

The Role of Partnerships in Youth Skills Development: The Case of CAP YEI Basic Employability Skills Training (BEST) Model in Kenya



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Abstract

Since the decade of Universal Free Primary Education through Millennium Development Goals, and now the decade of Sustainable Development Goals, one familiar trend continue to persist; the diminished statistics of transitioned youth from education participation to livelihood opportunities. While Kenya has achieved 109.8% and 75% primary and secondary education enrolments, respectively, these statistics continue to decline in progression into higher education and securing opportunities. It is estimated that half a million to 800,000 (averagely 60% of those who completed primary education) students complete secondary school each year in Kenya and only 3.3% of these young women and 4.7% young men enrol into tertiary education. Kenya is realistically falling behind many other African nations, and especially when the education provided and/or obtained often lack the necessary skill sets the job market requires. While annual GDP growth rates of more than 5% have been regularly recorded, Kenya's youth unemployment rate has shown little to no positive development, and stands at a staggering 39.1% according to United Nations' Human Development Index (HDI) 2017. A public private partnership in a youth skills development project implemented by CAP Youth Empowerment Institute (CAP YEI) in Kenya is one classic example of how youth transitions to gainful engagements can be increased. This research explored the role of partnerships in a Basic Employability Skills Training (BEST) mode project implemented by CAP YEI in Kenya, which consistently has seen over 75% of its beneficiaries get linked to employment opportunities and about 7% into entrepreneurship engagement for the last six years. The research specifically sought to investigate the role of partnerships in (1) increasing access to skills training; (2) mentorship; (3) internship and employment opportunities; (4) sustained relevance of the program; and (5) how partnership can be leveraged to scale up the BEST model among out of school youth throughout Kenya and across the borders. The study used literature review, and interview to collect data. Interviews were used to collect the data among CAP YEI project's private sector industry partners. Data was analysed using both qualitative and quantitative methods. Frequency distribution tables, percentages and graphs were used to analyse the data. The findings affirm that partnership is integral in the success and sustainability of CAP YEI project. Indeed, the current partners are significantly involved in key areas such as mentorship (37.4%), employment (18.3%), on-job training (13.7%), community mobilization and youth recruitment (10.7%), internships (9.9%), and financial services (9.9%), in that order. Respondents felt that in participating in project partnership activities, they have gained quantifiable benefits that make them proud of the accomplishments, to commit to the program, and hopeful of the future for youth. Evidently, these strategic partnerships from both public and private sectors have and will ensure sustained relevance of CAP YEI programs by completing the gaps in the cycle of developing skills curricula, training youth in various competency areas, offering the much needed exposures, and absorbing the skilled manpower. Nonetheless, it is still a challenge to harness the partnership owing to the various organizational and personal barriers such as financial constraints, competing priorities, staff turnover, and availability of partners in various sectors. This research recommends (1) clear defining of partnership categories and roles to ensure better returns to various partnership activities (2) resourcing youth empowerment projects to expand their linkages to strategic partnership investment, and (3) devising a communication framework with partners to tap their input during decision making, and in turn enhance their sense of ownership.

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1.0 Introduction

Kenya has made significant political, structural and economic reforms that have largely driven sustained economic growth, social development and political gains over the past decade (World Bank, 2018). However, it's key development challenges still include poverty, inequality, climate change and the vulnerability of the economy to internal and external shocks. Kenya has met some Millennium Development Goals (MDGs) targets, including reduced child mortality, near universal primary school enrolment, and narrowed gender gaps in education. Interventions and increased spending on health and education are paying dividends. Enactment of a new constitution in 2010 that saw devolution of government, adoption of education reforms based on the MDGs, roll out of Vision 2030 blueprint that would transform Kenya to a middle class nation, and the recent introduction of Big Four Development Agenda that includes Universal Healthcare, Manufacturing, Affordable Housing and Food Security are some of the "reforms" designed to remedy the myriad challenges faced by Kenyans, are all strategies meant to uplift the living standards of Kenyans.

Since the decade of Universal Free Primary Education through Millennium Development Goals, on-going reign of a new constitution that devolved governance to counties, and now, the decade of Sustainable Development Goals, one familiar trend continue to persist these reform aligned efforts; the diminished statistics of transitioned youth from primary and secondary education participation to higher education and securing livelihood opportunities. While Kenya has achieved 109.8% and 75% primary and secondary education enrolments (Orodho, 2014), respectively, sadly, these statistics decline further in progression to livelihood. It is estimated that half a million to 800,000 students complete secondary school each year in Kenya (Nebe & Mang'eni 2016; Sikenyi 2017; World Bank 2016a) and only 3.3% of these young women and 4.7% young men enrol into tertiary education (Escudero, V. and López Mourelo, E. (2013). Realistically, Kenya is falling behind many other African nations, especially when the education provided and/or obtained often lack the necessary skill sets the job market requires. While annual GDP growth rates of more than 5% have been regularly recorded each year for a while, including 5.7% in 2018, Kenya's

youth unemployment rate has shown little to no positive development—it stands at a staggering 39.1% according to United Nations’ Human Development Index ((OPHI, 2017).

It should be a great concern for everyone, including policy makers and practitioners involved in education and youth development sectors, as well as the youth themselves, that there have been so many initiatives that have been designed and implemented to help improve their livelihood opportunities, but these initiatives have not borne much fruits in alleviating them towards better livelihoods. In Kenya, the introduction of the 8.4.4 system of education in 1984 was designed to focus on vocational education and training with aim to prepare students who would not continue on to secondary education, those who would be self-employed, and those who would be seeking employment in the non-formal sector (Ministry of Education, 1981.; Muricho et al., 2013). Over the years, so many analyses have since condemned the 8.4.4 system of education in Kenya for not supporting its core purpose—to lead to self-reliance among graduates, in spite of it being the aim of its inception. When the school completers of 8.4.4 system are dependent, incompetent, lack creative skills and are unemployable or unable to initiate self-employment, it demonstrates a critical deficiency in the current system of education, with respect to its core aim of education for self-reliance (Ambaa, 2015).

In spite of the emphasis placed on technical education by conferences and commissions, an International Labour Organization (ILO) Report of 1992 observed that young people coming out of the technical institutions lacked employable skills (Kerre, 1992). Challenges are still prevalent in TVET ability to train and transition significant statistics of their graduates. This puts to question the quality of skills training in Technical Training Institutes (T.T.Is). This characteristic continues to persist despite many reform efforts, leading to calls for a systematic study to establish the challenges facing technical training in Kenya. Many studies have showed the myriad of challenges that broadly limit youth graduates from the education system, and specifically, from the Technical, Vocational, Education and Training (TVET) sector from succeeding to access livelihood opportunities. More importantly, youth who go through TVET system in Kenya are not successful because their training is affected by inadequate staff, compromising the quality of teaching and learning; inadequate training facilities, tools and equipment, thus constraining the relevance of taught skills to market skill needs in industries and business organizations; and more importantly the lack of linkages of trained youth to internship, job placement, and business support, post training (Sang et al, 2012).

To turn around this challenge of youth skills development and transition to livelihoods, there is need to focus our primary interventions in education and training by specifically revamping our TVET sector. This would feed into supporting Kenya in succeeding to achieve Vision 2030 development agenda. Skilled youth is vital in building a strong manufacturing base from which all other sectors can benefit. Industrialization is the main driver of sustained and progressive economic growth and self-sustenance. However, we cannot build this base with rudimentary skills which are directed towards solving our present challenges, and not futuristic perspectives of what we may need to overcome those that lie ahead.

On a positive note, there have been progressive steps in Kenya towards improving skills development to meet labour market demands. One example, the Kenya Association of Manufacturers (KAM) in partnership with GIZ and the State Department for Vocational and Technical Training, launched a TVET Program early 2017 which aimed to increase economic and employment opportunities for the youths in Kenya while at the same time ensuring that local industries are poised to take advantage of skilled youth beneficiaries. Another example, CAP Youth Empowerment Institute, a Kenyan NGO is also implementing a youth skills development program designed to beat the challenges experienced by Kenyan youth, to be

able to transition from training to livelihood. This research focuses on the case of CAP YEI project in Kenya that has unique elements that enhance youth skills development and access to livelihood.

1.1 Background

This research was conducted to investigate unique and promising model training in Kenya implemented by CAP Youth Empowerment Institute (CAP YEI) that has succeeded to a great extent in transitioning youth from poor and vulnerable communities to livelihood engagements—jobs, entrepreneurship, further studies, and community service.

CAP-Youth Empowerment Institute is a registered non-profit organization in Kenya involved in youth skills development and linkages to jobs and entrepreneurship start-ups. CAP YEI's program is based on proven experience and well-demonstrated practices of its Basic Employability Skills Training (BEST) model. This model is designed to help vulnerable youth develop labour market demand oriented employability skills and link them to internship, job placements, entrepreneurship start-ups, and mixed livelihoods. These, in turn easily enable them integrate to their local economic contexts, make informed choices for their self-directed growth and positive citizenship, access higher education and qualification, savings, peer networking and enterprise development support. The training is done through the BEST model demonstration, replication, and capacity building strategies. Training in demonstration strategy involve CAP YEI acquiring own facility spaces for skills training and support of youth to acquire competencies for work, entrepreneurship and linkages to work and business start-ups. Training in replication strategy involve CAP YEI setting up training in government owned vocational training facilities with the hope of influencing government trainers to adopt aspects of the BEST model that would improve their own training. Lastly, capacity building training strategy involves recruiting government vocational training centres' instructors into workshops where they are inducted and supported to adopt the elements and practices of the BEST model, with the hope that they would integrate these elements and practices into their vocational training.

Since inception of the first five years phase of project in 2011 to the time of writing this paper, CAP-YEI in partnership with MasterCard Foundation (MCF), McKinsey Social Initiative (MSI), European Union (EU), GIZ and Catholic Relief Services (CRS) was able to support over 29,000 Kenyan youth to enrol and train in labour market demand-driven-skills. Both MSI and CRS have since ended their partnership with CAP YEI project, however, MCF, EU, and GIZ have redoubled their funding support to the program. This study is not about these donor funding partners, instead, it is about looking into details the role of organizations, businesses, and individuals that participate in one or many daily activities and processes of the CAP YEI program and the extent these roles facilitate skills development and transition to livelihoods. This program is strongly perceived as a public-private partnership strategy of supporting vulnerable youth to secure livelihood opportunities in a context that had proven to be difficult for youth in the past.

For the past six years, CAP YEI has been successful with skills to livelihood transition rate of 88 per cent (transition from training to employment, small business start-ups, multiple earning strategies, and further learning). With this kind of statistics by a single organization in the midst of a tough unemployment among Kenyan youth, this research further explore the specifics that made it possible for CAP YEI to succeed to this extend. This study builds on and explores further the findings from two major studies on this project; one longitudinal study by University of Minnesota research fellows who engaged CAP YEI in a learning partnership and the second one was conducted by New Economy Development Group (NEDG), a consulting firm in Canada that engaged CAP YEI in a summative evaluation contract towards end of the first phase of project in 2015.

The longitudinal study by University of Minnesota involved demographic data, spoken survey data as well as annual interviews from youth before training and after completion of the training program from a sub-set of youth from 2012-2016 to track changes over time in learning, earning, saving, and well-being. In addition, the research team collected interview data annually from NGO staff and local stakeholders (2012-2016) to learn about the national and local economic and social conditions related to employment. One of the key findings from this longitudinal study illustrated how, over time, CAP YEI built stronger partnerships with local stakeholders, which facilitates program efficiency and efficacy as well as opportunity to address the sustainability and scalability of the BEST program model (UMN Final Report of Five Years of Longitudinal evaluation of CAP YEI, 2015 of the CAP YEI Program).

Specifically, CAP YEI reported an increase in program efficiency over time. By the end of the first five years project phase, CAP YEI had directly reached 8,911 youth and approximately 6000 indirectly, and estimated that their cost per trainee had decreased to \$400-500 USD. This increased efficacy was attributed to CAP YEI long-term relationship with various stakeholders and improved mobilization of youth. In addition, CAP YEI revised its curriculum to place greater emphasis on entrepreneurship and life skills training modules not only as a response to increasing needs of the individual youth to pursue self-employment or multiple earning strategies, but those of employers and businesses partners who are consulted often to provide feedback to update the curriculum to fit into the local job and entrepreneurship context.

CAP YEI sought new and diverse opportunities to broaden the reach of the BEST model. CAP YEI's plan for the second phase of MCF funding then (2015) was largely an expansion of the BEST model (beginning of second phase in September 2016) in different settings aimed at increasing the program's scalability and sustainability. CAP YEI also planned to disseminate its model through collaboration with other partners including government VTCs', faith based and private owned training institutions, and other NGOs supporting youth skills development and linkages to specific opportunities, and these partners as explained below.

The longitudinal study by University of Minnesota found that, over time, CAP YEI had built strong partnerships which helped to support its work in communities and with youth and has been recognized for these efforts. In part, due to its longevity in the region, CAP YEI has built strong partnerships with financial institutions, local and national government officials, and the private sector, which serve a strong supportive role to CAP YEI's efforts at all levels. These efforts have been recognized by private stakeholders and government, most notably through an award to CAP YEI by African Union in Addis Ababa in 2015 as one of the most promising models for TVET programs in Africa. CAP YEI felt that this recognition had engendered subsequent opportunities to work with other organizations and government agencies whose goals also aimed at supporting youth training.

As one key role of partnership in the program, for example, for youth to be trained in hospitality, CAP YEI collaborate with local hotels and restaurants, clubs (hospitality industry partners) to develop competency-based training modules/curriculum intended to ensure training was well-aligned to the industry, and youth were ultimately better positioned to find employment following completion of the training course. CAP YEI also believes these partnerships could potentially benefit program graduates in offering exposure, internship and job placement, respectively. Another example, CAP YEI youth have been able to access the government Youth Enterprise Development Fund through its support and partnership with the Fund officials. These findings from the longitudinal study, specifically on the role of partnership are also captured in the final evaluation in NEDG report that sums up the success of CAP YEI BEST model to be contributed by what is referred as the '*magic*' (Ramirez, 2015).

The 2015 final evaluation of phase one of the project by NEDG, further illuminate and define partners

and their roles in the CAP YEI youth skills development in Kenya (Ramirez, 2015). The BEST model engages stakeholders, especially employers, in a direct & purposeful manner during various steps. In the model, the first step (market scan research), potential employers are asked to contribute data on employment possibilities and relevant skills sets they require in their work force, information that culminates into development of a training curriculum for each specific skill course. As the curriculum is being developed and/or revised, employers are consulted again. During Road Shows (mobilization and recruitment of youth for training), partners engaged by CAP YEI, including local leaders, local administrators, Community mobilizers and civil society organizations help to recommend candidate youths for training—they are individuals that CAP YEI works with, to broadcast and promote the program in particular sites (Ramirez, 2015). Program mobilizers publicize the opportunities being presented, the qualification criteria, and they identify potential candidates for up-coming courses, and related program of activities. Some employers and local institutional representatives (e.g., from financial institutions) become mentors during the training. At the end of the training, program instructors keep in touch with employers with special attention to linking them to on-the-job training, internship and placing graduates to jobs or entrepreneurship engagement.

This direct and purposeful engagement leads to a form of social capital for CAP YEI—by engaging with the community, by listening to their needs and responding directly, the program becomes known in each community. The feedback from stakeholders, which incorporates several steps, indicates that it is a contributor to both short term and middle term outcomes. As such, the stakeholder interaction is part of the ‘*magic*’ and constitutes a non-negotiable aspect of the program (Ramirez, 2015).

1.2 Objective of this study

The general objective of this research is to explore the roles and extent of the outcomes of partnership activities in CAP YEI program in the following categories.

1. Increasing youth accessibility to skills training
2. Increasing mentorship among program beneficiaries
3. Increasing internship and employment opportunities for youth
4. Increasing sustained relevance of the program training model in Kenya
5. Scale-up of the BEST model

2.0 Literature Review

2.1 Conceptualizing Partnerships

The term “partnership” is used in different practices and is used to describe a wide variety of relationships in different contexts. Indeed there is an infinite range of partnership activities as well as assumptions underlying their definitions. Firstly, partnership is assumed to have the potential for synergy of some form (Bolun Li, 2015). Secondly, partnership is assumed to involve both development and delivery of a strategy or a set of projects and/or operations, although each actor may not be equally involved in all stages (Bolun Li, 2015). Thirdly in public-private partnerships the public sector is assumed not to pursue purely commercial goals, so a criterion of partnership is the presence of social partnership (so excluding purely commercial transactions (Bolun Li, 2015).

Partnership involves co-operation, i.e. “to work or act together” and in a public policy can be defined as co-operation between people or organizations in the public or private sector for mutual benefit (see Holland, 1984). Harding (1990) sets out a similar general definition of ‘private-public partnership’ as “any

action which relies on the agreement of actors in the public and private sectors. Bailey (1994) provides an example of a working definition of private-public partnership in urban regeneration as “the mobilization of a coalition of interests drawn from more than one sector in order to prepare and oversee an agreed strategy for regeneration of a defined area”. Commonwealth (State) of Massachusetts once had a partnership policy which said, “(A) partnership is a collaboration among business, non-profit organizations, and government in which risks, resources and skills are shared in projects that benefit each partner as well as the community” (Stratton, 1989).

The main dimension along which we can classify partnerships is their purpose. The purpose of entering into a partnership may be to gain extra resources for an area, project or organization; to release synergy through collaboration and joining various types of resources; or to transform one or more of the partner organizations. This may include letting them act more entrepreneurially through loosening some constraints and introducing new ways of doing things which are more effective or efficient (see for instance: Mackintosh, 1992; Hastings, 1996). The implicit purposes of the partnership are also important. These may be to improve effectiveness or efficiency, to attract additional resources into the area, to manipulate one of the partners to supporting your activities, or to overcome local opposition (McQuaid, 2002).

Another classic and focused conceptualization of strategic partnership for youth empowerment towards access and sustainability of livelihoods is demonstrated in Solutions for Youth Employment (S4YE) model. S4YE is a partnership initiated by the World Bank, Plan International, the International Youth Foundation (IYF), Youth Business International (YBI), RAND, Accenture, and the International Labour Organization (ILO) with a view to contribute to a world where all youth have access to work opportunities. It seeks to develop innovative solutions through practical research and active engagement with public, private, and civil society stakeholders to enable solutions for all youth...to provide young people with pathways to economic opportunities and employment—and how all stakeholders can work to achieve youth employment at scale.

S4YE pays attention to youths’ underlying determinants on entry to the labour market, including education culture, social capital, soft skills, aspirations, access, and gender. It then leverages on studies designed to identify skills gaps that would inform remedial basic skills, training and skills development. Once training and skills development is accomplished, efforts are channelled to job search and acquisition, job retention, enterprise development, and business growth and expansion.

3.0 Methodology

3.1 Study Approach

The study adopted a *case study approach* to analyse the place of partnership in youth skills development and linkages to livelihood opportunities. It is based on the case of CAP YEI Basic Employability Skills Training model in Kenya which consistently has seen over 75% of youth beneficiaries get linked to employment opportunities and 7% entrepreneurship for the last six years. The research specifically sought to investigate the extent of the role of partnerships in (1) increasing access to skills training; (2) mentorship; (3) internship and employment opportunities; (4) sustained relevance of the program; and (5) how partnership is leveraged to scale up the BEST model among out of school youth throughout Kenya.

3.2 Methodological Choice

A mixed method (qualitative and quantitative) approach was used to collect and analyse data. The

research involved collecting, analysing and collating quantitative (questionnaire) and qualitative (interview and desk research) data. This methodological choice of research was used because it provides a comprehensive and complementing data to better understand the role and extend of outcome of partnership in youth skills development and linkages to livelihood opportunities.

3.3 Sample Population

The study used a random selection of 20% sample of the partners of CAP YEI project within Nairobi area; this size of sample form a representative generalization of the role of partners in the project. Furthermore, the data from the interviews with those documented in project design, project partnership activity reports, and from evaluation reports are sufficient to ascertain the roles of partners in the project and extend of their outcome in the program. The initial target sample consisted of 174 respondents spread across five centres in Nairobi Region, as shown in the table below.

Table 1: Targeted Population

Affiliated Centre	Frequency	Percent	Cumulative Percent
Athi River	31	17.82	17.82
Buruburu	41	23.56	41.38
Dagoretti	38	21.84	63.22
Thika	57	32.76	95.98
Kiambu	7	4.02	100
TOTAL	174	100	

However, only 131 respondents were available and participated in the study, which represents a target respondent of 75.29%. The team agreed this sample size is adequate to provide data we can generalize about the role of partnership in CAP YEI skills development project in Kenya.

Table 2: Sample Population

Affiliated Centre	Frequency	Percent	Cumulative Percent
Athi River	30	22.90	22.90
Buruburu	30	22.90	45.8
Dagoretti	25	19.08	64.88
Thika	39	29.77	94.65
Kiambu	7	5.34	100
TOTAL	131	100	

3.4 Data Collection and Analysis

Desk research and interviews were the main data collection strategies used in this study. Primarily, the interviews were administered among partners who are registered in CAP YEI's management information

system (MIS) database. The interview tool was uploaded into electronic Open Data Kit (ODK) which form the key framework used to manage the data collection process. Once interview tool was formatted in ODK, it was synchronized into android phones of the researchers who administered the questions from their android cell phones; automatically capture partner responses and submit filled forms to a collating server. This way, the errors that come with manual data entry after collection were fully eliminated as the framework allowed exporting of the total instances into a preferred format. After collection, analysis of the data was done using Statistical Package for the Social Sciences (SPSS) software to provide graphical summaries of the interpretations.

4.0 Findings

4.1 Demographic Data

Out of the total targeted population (N=174) of project partners in Nairobi area, only 131 participated in this study. This number represents a response of 75.29% of the target population. Among the respondents, 66% were male (N=87) while 34% were female (N=44) as shown in the table below.

Table 3: Sample Population

Gender	Frequency	Percent	Cumulative Percent
Female	44	33.6	33.6
Male	87	66.4	100.0
Total	131	100.0	

The respondents were divided into three age groups: between 18 and 25, 26 and 35, and 35 years and above. As shown in the frequency table below, majority of the respondents were 26 years old and above (87.79%, N=115) with the remaining 12.21% falling under the 18-25 years age group. It should be noted that CAP YEI programs are designed for youth aged between 18 and 25 years. As the results show, majority of the partners in this program are persons 26 years old and more; the implication of this age differential with the project youth beneficiary will be interesting to understand. However, the project believes it is important to increase the number of partners of the age group similar to that of the program youth beneficiaries, to enhance communication between youths and program partners.

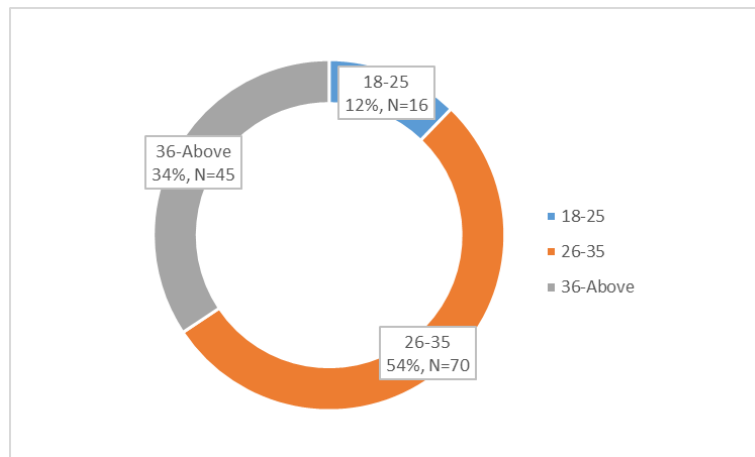


Figure 1: Age Distribution

Using a purposive sampling approach, the study focused mainly on Nairobi area that has five CAP YEI training centers: Thika, Kiambu, Dagoretti, Buruburu, and Athi River. The figure below shows the distribution of the respondents across the five centers.

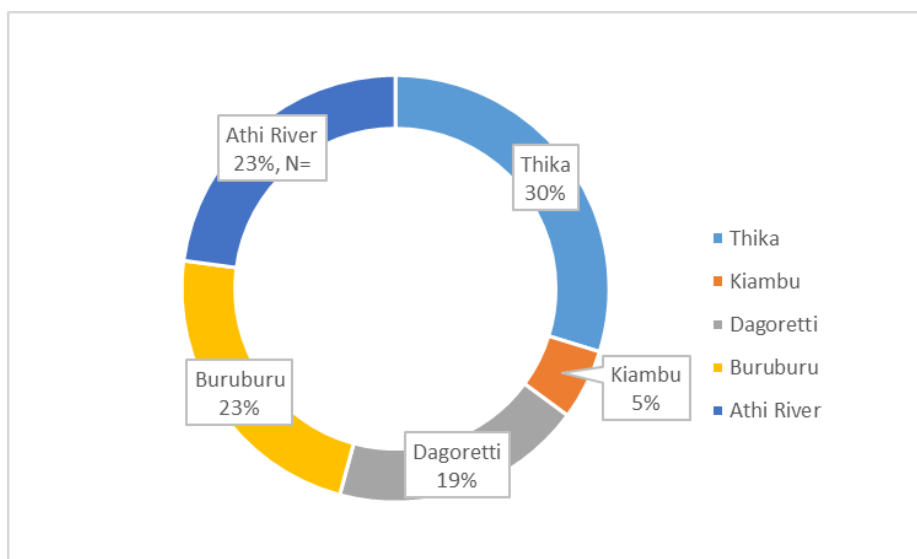


Figure 2: CAP YEI Centers in Nairobi Region

Further analysis show majority of the respondents in this study (81%, N=106) are located in the urban areas. Additionally, 4% (N=5) respondents from Thika, Kiambu, and Athi River classified their locations as rural while 15% (N=20) are located in semi urban areas (see graph below).

4.2 Partnership Categorization

At CAP YEI, partners are categorized into six main categories: those offering employment, financial services, internships, on-job training, mentorship, and mobilization/recruitment of youths into the program. In the region surveyed, this was the same and each category was represented by at least 10% (N=13 of the total respondents (N=131) as shown in the frequency table below. From this analysis,

considering great rates of transition of youth from training to livelihoods, mentors, employers, and those offering on-job training make a huge combination of partners that create huge program transition from training to livelihood success—their efforts contribute 69.4% of the role played by partners in the program. Interestingly, with only 10% of representative partners who support in mobilizing youth into the program, CAP YEI is able to enroll almost 40,000 youth into the program in seven years. This can be interpreted to mean the program is very attractive to community of youth seeking skills development for work and entrepreneurship. In the longitudinal study as well as the summative evaluation, it was noted that selection of the ‘right youth,’ those that dearly need the training and are from very vulnerable communities, let to CAP YEI program succeed in retention and transition of large numbers to opportunities. From a different point of view, the small percentage of partners in the mobilization and recruitment category is an indicator that the program is very attractive to youth in Kenya—it takes less effort to enroll the required number of youth for the training.

Table 4: Partnership Category

Categories	Frequency	Percent	Cumulative Percent
Employer	24	18.3	18.3
Financial Services	13	9.9	28.2
Internship	13	9.9	38.2
Mentorship	49	37.4	75.6
Mobilization Recruitment	14	10.7	86.3
On Job Training	18	13.7	100.0
Total	131	100.0	

4.3 Partners’ Occupational Area

In a bid to further categorize the respondents and determine their area of specializations, the study revealed that partners in Nairobi region are spread across ten occupational areas, however, most of them are concentrated in three these occupational areas: Hospitality (19.85%, N=26), Hair Dressing (17.56%, N=23), and Entrepreneurship (15.27%, N=20), representing 53% (N=69) of the total respondents, as shown below. This analysis show that majority of the partners in this program are from the hospitality, hair dressing and beauty, entrepreneurship, and security & guarding sectors as shown below. We checked from the project data base, and found a correlation between the proportion of partners and the number of youth training in each course; for example, majority of the trainees are enrolled in hospitality and security & guarding, respectively.

Table 5: Areas of Work

Areas of Work	Frequency	Percent	Cumulative Percent
Building Construction	11	8.4	8.4
Electrical Electronics	2	1.5	9.9
Entrepreneurship	20	15.3	25.2
Financial Services Sales	12	9.2	34.4
Hair Dressing	23	17.6	51.9
Hospitality	26	19.8	71.8
Industrial Garment	3	2.3	74.0
Manufacturing			
IT	6	4.6	78.6
Life skills	14	10.7	89.3
Security Guarding	14	10.7	100.0
Total	131	100.0	

4.4 Partner’s Individual Assessment

In this study, the respondents were asked to assess their level of involvement in the program by choosing either ‘not very involved,’ ‘moderately involved,’ or ‘very involved.’ With a mean of 2.17 level of involvement where 1 and 3 represent the lowest and the maximum level of involvement, respectively, it can be said that these partners are moderately involved in the program.

Table 6: Level of Involvement

	N	Minimum	Maximum	Mean	Std. Deviation	Skewedness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
How involved have you been in the Partnership?	131	1.00	3.00	2.1679	.63431	-.152	.212

From the above question, it was important to quantify the level of involvement by asking the partners about the number of CAP YEI partnership meetings they had attended in the previous year (12 months). An independent T-Test incorporating Age, Gender, and Centre categories revealed insightful findings. Male respondents attended more partnership meetings (Mean=2.68, N=87) than their female counterparts (Mean=1.86, N=44). What is more, a higher age category was closely correlated with a higher attendance: 18-25 age group categories recorded a mean of 1.69 (N=16), 26-35 categories had an increased mean of 2.31 (N=70), and the final group of 35 and above years had the highest mean of 2.80 (N=30). Partners in Buruburu (Mean=4.50, N=30) and Athi River (Mean=2.60, N=30) attended the most meetings with other centers averaging between 1 and 2 meetings. From this analysis, CAP YEI might want to engage younger partners to be able to attend meetings that would be helpful in the program. More female partners too will need to be encouraged to join the partnership, while those who exist already need to be encouraged to increase their participation, including attending meetings more partnership meetings.

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Table 7: T-Test on Meetings Attended (12 Months)

How many CAP YEI partnership meetings have you attended over the past 12 months?		N	Mean	Std. Deviation
Gender	Male	87	2.68	5.499
	Female	44	1.86	2.817
Age	18-25	16	1.69	1.302
	26-35	70	2.31	4.766
	35-Above	45	2.80	5.546
Centre	Athi River	30	2.60	3.654
	Buruburu	30	4.50	8.581
	Dagoretti	25	1.24	1.234
	Kiambu	7	1.43	0.976
	Thika	39	1.56	2.269

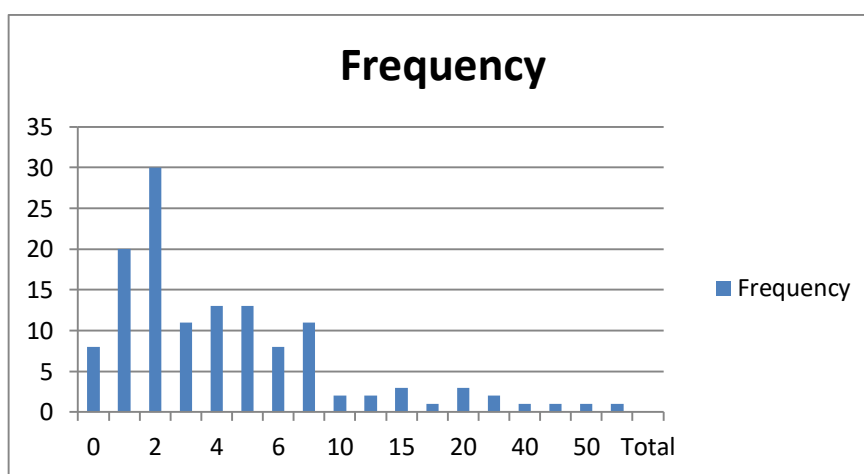
General statistics on the above question showed that 28.2% (N=37) had not attended a single meeting in the past year with 58.8% (N=77) attending between 1 and 3 meetings. Of the total surveyed (N=131), only 4 partners (3.1%) attended at least 1 meeting every month with 2 of them attending a remarkable 35 meetings. CAP YEI will need to design a different partnership engagement to be able to encourage the partners to commit to the program. With the 37 partners reporting they had not attended any single meeting in a whole year, reduces the benefits CAP YEI would have accrued if these partners were involved. Alternatively, CAP YEI can update the partnership list and do away with people who do not offer any support in the program, and yet they are still considered partners. The frequency of keeping in touch with partners can be an important factor in the success of supporting youth in the various stages of skills development—training, providing internship, mentorship, employment, and linkages to entrepreneurship.

Table 8: Frequency Distribution of Total Meetings Attended (12 Months)

Total Meetings Attended (12 Months)	Frequency	Percent	Cumulative Percent
.00	37	28.2	28.2
1.00 -3.00	77	58.8	87.0
4.00 – 6.00	8	6.1	93.1
7.00 – 10.00	5	3.9	97.0
12.00	1	.8	97.8
18.00	1	.8	98.6
35.00	2	1.5	100.0
Total	131	100.0	

Further, the study sought to assess the number of hours that CAP YEI partners spent on the different partnership activities. The findings showed that they spent an average of 6 hours every month on the different partnership activities. Among them, 6.1% (N=8) were somewhat inactive as they did not dedicate any time on these activities. The team went further to understand the difference between the 28.2% who said they did not participate in any meeting the past 12 months and the 6.1% who reported they were inactive the past one month. The balance was found to be involved through calls, text messages or meetings at their work sites. However, 84% (N=110) dedicated between 1 and 12 hours monthly with the remaining 9.9 % (N=13) dedicating between 12 and 100 hours a month. The next section describes what they do in these meetings or with the hours they spend in the partnership.

Table 9: Totals Monthly Hours on CAP YEI Partnership Activities



Lastly, on the partner's individual assessment of their partnership with CAP YEI, the survey instruments (questionnaires and interviews) asked them how they had directly provided their input or support in all the relevant activities and processes of the program. This assessment included the number of times they had recruited new members into partnership with CAP YEI, recruited youths into CAP YEI programs, participated in mentorship and/or guest lecturing activities, linked youth to internship/on-the-job-training, linked them to jobs, and provided training materials since they joined the partnership with CAP YEI.

As shown in the table below, there are no major disparities across the two genders. However, partners aged 35 years and above performed better in out of class activities when compared to the two other age categories. Notably, the second category (26-35) recorded better scores in in-class activities, that is, mentorships/guest lecturing (Mean=6.93, N=70) and provision of training materials (Mean=5.60, N=70). Similarly, partners linked to Athi River center were the best among the five centers across the six activities, followed by Buruburu.

Table 10: Partner's Involvement in In-Class and Out of Class Activities

		N=131	(A) Recruited New Members/Partners	(B) Recruiting Youth Into Programs	(C) Participated in Mentorship /Guest Lecturing	(D) Linked to Internship /On-The-Job-Training	(E) Linking to Jobs	(F) Providing Training Materials
Gender	Male	87	13.32	5.84	7.18	2.75	1.75	5.52
	Female	44	7.34	8.30	5.82	7.14	5.36	3.61
Age	18-25	16	14.56	10.94	5.38	2.88	2.25	1.88
	26-35	70	1.79	4.47	6.93	4.23	3.04	5.60
	35-Above	45	19.27	10.91	5.58	8.89	6.53	3.00
Centre	Athi River	30	35.47	17.77	13.57	8.63	4.20	11.10
	Buruburu	30	0.67	6.60	8.40	7.13	5.27	5.80
	Dagoretti	25	0.80	0.96	1.88	1.68	1.64	0.28
	Kiambu	7	1.29	5.86	2.43	3.43	2.86	0.29
	Thika	39	2.87	4.69	2.54	5.21	5.08	1.05
	Mean		9.35	7.47	6.27	5.66	4.15	4.25
	Minimum		0.00	0.00	0.00	0.00	0.00	0.00
	Maximum		450.00	100.00	170.00	100.00	120.00	170.00

4.5 Partnership Participation Benefits

As earlier noted, partnership is a mutual social cooperation between people or organizations. As a result, the partners stand to benefit as detailed in the partnership purpose statement. Essentially, this question tries to find out what keeps these partners in the relationship with CAP YEI. This line of thought informed the decision to evaluate the extent to which partners or their organizations have benefitted from the partnership with CAP YEI, as well as look at the extent of their benefits to their levels of participation or contribution to CAP YEI. Particularly, the study sought to understand, to what extent community mobilization, linkages to jobs/training/internships/financial services/entrepreneurship, mobilizing funds, engaging the government and other organizations, and building personal skills of other partners in CAP YEI program benefitted these partners.

In a Likert scale ranging between 1 (Not at All) and 7 (Quite a Lot), the respondents were told to indicate the extent to which the aforementioned activities were of benefit to them or their organization. As shown in the table below, mobilizing funds (Mean=2.02), linking government to CAP (Mean=2.23), and Linking CAP to government (Mean=2.5) hardly benefitted the respondents or their organizations. However, building personal skills in partnership work (Mean=5.57), Mobilizing community and recruiting youth to CAP YEI program (Mean=5.02), as well as Linking CAP YEI youths to Internships/On-Job Training (4.86) and placement to opportunities (4.42) benefitted the respondents or their organizations a lot.

Table 11: Participation Benefits

Benefits - Variables	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
Mobilization	131	5.0229	1.83331	-.574	.212
Internships/On Job Training	131	4.8626	1.91658	-.733	.212
Linking to Jobs	131	4.4198	2.06790	-.303	.212
Financial Services	131	3.3435	2.31308	.394	.212
Entrepreneurship	131	3.7481	2.43482	.175	.212
Hiring in own Organizations	131	3.5802	2.28357	.180	.212
Linking Organization to CAP	131	3.9237	2.27230	-.072	.212
Linking CAP to Government	131	2.5038	2.15326	1.002	.212
Linking Government to CAP	131	2.2824	1.97006	1.155	.212
Mobilizing Funding	131	2.0153	2.06429	1.738	.212
Building Own Skills	131	5.5725	1.53938	-1.051	.212
Valid N (list wise)	131				

4.6 Role Clarity

Riding on the assumption that the respondents recognized the work done by CAP YEI owing to their partner status, the study sought to determine what input they or their organization had on curriculum development. This is one of activities that CAP YEI extends to partners where they can provide advice, contribute content, help in developing curriculum, and making recommendations.

Out of the total surveyed (N=131), 29.8% (N=39) provided no input to the curriculum development and review. Of those who were actively involved, 31.3% (N=41) gave impactful advice, 17.6% (N=23) made recommendations, 11.5% (N=15) were directly involved in developing the curriculum, and 9.9% (N=13) contributed content, as shown in the chart below.

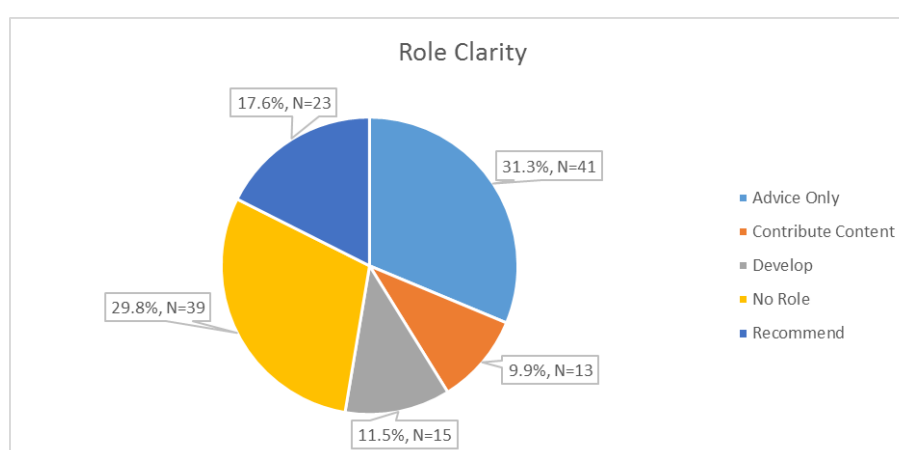


Figure 3: Role Clarity

4.7 Sense of Ownership

The survey investigated the extent to which the respondents felt sense of ownership as stakeholders in the project partnership. This was rated in a scale of 1 to 7, with 1 being the least and 7 as the highest sense of ownership. As shown in the table below, the respondents averagely felt that they had a voice in what CAP YEI decides (Mean=3.15). In terms of commitment to the program, the respondents indicated that they were highly committed to the partnership (Mean=6.02), cared about future partnership (Mean=6.15), and were proud of what CAP YEI accomplishes in the project (Mean=6.38).

Table 12: Sense of Ownership

	Committed to the Partnership	I have a Voice in CAP Decisions	Proud of the Accomplishments	Care about the future/partnership
	131	131	131	131
Mean	6.0229	3.1450	6.3893	6.1527
Median	7.0000	3.0000	7.0000	7.0000
Std. Deviation	1.29178	1.88158	1.12710	1.17979
Range	6.00	6.00	6.00	6.00
Minimum	1.00	1.00	1.00	1.00
Maximum	7.00	7.00	7.00	7.00

4.8 Partnership Activities

In a scale of 1 (Not at All) to 7 (A great Deal), respondents were asked how often they have been engaged by CAP YEI in skills training activities. To analyse the responses, point 4 in the scale is treated as the middle point (Not Sure) that separates non-engagement measures (1-3) and engagement measures (5-7). In this aspect, 65% (N=85) felt that they had been engaged in CAP YEI project activities to a certain extent. Only 16.8% (N=22) felt that they were not engaged in the activities, see the following frequency table.

Table 13: Skills Training Engagement

Scale (1-7)	Frequency	Percent	Cumulative Percent
1	5	3.8	3.8
2	9	6.9	10.7
3	8	6.1	16.8
4	24	18.3	35.1
5	36	27.5	62.6
6	15	11.5	74.0
7	34	26.0	100.0
Total	131	100.0	

4.9 Partnership Outcomes

Other than exploring the role and the extent of partnership activities in the program, respondents were asked to provide their thoughts about how important or relevant their participation in the project in influencing youth skills development and overall empowerment over the past years. On a scale of 1 (Not

Very Important) to 7 (Very Important), 81% (N=106) of the respondents felt their presence in the partnership was integral in what CAP YEI has been able to achieve over the years as shown in the figure below.

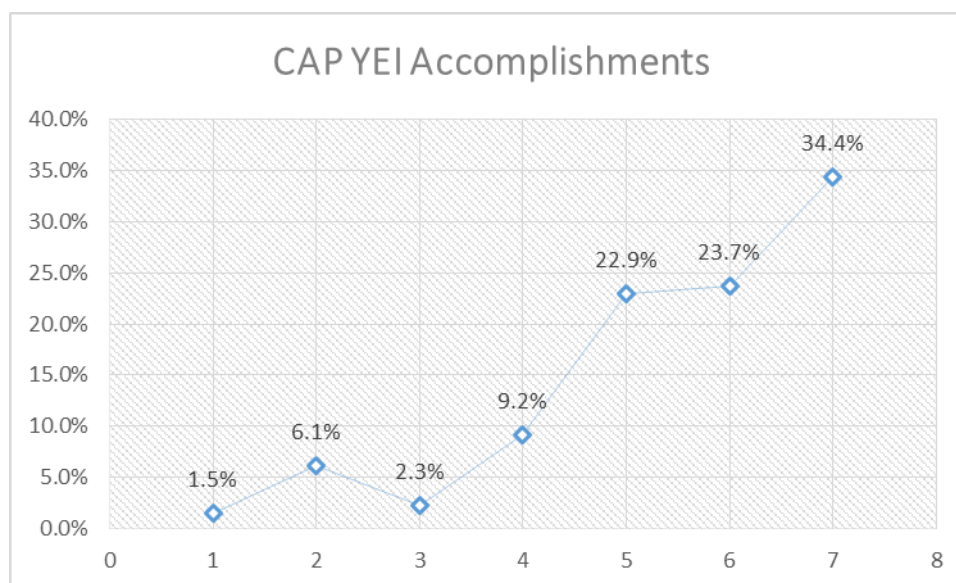


Figure 4: Perception about importance of Partners in CAP YEI Accomplishments

Additionally, respondents were asked how sure they were that their engagement with CAP YEI had or will enable the organization succeed in achieving its program objectives in skills development and empowerment activities. The analysis show that the respondents think they contribute to the program in specific important ways, including in the following: develop training curriculum (Mean=5.99); provide jobs and internships (Mean=5.42); support sustainability of program by ensuring their communities have knowledge of the program and helping in recruiting youth for training; (Mean=5.68) influence skills development through mentorship and providing on-job training opportunities (N=6.20); and that they support the program beyond CAP YEI classroom training, including providing internship, job placement, and entrepreneurship engagements (N=5.54) as shown in the table below.

Table 14: Planned CAP YEI Activities

Activities	N	Minimum	Maximum	Mean	Std. Deviation
Contribute to Skills Development	131	1.00	7.00	5.0992	1.64950
Partnership Sustainability	131	1.00	7.00	5.6794	1.27259
Influence Skills Development	131	1.00	7.00	6.1985	1.19884
Partnership is Beyond Classroom	131	1.00	7.00	5.5420	1.63265
Provide Jobs and Internship	131	1.00	7.00	5.4275	1.54437
Valid N (list wise)	131				

On other important aspects of partnership, the respondents expressed a high level of certainty that their involvement will help to increase community involvement (N=5.98), influence public policy in regard to youth skills development and empowerment support (N=5.07), will create sustainability of partnerships as an ecosystem is created in the course of the meetings of the partnership (N=5.54), and skills development for youth will increase from the contribution of their mentorship, providing encouragement

and hope to youth, and linking youth to livelihoods (N=6.12). The next section discusses the barriers or challenges that affect partnership in CAP YEI project.

Table 15: Planned CAP YEI Activities

Activities	N	Minimum	Maximum	Mean	Std. Deviation
Increase Involvement	131	1.00	7.00	5.9771	1.20554
Influence Public Policy	131	1.00	7.00	5.0687	1.71953
Implement Sustained Partnership	131	1.00	7.00	5.5420	1.57509
Increase Skills Development	131	1.00	7.00	6.1908	1.26561
Valid N (list wise)	131				

4.10 Organizational Barriers

Evaluating the sustainability of a program or project involve addressing the issues that may hinder its success. In the case of CAP YEI partnerships, organizational and personal barriers are poised to challenge the functionalities of various partnership activities. In the study, respondents were asked to indicate the extent to which some of the organizational aspects in CAP YEI hindered them from contributing to the growth of the program.

From the table below, using scales of 1 (Not a Problem), 2 (Minor Problem), and 3 (Major Problem), it is evident that competition for credit between individuals and organization, coordination of partner activities, partner participation, funds availability for partner activities and communication with partners, all with a mean of 2 (Mean=2), are major challenges in the partnership. However, to a certain extent, partners have been able to manage competing priorities (3) and differences in what they do in the partnership and what they specialize in as careers (Mean=3).

Table 16: Organizational Barriers

Barriers	N	Minimum	Maximum	Mean	Std. Deviation
Competing Priorities	131	1.00	3.00	2.4733	.66017
Activity Credit	131	1.00	3.00	2.3969	.65256
Activity Coordination	131	1.00	3.00	2.2824	.74704
Different Partner Service Areas	131	1.00	3.00	2.6489	.56736
Lack of partner Participation	131	1.00	3.00	2.0687	.72527
Funds Availability	131	1.00	3.00	1.8244	.82724
Partner Communication	131	1.00	3.00	2.0687	.86993
Valid N (list wise)	131				

4.11 Personnel Barriers

Additionally, this study looked into personal barriers, specifically relating to CAP YEI staff that might affect partnership activities. The analysis (in a scale of 1 for low occurrence of personal barriers to 3 for high occurrence of personal barriers) show that personal characteristics such staff availability (Mean=2), staff turnover (Mean=2), interest in partnership activities (Mean=2), and project priorities (Mean=2) affected how CAP YEI partnership functions. Staff turnover breaks the relationship that had been developed with

partners. Staff interest and availability to pursue and support the partnership is also very critical in the extent the partnership will be useful in the project activities.

Table 17: Personal Barriers

Barriers	N	Minimum	Maximum	Mean	Std. Deviation
Staff Availability	131	1.00	3.00	2.4198	.71203
Staff Turnover	131	1.00	3.00	1.9618	.79812
Staff Interest	131	1.00	3.00	2.1908	.80493
Partners Availability	131	1.00	3.00	2.0611	.72064
Interest in Activities	131	1.00	3.00	2.2443	.77551
Staff Priorities in the Project	131	1.00	3.00	2.4046	.74192
Valid N (list wise)	131				

4.12 Perceived Effectiveness

From a scale of 1 (Extremely ineffective) to 4 (Extremely Effective), respondents were asked to gauge the effectiveness of CAP YEI partnership functioning on various areas. In all the areas listed in the table below, CAP YEI partnership was either 'effective (3)' or 'extremely effective (4)'. This is an indication that they perceive the partnership as greatly successful in its mandate.

Table 18: Perceived Effectiveness

	N	Minimum	Maximum	Mean	Std. Deviation
Raising Awareness and Mobilizing Youths	131	1.00	4.00	3.5878	.66645
Mobilizing Partners to CAP	131	1.00	4.00	3.2061	.84778
Communicating Importance of youth empowerment	131	1.00	4.00	3.1069	.97863
Linking Youths to Jobs/Internship	131	1.00	4.00	3.4122	.71112
Linking Youths to Training/Internship	131	1.00	4.00	3.1221	.88598
Supporting Startups	131	1.00	4.00	2.7252	1.15727
Improving CAP YEI Projects	131	1.00	4.00	2.9466	.97911
Valid N (list wise)	131				

4.13 Perceived Activity

Finally, the survey sought to compare the level of partnership activity in both 2017 and 2018; It is important in understanding if there are changes, positive or negative partnership engagement, what might have caused them, and identify possible remedial opportunities.

In 2017, 26.7% (N=35) and 58.8% (N=77) of the respondents said that CAP YEI partnership engagement was active and moderately active respectively. This results means that only 14.5% (N=19) thought otherwise. The percentage of those who believed that CAP YEI was active in various partnership activities increased from 85.5% (N=119) in 2017 to 88.6% (N=) in 2018.

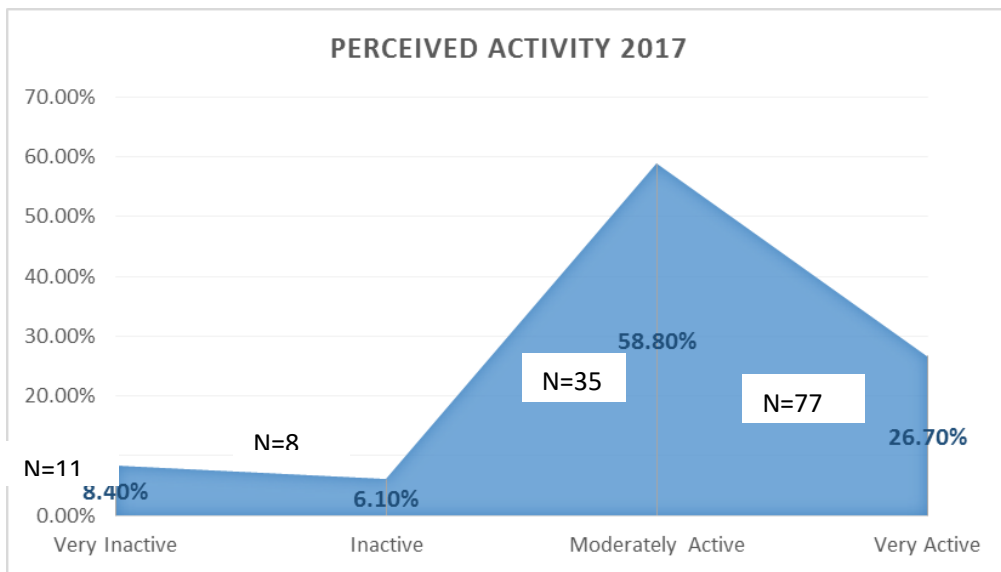


Figure 5: Perceived Activity 2017

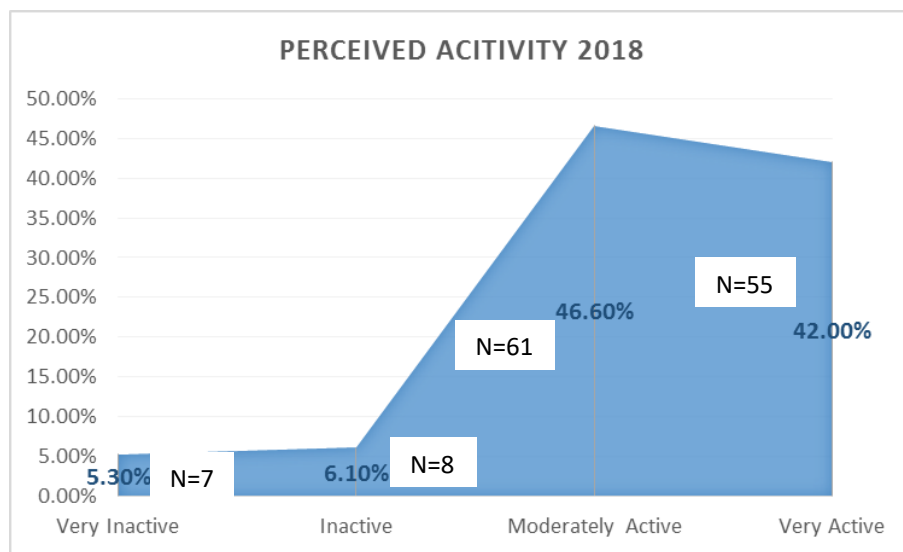


Figure 6: Perceived Activity 2018

5.0 Conclusion and Recommendation

CAP YEI engagement with partners with the main aim of supporting the project is one of the valued aspects of the program. Through several discussions, informal and formal, these partners have been mentioned to be helpful, but the specifics of their categories and the extent of their help in the project had not been established. This study sought to define partnership, identify their categories, and establish the extent of their help in youth skills development and linkages to livelihood opportunities. From the analysis of this study, it is clear that there are distinct categories of partners as indicated by the variety of activities they engage in as well as the extent of their support in the program. This research can facilitate

diagnostic tools that can help partnership managers determine the extent to which their partnership is achieving synergy and identify its particular strengths and weaknesses (Lasker, R. D., Weiss, E. S., & Miller, R. (2001).

From the analysis, the main categories of partners as well as the extent of their contribution in the program are illustrated below.

5.1 Partnership Categories

Mentors

Of all the 131 respondents, 37.4%, (N=49) classified themselves as mentors. Notably, these partners were found to be involved in the program during training, and thus their efforts were benefitting large number of program youth. In particular, specific mentors related to specific courses were helpful to the youth training in each of the respective courses, such as hospitality, hair dressing, life skills, entrepreneurship, etc. This means that through the partnership, trainees in various sector competency areas continued to be mentored and afforded important exposure of employability skills and expectations by experts in a wide range of disciplines. If mentors are truly very important in helping youth transition from training to livelihood, we can predict from this analysis that mentors and their mentorship efforts contributed to a great extent in this.

Employers

The second category of partners is those partners who offer employment opportunities to youths trained in CAP YEI program. This study found 18.3% of the respondents belong to employers' category of partners. While the number of employers in this partnership is less than 20%, we can assume from this analysis that the few employers available employ an average 3-4 youths from the CAP YEI program (the program has maintained constant average employment rate of 75% over the past 6 years). In addition, we found out that these employers refer trainees from the program to their partners, therefore cascading important linkages among many youth, and for a long time space. However, it would have been interesting to ask how many youth, on average, are employed by these employers; we would almost accurately ascertain or predict the accuracy of the employment rate of the youth employment in CAP YEI program. We can also predict as well as recommend CAP YEI to increase the number of employer partners. Considering over 1,600 youth graduate from the program after every three months, increasing the number of employers, most certainly would help increase employment opportunities, thus better transition of youth from training to employment opportunities.

On-Job-Training providers

In ensuring that classroom learning is complemented, reinforced, and connected to the real work place context, youth are advised to utilize and linked into work exposure experiences (through exposure visits, field visits, and on-the job training). On-job training helps youth sharpen their work skills following training as well as internalize the dynamics of work and relationships with peers. This aspect of on- job training is a short experience; lasting between one to 10 days. Because CAP YEI graduate up to 1,600 youth after every three months, there is need for many partners willing to provide these opportunities. In this study, we found 13.7% of respondents are those who provide on- job training to program beneficiaries. These on-the-job training are really short; lasting a few days, is the best approach to manage a large number of trainees from each locality seeking this experiences. Having long time on-job training would have created undesirable effects, including (1) pressure on the providers of these services to support the youth and (2) poor quality experience on the part of the youth attending these on-the-job

training. Furthermore, like in internship, some of these on-the job training opportunities lead into employment appointment; it would be in the best interest of CAP YEI to increase the number of partners providing on-the-job training opportunities for youth. Obviously, a much better attention to the youth during on-the-job training experience would be beneficial to the youth trainee than when they get a few hours or limited support on the sites of work.

Other Categories of partners

The remaining partners in the program include those who help in community mobilization and recruitment of youth into the training program (10.7%), those who help provide financial literacy and connect youth to financial services (9.9%), and those who provide internship opportunities (9.9%). Considering CAP YEI recruit large population of youth every three months for training, it is interesting that 11% of partners are capable of mobilizing all the youth into the program. However, we can argue that the training program offered by CAP YEI is very attractive to youth, and that is why many youth are drawn into the program every three month for the last six years with the help of a small population of partners. This is especially true considering CAP YEI does not provide any stipend or rewards to youth to be able to attend to this program.

5.2 Recommendations

While the responsibilities and outcomes of partnership activities were largely positive, there are great opportunities for CAP YEI to enhance the roles and the extent of partnership in supporting youth skills development and transition to livelihood opportunities. And while the strength of this program is in enrolment of partners from different categories to support youth, there is need to increase their numbers as a first step. Larger number of partners in each category would increase the outcome of the partnership.

There are organizational and personal constrains in this partnership that impede the benefits it would have gone to supporting youth enrolment, training and transition to livelihoods. This research recommends the following.

1. CAP YEI should clearly define the roles and responsibilities of partners needed in each of the nine steps of the BEST model.
2. Establish the target number of each category of partners needed to support each of the program steps and activities (this target should be set from each of the demonstration and replication centres). There is need to increase the number of partners to be able to meet the needs of supporting youth in the program during and post training.
3. Recruit partners who are not only matching to the needs of the program, but those who are committed to support the program.
4. Devise a communication framework to engage program partners that will ensure effective and efficient flow of ideas and information useful for decision making. It will encourage partners' sense of ownership in the program.
5. Continue to monitor the input of each partner to be able to update the list...those who are helpful be retained while those who have become redundant be removed. In trying to contact the partners from the initial list, we found a significant number of them were non-existent or had not been involved in the program for quite a while.
6. Maintain program trainers in the same site for long period of time to be able to maintain partnership relationship in the centre. Long lasting relationships are important in enhancing sustainable commitment to the program and support to youth.



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