from operational sustainability. The programmatic principles of the BEST model have been successfully applied to demonstrating and prime TVET institutions and staff towards the shift from supply-driven to demand-led workforce development, which is what is intended through the CBET framework; and will continue to have long term effects on the TVET landscape and in the lives of youth and society. Notably, with the program being market-driven, in principle, there is an in-built element of sustainability in that, as

long as employers are getting the skills they need for their businesses, they will be willing to employ and pay the youth. While it has been CAP YEI's idea and to an extent Generation, Kenya's, that employers are willing to pay for youth to be trained, so that they become their workers, success in this direction has been quite poor. Many employers say they are unwilling to pay third parties to train entry jobs workers since for every job they advertise, they have a choice of many workers to choose from. Secondly, they have a choice of training organization begging them to take up trainees at no cost.

Further Vocational training centers have adopted the BEST model approach and thus they should be able to continue with some of the best practices which are firmly anchored on the existing CBET framework in the government TVET system. These may especially include the market scan, career development, work readiness module, and placement structures. Out of the 26 training centers, 20 are hosted by the government, indicating a high degree of buy-in by the government. The government appreciates the project as a solution to the challenge of negative community attitudes around TVETs. The project has been working closely with the local government administration in mobilizing potential trainees which is an element that opened the eyes of the chiefs who are now working with other training institutions for mobilization and citizen sensitization.

CAPYEI's preference for assuring its sustainability, stated as far back as 2015⁷ when the organization first announced its intention to work itself out of a job by 'infecting system' by ensuring the key principles of

⁷CAP Youth Empowerment Institute Final Evaluation Report, 2015

Adam Lewa a resident of Maweni slum in Nyalı Mombasa, was a beach boy and later joined a radical group after completing secondary school. Maweni slum, like all other slums in Kenya, has over the years suffered among other concerns, poor education levels. He was dedicated to violent action, accepted and internalized violent and extremist views. Unemployment, poverty and political marginalization are contributing to Lewa's radicalization, a state of affairs that can only be addressed through economic empowerment, including employment creation.

"I learnt of CAP YEI through friends and was able to enrol in a Hospitality course which besides the technical skills, also furnished me with life skills on how to deal with life issues. CAPYEI linked me with a job at Lido hotel and after an interview, I qualified and was employed as a housekeeper. Today I am a reformed person and thanking CAPYEI for the opportunity".

CAP YEI has thus improved the skills of youth and provided access to employment opportunities, particularly the youth.



the BEST were adapting to aid the TVET sector reform efforts supported by Government and other actors. CAP YEI has made significant progress in this direction, a process that was accelerated in 2018 when it decided to integrate the BEST model as part of the TVET capacity-building program. This commitment has been further affirmed by the fact that the organization has supported the publication of a book 'How to make TVET work for Kenya, Kahihu, Gangadharan, and Ondieki (Lambert Academic Publishers) which describes in detail all the steps of the BEST model and gives much suggestion as to how it can be used to drive further societal changes in the skills and employment sector. This means that in the future anyone who wishes to adopt the BEST model to their work will be free to do so even without reference to CAPYEI.

- In terms of the operational sustainability of the model, the program has explored different options for enhancing it, including covering some of the operating costs from registration fees paid by the trainees. In this case, the Kshs 2,000 paid for registration has been one way the program generates money which is used to contribute back to the running of the centers. It is imperative that the role for external funding to TVET will continue to remain relevant and inevitable, whether philanthropic funding, government funding, or bilateral funding if the training is to continue reaching the most marginalized young people and ensuring quality and depth of the support; and in piloting new approaches and testing new aspects in the TVET system. Nonetheless, should the program be open to participants who can pay fees, then it would be able to sustain this model, but at the expense of not adequately reaching the underserved marginalized youth.

- Another option for self-sustenance that is implemented is the utilization of CAP Workforce Development Institute (CAP WDI), a private wing under CAP YEI under which there have been established several SME's as earlier mentioned. These include: a security placement firm providing guarding services an Agribusiness SME, a restaurant among others. Plans are also underway to expand these SMEs and create new ones in diverse fields such as hospitality, digital skills, construction, basic manufacturing, and Leather. These initiatives including the SACCO which is also under CAP WDI will ensure financial endurance thus contributing towards operational sustainability after the project funding concludes.

- Various efforts have been established to generate money to continue supporting youth as explained above but if CAP YEI does not get another major funding to continue with the training, a lot of deserving vulnerable young people may miss out on employment opportunities.

4.6 Responsiveness:

CAP YEI displays great flexibility and agility to respond to arising challenges and contexts during the implementation of its programs and to maximize its impacts of easing transitions into the world of work for young people. In the period under evaluation the CAP YEI faced several challenges that cut across health, social and economic sectors and which the evaluation highlights here below:

- 4.6.1 At the onset of Covid 19, CAP YEI was faced with an insurmountable challenge when the government imposed various restrictions including the closure of all forms of learning institutions.



With learners no longer able to access training, the problem had potential and has largely caused further exclusions in society. However, in response, CAP YEI was able to adapt and pivot successfully into launching the Learning Management System (LMS) platform which offers to learn using the online application, thus enabling young people to continue with training. The 16-course content material has been developed so far and uploaded onto the LMS, ten of which have been accredited under the Curriculum Development Assessment and Certificate Council (CDACC) framework. Six were in the process of accreditation at the time of evaluation. The training via LMS has reached over 4000 young people. More than 190 public VTCs and CAP YEI centers from more than 24 counties have been enrolled. Out of the enrolled students, at least 1,200 (94%) complete their courses⁸. Considering the nature and types of courses, the LMS supports a wide variety of learning resources and activities, including assignments, chat online classes, discussion forums, quizzes, surveys, URLs, recorded videos, etc. To enhance scalability, the cloud-hosted LMS can support unlimited users, thereby allowing more users to be enrolled while maintaining old records. Discussions with the county governments have led to the adoption of the LMS by 26 Counties as an appropriate mode of delivery of skills training during the Covid 19 period. One of the emerging challenges in using LMS amongst the target group of CAP YEI youth was poor connectivity, unaffordability of the internet, and lack of appropriate gadgets to run LMS. As a response to CAP, YEI provided internet data bundles and tablets to the young people thus minimizing the impact and exclusion that it would have had on the primary target groups of vulnerable youth.

- 4.6.2 The vulnerability of youth in society is varied and leads to exclusion and further inequalities. The BEST project model responded to special cases of youth vulnerability in an adaptable manner. The project demonstrated its response to emerging social challenges not foreseen during design by reaching some groups such as youth in radicalization and in so doing offered positive transformation through its unique 9-step training cycle. The European Union Emergency Trust Fund (EUTF) project targeted radicalized youth in the coastal region of Kenya and through it the project customized training modules for this category of youth. Through the life skills component, the youth have been made to better understand themselves; who they are, where they want to go and how they would want to get there. Studies have shown that the reason why most of these youths are radicalized is that they are idle. The project provides them with the means to get busy through training for a livelihood opportunity. Around the time when the Al-Shabab had attacks in Kenya, the BEST model initiated activities in Turkana and Mombasa under a project called Skills for Oil and Gas (SOGA). A market scan done around the same time revealed that the young people, especially along the Kenyan coast were exposed to radicalization due to vulnerability, high unemployment rates, and drug and substance abuse. Centers were subsequently established in

⁸ "Adopting Digital Learning in the TVET Sector Amidst a Pandemic" CAP YEI Case Study, March, 2021



Tana River, Lamu, and Kilifi which eased the radicalization and social evils such as drugs and substance abuse, early marriages, and pregnancies.

- 4.6.3 CAP YEI has demonstrated an understanding of some of the gender barriers to training, especially by young girls. And in locations where there are singles young mothers who enroll in the program, they have been allowed to bring their children to the centers. This is unlike the government programs which do not allow the young mother to carry babies to class.
- 4.6.4 Other special groups reached include youth in geographical exclusions such as those in rural and remote areas, youth in coastal areas (Lamu, Kilifi, Kwale, Mombasa, Taita Taveta) that are far-flung. Youth who have been involved in the crime have been targeted and transformed. The evaluation established that the courses under BEST MODEL had an oversubscription in the five counties of the coastal strip of Kenya and used different methods to offer the training to these young men and women. The project for instance relied on the residential approach to host more than 200 youths from Mandera and trained them in Thika. In the coastal region, the project had the portable method that saw the setting up of a mobile training center, an example is in Kilifi where one cohort would be hosted, then after three months, the project would go to where the youth are, for instance in Tana River and train them from there. Even though geographically alienated, the youth were therefore brought on board, trained and several placed in employment.
- 4.6.5 The project embraced the importance of entrepreneurship and went on to incorporate it as a new component which it refers to as BEST-to-Business. Youth are training on entrepreneurship and linked with financial service providers to be able to access capital.
- 4.6.6 Another pointer to flexibility is the demo farm in Kilifi, set up under the Go-Blue-Economy project. This is a six-month training using the same BEST model but for six months, and which has attracted a lot of interest amongst youth and offers great potential in helping youth engage in agribusiness and realize their dreams in otherwise sectors, otherwise perceived as for the older people.

4.7 Lessons Learnt:

Key lessons have emerged throughout the implementation of the BEST MODEL and are described in this section.

- 4.7.1 Before any effective skills training course is developed, it should be based on the labor market needs assessment with a focus on the skills needs of employers, thus the importance of a comprehensive market scan research. This dictates the success level of the training as was demonstrated in all training centers where CAP YEI was implemented. Training and getting young people into work or small business is more effective if done in a way that is contextualized and customized to the locality, to the sector-specific as well as to the abilities and interests of the young person rather than in the majority of the mainstream TVET training which are general in approach, standardized for the entire target youth population.

- 4.7.2 When key stakeholders such as the employers understand and participate in the formulation of components of a program such as the choice of training to be offered and the content of the training courses, chances remain high for the program to achieve its intended goal. Equally, when the beneficiaries are involved in the choice of courses that match their profiles and needs, the program's goal of placements is also achieved. In the BEST Model, courses are developed based on inputs from employers. The gaps and employer needs are identified in the market scan and continuous engagement of employers during the training. The young people go through an induction over eight days which helps them to have exposure to the courses, and to a large extent, enable them to make an informed choice of the course they want to train in. The young people are trained on those skills recommended by the employers. CAP YEI engages and maintains constant communication with the employers to encourage them to identify the young trainees that have skills fit for their needs and employ the graduates. Employers are also engaged in talks with the youth as mentors while the youth also go for exposure visits and on-the-job training at the employers' establishments, which have since been helpful to them.
- 4.7.3 The importance of remaining focused on the areas of strengths of the institution, in which case CAP YEI strength has been on demand-driven skills development, work readiness, and placements for young people. The competencies of the institution are well developed for this and it can achieve much more if it diversified into other avenues of business/entrepreneurship development.
- 4.7.4 Productivity at the workplace is highly dependent on soft skills and not only on technical skills. The BEST Model was rich in content on soft skills modules which is what has been one of the key success factors. Some of the 10 key areas of life skills that CDACC has since adopted and has developed courses on include teamwork, communication, integrity, goal setting, job preparedness, problem-solving, critical thinking, collaboration, partnership as informed by industry.
- 4.7.5 Using lessons from the regular project monitoring and evaluation improves the efficiency and effectiveness of program delivery. It is from these that the project found out some of the key strengths of the program, especially the importance of partnerships in the program and facilitating mixed livelihood strategies.
- 4.7.6 It takes a lot of commitment and hard work from the staff on the ground, recognizing that the BEST model is not an easy or a quick win. This takes a lot of iterations and a very specific set of attitudes and efforts from the staff. Where the working environment of the staff is not friendly and conducive, there is likely to be a high rate of staff turnover. There is thus a firm need to establish a responsive and favorable working environment for all staff.
- 4.7.7 Having continuous and full-day training is not conducive to all youth making it problematic for all to be fully available for the training. There is a need to re-formulate ways of making the program flexible to the needs of the youth particularly of young mothers who may not always be available



for a whole duration of training. The LMS and blended learning modes may present this opportunity, only in situations that youth are predisposed to the use of technology.



4.8 Conclusions

The BEST MODEL has been implemented by CAP YEI through synergies that have seen the various components work to address the felt needs of the youth, employers, and TVET trainers. Through the model, specific gaps in youth employability are being addressed through program strategies that are well aligned to labor market sectors and market value chains in the Kenyan context.

Nonetheless, some population segments (such as the handicapped) are not being effectively reached by this program and are being left out of the project and/or not fully integrated due to gender or education levels, geographical differences.

The model boasts of key strengths even though there are challenges associated with its implementation. However, evolving much has been learned and lessons fed into program design and implementation for improvement.

Trends have been observed between the cost and growth of the program. The original cost back in 2011 was over 1,000 dollars per youth trained. This was one reason why CAPYEI sought to rapidly achieve scale, first through direct training expansion and then through a partnership with other skills delivers. Even so, the project (cost) efficiency compares very favorably to other similar types of projects in Kenya. This has enabled CAP YEI to leverage the funding from Mastercard Foundation to increase fundraising, policy work and to reach new geographies, targets, and sectors. Besides, the BEST project has fostered coordination with other funders/initiatives; integrating with other providers of youth employment, training, and social-economic support to youth.

CAP YEI in the BEST model has not only achieved its objectives and surpassed its programmatic targets but has also demonstrated a market-driven employability program delivery for a wide-ranging non-homogenous group of youth, and has to a large extent employed a sustainable approach to programming through partnerships with various actors in the sector such as county and national government, employers and youth themselves.

Though it has reached much youth, the program has barely scratched the ground as the need for skills development for youth is very high. However, it has demonstrated a robust model which can be adapted widely to improve on employability of young people whilst closing the mismatch gap for skills and talent available for employers to tap into. The efforts of CAP YEI to build capacity in the counties and non-program VTCs just started and more needs to be done there to ensure the continuation of the utilization of the BEST Model which is proven to be successful.



2. Recommendations

- i. The way forward for CAP YEI is working closely with the government as it (the government) implements the new Competency-Based Curriculum (CBC) approach since the BEST model is already ahead of the game. As well, CAP YEI needs to get ready for the CBC graduates who come with a shift in learning methodologies. The future of CAP YEI to that extent lies in supporting the government in preparing TVETs and other institutions to be ready for the strategic shift that comes with the CBC graduates. While CAP YEI must continue to build the capacity of government TVETs to be able to implement the CBC learning strategy, there is also a need for deliberate efforts to influence the government in creating preparedness and even expanding the scope to secondary and university education levels.
- ii. In its current status, the economy cannot support the placement and internship of all youth in conventional education institutions and need. Due to the Covid-19 pandemic, there has been a surge in the numbers of school dropouts and poverty levels have increased. Intrinsically, CAP YEI could, with more funding, be prepared to manage these challenges.
- iii. CAP YEI should consider expanding its reach to those youth and contexts that it has been able to serve in the past and use this to build TVET sector capacity to do the same. As well, CAPYEI could now consider adapting its approach to address the root causes of the vulnerability that it now seeks to address – a good example is a pre-vocational program that seeks to reach youth before they join the world of work and to influence students to favor STEM and TVET subjects. Another one would be a capacity-building program for SMEs to enable them to interact better and benefit from partnering with the TVET sector. Yet another one would be as a technical input provider to different levels of government to position TVET as the primary tool for drive economic and social development, rather than the perennial cost center it is now.
- iv. In terms of its core functions, the model is sustainable if it can be more embedded within the Kenyan TVET system. CAP YEI can therefore become essentially a service provider running certain centers and courses, besides providing technical assistance and capacity development of TVET trainers and managers and being paid for the services delivered or the technical assistance.
- v. CAP YEI has learned a lot from the BEST model and needs to share the lessons learned with the government officers for adaptation. Going forward, there is a need to think of a way to share the information and have the government learning from the process. CAP YEI has data and information that can be shared and be useful to others in the TVET space.
- vi. CAP YEI should keep itself relevant by continuing to be responsive to the new opportunities and challenges within the local economies. While CAP YEI country-based office should have the freedom on what works best and how for the model locally, it should continue to work closely with the CAP Workforce Development Institute and CAP in India to also learn from those contexts.



- vii. CAP YEI needs to work more with counties, because the devolved government, with some kind of autonomy to decide things on their own, including their own TVET curriculum that is suited to county-specific needs. This calls for the need to identify counties that appreciate the model and develop a relationship on how the collaboration and partnership can be made productive.

Annex

i. Respondents reached

Respondent	Position/role
1. Ndungu Kahihu Ndungu	Executive Director
2. Dr. Nalini Gangadharan	Founder, Strategic Lead
3. Mr P.V.S Rao	CAP YEI Chairman
4. Ashok Ankathi	Project Director
5. James Chepyegon	M&E Executive
6. Dennis Muchiri	Training Operations Manager
7. Regina Mwangi	HR Manager
8. Michael Monday	Finance Manager
9. Antony Kishoyian	Procurement Manager
10. Samuel Muriithi	MIS Executive
11. Samwel Mutwiri	Capacity Building Coordinator
12. Yashpal Sihag	Capacity Building Manager
13. John Ngeno	Regional coordinator
14. Gordon Odhiambo	Regional coordinator
15. Willis Olweny	Regional coordinator
16. Harun Mwau	Regional coordinator
17. Mourine Ondicho -	Regional coordinator
18. Ivy Mwai	Lead Education and Skills - Mastercard Foundation
19. David Galaty	Impact Partner - Mastercard Foundation
20. Joyce Musuvi	
21. Ms. Karen Moore	Former Senior Program Officer- Mastercard Foundation
22. Julius Nyangaga	Learning Partner
23. Jedidah Kandagor	TVET Program Partner - Mastercard Foundation
24. Prof Charles Ondieki	Chairman of TVET CDAC
25. Lawrence Mugo-	Manager, Kaitheri VTC- Kirinyaga
26. Moses Njuguna-	Manager, Marmanet VTC- Laikipia
27. Benedicta Muthoni	Centre Coordinator, Nanyuki VTC- Laikipia
28. Ruth Ngigi	Instructor/Coordinator of Cap Yei Training-Nyahururu VCT-Laikipia
29. Carren Ruto	Director, Vocational Training- Bomet County
30. Catherine Mugo	Deputy Director, Vocational Training-Nakuru County
31. Paul Ruto	Assistant Director, Vocational Education & Training-Narok County
32. James Ndeti	Principal Youth Officer- Laikipia County
33. Gilbert Wawire	General Manager, Decasa Hotel, Nairobi



34.	James Mwangi	Field Supervisor, Cobra Security, Nyeri
35.	Lawrence Mugo	Manager, Kaitheri VTC- Kirinyaga
36.	Moses Njuguna	Manager, Marmanet VTC- Laikipia
37.	Benedicta Muthoni	Centre Coordinator, Nanyuki VTC- Laikipia
38.	Ruth Ngigi	Instructor/Coordinator of Cap Yei Training-Nyahururu VCT-Laikipia
39.	Jairus Opisa	Kisendo VTC_ Manager
40.	Judith Ongonga	BOI TVET Manager
41.	Lilechi	Employer/ Hotel
42.	Milka Owiti	Hospitality Facilitator
43.	Musangi	Employer
44.	Eunice Wavinya	Facilitator/Center Coordinator

ii. ToR



Final Evaluation of CAP Youth Empowerment Institute’s Phase Two of Basic Employability Skills Training (BEST) Model Terms of Reference (TOR)

Project to be evaluated

Project Name	CAP Youth Empowerment Institute
Project Location	Kenya
Project Budget	USD 10,530,227
Project Duration	5 Years
Program Goal	Expand and sustain the BEST model in Kenya through enhanced partnership and integration in the national TVET system.
Implementing Agency and Partners	CAP Youth Empowerment Institute, Kenya
Evaluation Type	Summative/Final Evaluation
Evaluation Budget	USD XXXXX
Evaluation Time Frame	March xxx – August xx 2021

Organizational Background

The Mastercard Foundation is a global, private foundation based in Toronto, Canada. The Foundation advances youth learning and promotes financial inclusion to catalyze prosperity in developing countries,



particularly in Africa. Programs supported by the Foundation aim to expand access to learning, employment, entrepreneurship, and financial services. For more information, please visit www.mastercardfdn.org.

CAP Youth Empowerment Institute (CAP-YEI) is a registered Kenyan NGO that works to bridge the existing gap between learning and earning in the Kenyan youth, with a focus on vulnerable and marginalized young people. The first project of CAP-YEI was the Learn, Earn, and Save Initiative for Sub-Saharan Africa, funded and supported by Mastercard Foundation and implemented with technical support from CAP-Workforce Development Institute (CAP-WDI) of India. The projected targets for the 1st phase were to reach out to a total of 10,000 youths both directly and indirectly through capacity building in Kenya. In the end, this project was able to reach and support 14,000 Kenyan youth to secure livelihood opportunities with a successful placement rate of 88% that is average job absorption of 78% while 10% were supported to start a small business. With the outstanding performance of phase one, MasterCard Foundation renewed the contract for CAP YEI to continue serving youth in Kenya.

CAP YEI's second phase started in September 2016 and is targeting to reach 23,000 youth in Kenya through direct training in both demonstration and replication centers and 39,000 youth through capacity-building training. So far the project has trained 10 cohorts across its centers with over 16,000 youth being reached directly while a further 22,000 youth being reached indirectly, through Capacity building training. The second phase has so far achieved a 78 % employability and 8 % entrepreneurship conversion rate for the trained youth with the rest going for further studies among other trajectories.

Project background

The project was established with the following goals and objectives:

Goals

1. Give disadvantaged youth in Kenya the opportunity to successfully transition to market-oriented work, and earn and build assets for their futures by employing the Basic Employability Skills Training (BEST) methodology to teach life skills, job market-relevant skills, savings education & small business development training.
2. Provide youth with vital pre- and post-job-placement counseling, support, and services (including financial) as they transition to work
3. Transform outdated technical and vocational training systems (TVETs) in Kenya through capacity building of the trainers in some of the elements of the BEST model

Objectives



1: Provide 23,030 marginalized youth with employability skills and support to access internship and job opportunities, through CAP’s Basic Employability Skills Training (CAP-BEST) model in 20 existing and new demonstration and replication centers that will function as accredited vocational training centers within the Kenyan TVET sector.

2: Facilitate adoption of the CAP-BEST model components into the Kenyan TVET system through training and capacity building of 500 VTC instructors and managers to improve learning outcomes in their TVET institutions, to reach 39,000 young Kenyans with improved market-relevant soft and technical skills.

3: Provide 4,000 graduates of the CAP-BEST model support to establish and grow micro-businesses in the agriculture, digital, manufacturing, and service sectors through demonstration, replication, and VTC partner centers.

Purpose of Summative Evaluation

This final evaluation is being commissioned by The Mastercard Foundation in collaboration with CAP YEI. The evaluation should provide both the Foundation and CAP with data and analyses that will allow for them to assess the performance of the program against its intended goals and objectives, as well as offer evidence that will shape the program moving forward. It is expected that the contents of the evaluation will allow for a review of program design, achievements, and challenges to generate key lessons for future strategic and programming decisions.

Evaluation Scope and Key Learning Questions

This evaluation seeks to answer several strategic questions related to CAP YEI’s program in Kenya. Given the ongoing importance of developing effective youth livelihood strategies in Kenya, CAP YEI’s work nationally and globally, and the Foundation’s explicit focus on Sub-Saharan Africa, the evaluation should seek to maximize the transferability of findings from this final evaluation of the last five years of programming to a wider social application. This evaluation will adopt the Development Assistance Committee’s Principles for the Evaluation of Development Assistance approach, with emphasis placed on answering the questions below:

DAC Criteria	Key Learning Questions	Possible sub-questions for investigation
Relevance	To what extent is the BEST model contextually appropriate and responsive to the needs of various types of youth and prospective	<ul style="list-style-type: none"> To what extent does this approach respond to Kenya’s youth context? What specific gaps are being addressed through this model? To what extent do the capabilities of BEST-trained young people meet the needs of various types of prospective employers? What elements of the cultural context were most influential in the design and implementation of the program? Which of

	<p>employers in Kenya?</p>	<p>these were anticipated at the start, and which were unanticipated?</p> <ul style="list-style-type: none"> • To what extent might program strategies for scale to differ in urban, peri-urban, and rural contexts? • To what extent do the program strategies align with market value chains in the local context? • How has this model gained resonance with or generated support from local stakeholders (government, private sector, youth, families, and communities)? • To what extent has the program met the needs of local employers? In what ways has employment readiness been calibrated (how employer demand and needs were assessed) and validated (the outcomes and relation to employer expectations) through this model? How has this varied by type of employer? • Which population segments are being effectively reached by this program? Which, if any, are being left out of the project and/or not fully integrated (e.g. variation by gender or education levels)?
<p>Efficiency</p>	<p>To what extent can this project be considered cost-efficient? Does this input-output/outcome ratio seem reasonable?</p>	<ul style="list-style-type: none"> • What are the strengths and challenges associated with the program model? • What pre-and post-employment activities/supports have demonstrated effectiveness? Which activities and supports from the model have shown negative or inconclusive results? • How have the components of the model evolved? What has been learned and how has this fed into program design and implementation? Which components of the model should be highlighted for further exploration or analysis? • How have costs varied as the model has scaled? What trends exist around cost and growth? • Is possible to assess, how does project efficiency compares to other similar types of projects in Kenya? (Specifically, programs that are have similar activities for the targeted populations.) • To what extent has the project fostered coordination with other funders/initiatives and integration with other providers of youth employment, training, or social supports?

Effectiveness	To what extent has the project attained its training, enhancement of skills & capabilities, and job placement objectives?	<ul style="list-style-type: none"> The evaluation should summarize the main findings of the internal program database and activity reports, Learning Partner, and Tracy Study research into outcomes among CAP youth. Summary reports are available. In addition, the evaluation should summarize the numbers of youth trained/upskilled/placed by CAP during the program duration (available from MIS and monitoring reports). Which sub-categories or types of young people tend to progress more and less rapidly towards training completion, skills acquisition, and placement? What causes these differentials in the program or individual effectiveness?
	To what extent does the CAP model present an effective approach for addressing youth unemployment in Kenya?	<ul style="list-style-type: none"> In what ways are the components of the program model linked? Specifically, how have the elements around learning, earning, and saving linked to the intended program outcomes? What is the quality of the relationships that the program has developed with training providers and institutes (particularly TVETs)? Specifically, what are the perceived value of training (program graduates) by employers and TVET partners? What is the quality of the relationships that the program has developed with local NGOs, and youth organizations, and networks? To what extent has the program contributed to participants starting businesses or other income-generating enterprises?

		<p>What specific components of the model and broader enabling factors have been most influential in supporting entrepreneurial activities?</p>
<p>Anticipated/ Early indications of Impact</p>	<p>What impact – positive or negative, direct or indirect, intended or unintended – has the program produced in youth, their living conditions, and/or the broader contexts within which they live?</p>	<ul style="list-style-type: none"> • Has the program generated any unintended outcomes, either positive or negative? • Recognizing that the impacts of development interventions are often long-term in nature, to what extent is the project positioned to generate meaningful change in the future? • What does the program’s experience tell us about youth savings behaviors? Do young people save and how are savings used? What are the impacts of financial services on youth well-being, including those that have resulted from the project’s specific interventions? • What indicators are currently being tracked that might be used to project and track longer-term change? What indicators and/or data are most relevant for the program? • To what extent has participation in the program empowered youth in terms of their self-perceptions, perceptions within communities, and view toward their future?
<p>Sustainability</p>	<p>Are the benefits of the programmatic activities for youth and the community likely to continue into the long term?</p>	<ul style="list-style-type: none"> • To what extent might the program be operationally sustainable after the project concludes? • What systems or processes, if any, have been put in place to ensure the long-term viability of the program, post-funding? • What are the lessons for working with the private sector e.g. employers and public sector partners e.g. TVET system? • To what extent is the program model sustainable in both service provision and scale-up concerning perceived value, incentives, and potential profitability or value on the part of those actors who might be involved in scale-up (TVET, private sector, donors, and other NGOs)? • What have been the outcomes of efforts to collaborate with the local community, training institutions, local NGOs, youth organizations and networks, relevant government agencies (including those responsible for TVET, youth, training, and education), and employers?

		<ul style="list-style-type: none"> To what extent are the outcomes and/or impacts of the program for Kenyan youth likely to continue beyond the MCF funding period?
Responsiveness	How responsive has the program and CAP YEI model been to changes in society that affect youth?	<ul style="list-style-type: none"> To what extent has the program been adapted to respond to emerging social challenges that were not foreseen during design? What has been the impact of the COVID-19 pandemic on the program and model? How has CAPYEI responded to this challenge? How has the model responded to special cases of youth vulnerability such as gender, crime; radicalization; geographical exclusion among others?

It is expected that the above questions will be refined and agreed upon by The Mastercard Foundation, CAP YEI, and the evaluator(s) as part of the inception/work planning phase of the evaluation. This evaluation will conclude with specific recommendations for CAP YEI’s future programming, including ideas for how to further strengthen the model and approach. Specifically, the recommendations should address recommended modifications if the current initiative was to be continued or replicated. Finally, where appropriate, the evaluation will also seek to respond to some key questions which drive The Mastercard Foundation’s learning agenda around economic opportunities for youth including the following:

- What do different segments of youth need most to be successful and fulfilled economically?
- How has gender affected placement outcomes for young people or the decisions that students make regarding pursuing further education, training, and/or employment?
- Which components and in which combinations are required for a sustainable and scalable holistic EOY intervention model?
- What are key private employer needs for entry-level labor across priority sectors and where are the most critical pockets of youth-appropriate entrepreneurial opportunity?
- Does the holistic EOY model effectively change the long-run economic trajectory of participants?
- What specific policies, infrastructure, technology, and private sector environments are most successful in supporting youth economic opportunity?

Evaluation Methods

We seek the most robust evaluation approach that is appropriate for the scope of the project, resources, and audience. Evidence gathered will be from both primary (interviews, focus groups discussion,



observation, etc.) and secondary (project documents, records, and baseline and midterm data, MIS, etc.) sources using qualitative and quantitative data.

As part of the in-country data collection, the evaluation team should consider meeting with:

- CAP YEI staff who work at the various locations and headquarters;
- Employers in the private and public sectors with the potential to employ young people benefiting from BEST interventions.
- Other potential private and public sector training service providers for comparative analysis of their offering Viz CAP BEST model
- Public sector and TVET institutions; and
- NGO partners and local youth networks.
- The Mastercard Foundation Kenya team

The consultant should plan on working with CAP YEI's Executive Director and respective program and monitoring and evaluation teams to gather, document, and analyze the data collected to date, including internal reports and regular program monitoring data. In addition, annual learning reports from the Tracer Study and Learning Partner's analysis will be made fully available to the consultant.

The Mastercard Foundation values active and meaningful participation of program stakeholders in the evaluation, as well as creative means of communicating evaluation results back to stakeholders at multiple levels.

Deliverables

Evaluation Inception Report/Work Plan for the evaluation

- Overview of project and the context in which it operates
- Purpose of the Evaluation
- Recommendations or modifications related to the proposed learning questions
- Clarity around roles and responsibilities if the evaluation is conducted by a team
- Proposed evaluation methodology and approach including methods for data collection and analysis
- Perspectives on the current learning questions including any recommendations for strengthening and/or structuring
- Proposed and updated evaluation framework and timeframe
- Proposed and updated budget
- Reporting timelines
- A draft schedule of meetings/briefing plan which would include regular teleconferences with key MasterCard Foundation and CAP YEI points of contact to check progress and provide updates.



Draft Evaluation Report in presentation format

Preliminary introduction: background of the evaluation, objectives, design, and methods

Preliminary findings use of findings and users

Preliminary discussion and conclusions

Illustrative figures and tables accompanying findings

Pending questions and suggestions

Final Evaluation Report Structure (Suggested)

Table of Contents

Executive Summary (a summary of the purpose, project background, main evaluation questions answered, methods, findings, conclusions, and recommendations of the evaluation).

Introduction that describes the purpose of the evaluation and the target audience.

Background - Brief overview of the project; project strategy and activities implemented to address the identified development problem; and the operating environment/context

Evaluation Approach and Methodology - a description of the methodology used, including constraints, gaps, and limitations that affected evaluation.

Findings - specific to the purpose of the evaluation and specific questions asked, but making sure they cover key learning questions.

Conclusions and recommendations

Annexes to the Evaluation Report

Terms of Reference for the evaluation

Evaluation work plan/inception report with the timetable

Data collection tools, including questionnaires, interview guides, and other tools as appropriate

List of individuals interviewed and of stakeholder groups and/or communities consulted

List of supporting documentation reviewed

All final statistics relevant to the Initiative

Specific monitoring data, as appropriate



Summary tables of progress towards outputs, targets, goals

Short biography of the evaluator(s)

The consultant will be required to present the draft report in person to CAPYEI and may be required to present the findings at a public dissemination event. A final revised version of the Evaluation Report will be submitted as the final deliverable for this project.

Evaluation Updates

In addition to these deliverables, the evaluator will engage in regular briefing updates – either by phone or by email – with The MasterCard Foundation that may also include CAP YEI

Timeline of key activities and Deliverables

The assignment will start upon the signature of the contract date. The due dates for all deliverables will be finalized by the evaluator(s) with The MasterCard Foundation in collaboration with CAP YEI before submission of the inception report/work plan.

Key Activities/Deliverables	Dates
Evaluation Launch (face to face or virtual via zoom): Evaluator(s) will hold a virtual meeting with project staff from both CAP YEI and MCF to launch the evaluation.	March 2021
Document Review: Desk Review / Preliminary Background Review. This should include a review of all relevant programmatic documentation.	April 2021
Evaluation Work Plan / Inception Report: This will include a specific outline of the evaluation, finalized learning questions; it will identify sampling, timing data collection, quality control measurements, and methodology. The inception report will be reviewed by MCF and CAP YEI preceding the in-country data collection.	April 2021
Field visits: including meeting with key stakeholders, field visits, and an in-country debriefing with the local team.	May – June 2021
Preliminary Presentation of Findings: Presentation of initial results to provide CAP YEI and MCF an opportunity to share feedback.	July 2021

<p>Draft Report: This should include all preliminary analysis, raw data, and findings outlined as per the requirement. MCF and CAP YEI will provide feedback within 10 to 14 days of receiving the draft report.</p>	<p>August 2021</p>
<p>Final Report: The final report will include the final evaluation and all incorporated recommendations, supporting tables and graphs, visuals and appendices as per the requirements.</p>	<p>September 2021</p>

Schedule of payment

The consultant shall be paid as outlined in the table below:

Deliverable	% of professional fees to be paid
Contract Signature	50%
Final Report	50%
TOTAL	100%

All re-reimbursable expenses incurred by the consultant concerning this evaluation (airfare, lodging, meals, and local transportation) will be covered according to CAP YEI and The MasterCard Foundation’s policies on reimbursement and travel. Receipts must be submitted with the final invoice for reimbursement upon the completion of the evaluation.

Profile of Evaluator to undertake this assignment

- Extensive experience in evaluation, including in designing and leading evaluations;
- Strong analytical and writing skills and knowledge of qualitative and quantitative evaluation methodologies;
- Advanced degree in development economics, Education, Social Science, Entrepreneurship, or other relevant fields;
- Ability to facilitate and relate to stakeholders at multiple levels (e.g., MasterCard Foundation and CAP staff, NGOs, public and private employer organizations, youth participants, etc.)
- Experience in training, entrepreneurship, and employment/employability approaches, particularly concerning youth in Africa; and,
- Sensitivity to cultural/historical context in the data collection process
- Demonstrated ability to thoughtfully bring youth/client experience to the forefront of the



evaluation.

- Fluency in English required. Strong preference will be given to teams with Kiswahili language skills.
- Must be compliant with legal and statutory requirements

Request for Proposal

Interested parties are requested to send a short email to hr@capyei.org by March xx/2021 at 5 pm EST expressing their intention to submit a proposal. Any questions and requests for clarification regarding this work may be submitted to: james@capyei.org

Proposals must include the following, with the main proposal body not to exceed 10 pages (not including appendices):

1. Introduction and understanding of the overall evaluation purpose and project objectives.
2. Experience in evaluating similar types of programs/models, including any experience with youth, training, and employability space.
3. Outline of the evaluation design and general evaluation approach, including learning questions, methods, analysis plan, and quality control.
4. Overview of the proposed evaluator(s), including details of team composition and specific qualifications of individuals for this assignment;
5. List of key activities and deliverables, detailing the level of effort and associated team member(s);
6. Estimated budget, including professional fees, travel, and all expenses.

In addition, the proposal should include the following appendices:

1. List of three referees who can attest to the firm/evaluator's experience and expertise as related to this assignment.
2. CVs for all proposed team members;
3. Two examples of evaluation reports were recently completed, with at least one report led/authored by the primary consultant proposed for this assignment.

Proposals must be submitted by **March xx, 2021 at 5 pm** EST to hr@capyei.org.



iii. Key evaluation Questions

Key Learning Questions

1. To what extent is the BEST model contextually appropriate and responsive to the needs of various types of youth and prospective employers in Kenya?
2. To what extent can this project be considered cost-efficient? Does this input-output/outcome ratio seem reasonable?
3. To what extent has the project attained its training, enhancement of skills & capabilities, and job placement objectives?
4. To what extent does the CAP YEI model present an effective approach for addressing youth unemployment in Kenya?
5. What impact – positive or negative, direct or indirect, intended or unintended – has the program produced in youth, their living conditions, and/or the broader contexts within which they live?
6. How has the CAP YEI Capacity Building Training over the last seven years impacted skills development in the Kenyan TVET sector?
7. Are the benefits of the programmatic activities for youth and the instructors likely to continue into the long-term?
8. How responsive has the program and CAP YEI model been to changes in society that affect youth?

iv. Krejcie and Morgan's Table

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*



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