

CONCEPT PAPER FOR CAPA DECEMBER 2016 USIU - SUB-THEME: INNOVATIVE APPROACHES TO CURRICULUM DEVELOPMENT AND DELIVERY IN TVET

CRITICAL “NEGOTIABLES”

THE UNWRITTEN RULES THAT AFFECT IMPLEMENTATION OF DEMAND DRIVEN SKILLS TRAINING IN TVET CURRICULUM

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1. ABSTRACT

CAP Youth Empowerment institute (CAP YEI), a Kenyan NGO, has for the past five years been partnering with the MasterCard Foundation to adapt a model for providing employability skills training and support to vulnerable youth in Kenya. The model is known as Basic Employability Skills Training (BEST) and was first developed in India. BEST codifies the process of employability training through a nine step cycle focused on giving marginalized youth a pathway to entry level jobs, micro business start up, or further learning. In 2015 the CAP YEI program was evaluated and an analysis of the key success factors carried out. This analysis was partly meant to address an important issue: How can the program be scaled up through third party delivery? The researchers identified key ‘none negotiable,’ factors that are necessary for such replication to succeed, a list that essentially included each of the nine steps of the BEST model. This paper starts by providing a summary of these “non negotiable”. However the authors go further to point out some critical and often unwritten factors and conditions that are important for the success of market driven models that could help organizational partners better navigate the often fraught process of taking good ideas to scale. These factors have been termed ‘unwritten negotiable’ being that they are often seen as optional even negotiated away during the process of setting up program implementation relationships. They include respect, openness, communication, inter cultural understanding, organizational cultures, emotional and social support, among others and are illuminated by concrete examples from the CAP YEI experience. It is argued in this paper that the ‘non-negotiable’ and the ‘negotiable’ are inseparable for better

outcomes of empowerment program implementation like the CAP YEI BEST Model. The authors end by making a call to other researchers and specialists to help shine a light on these factors, arguing that they are as important as the policies, legal frameworks, approaches, curriculum, standards and other codified processes and products that tend to attract most of our attention. Quite often when partnerships or scale up efforts fail, they do so because we omit or ignore such unwritten norms and their study is equally deserving of our attention.

1.0 Introduction

1.1 Background

Kenya, like many countries in Sub-Saharan Africa experiences a large unemployment statistics. Most countries in Africa have unemployment levels that are more than 30%, with selected sample of countries in Sub Sahara African like Mozambique showing that the youth unemployment rate could exceed 30%. High urban unemployment rate is mainly attributed to factors such as lack of appropriate skills (or skills that do not fit into the employment structure), poor attitude towards work and level of education (The African Economic Research Consortium, 2016). These issues provide an avenue where institutions have come up with programs to provide employability skills training, and sensitize employers to give opportunities to people who have the potential to acquire skills on the job.

For many years now, many programs, both by government and none government organizations have been operationalized to try alleviate challenges related to poverty and empowerment among people in poor communities of developing countries. In Kenya, the government initiated programs such as Youth Enterprise Development Fund, UWEZO Fund, *Huduma* Centers and Constituency Development Fund (CDF) to mitigate poverty and unemployment challenges among poor people, mostly women and youth. On the other hand, none government organizations such as Centurion Systems Limited, UNDP, Business Call to Action, and Kenya Private Sector Alliance among many more have contributed unique opportunities to reduce unemployment. These efforts meant for poverty alleviation have worked to some extent in creating jobs in their own or linking youth to job opportunities in the public and private sectors.

While most of the quoted programs have tried to reduce unemployment as a strategy to fight poverty, there are more youth being churned out of the education system, whether as graduates or school drop outs. These numbers are likely to increase due to free primary and secondary education. The increase in the number of out of school youth means there is need to increase the levels of absorption of school leavers at all levels of education, primary, secondary, tertiary colleges, and university. According to the national manpower survey, at least 10000 youth graduate from the Kenyan universities and only a third of this figure get into the job market. Many studies and discussions have attributed the challenges of many youth in accessing gainful employment or engagement in entrepreneurship to the formal education inadequacy to provide functional work skills – what is now popularly known in Kenya’s Technical and Vocational Training (TVET) circles as “a mismatch between the demands of the current global marketplace and the skills millions of young people have.” This calls for different approaches to poverty alleviation or eradication in both government and non-government set ups. The research question this paper sought to answer was: What critical factors affect the quality of technical education and training and what models should the stakeholders adopt to fill the gaps in TVET?

This paper argues that there is need to prominently consider and include the ‘negotiable’ factors in the curriculum development and design for implementing youth empowerment skills training programs or projects because both ‘negotiable’ and ‘non-negotiable’ are inseparable.

External longitudinal, summative, and internal evaluation reviews form the basis of the analyses for this paper. The goal of this analysis is to demonstrate from a comprehensive survey the interaction of factors within curricular and training processes on-the-job training, internship, and work place employment facilitated success and how these factors impact on the job competence of learners within technical and vocational learning. The paper is organized around three objectives:

1. Through secondary data, to identify non-negotiable factor
2. To establish unwritten rules and demonstrate their role in quality education
3. To recommend TVET models that could enhance quality learning

2.2 Literature Review: Conceptualizing youth empowerment through Technical Training

In trying to understand the dynamics that brought about the positive changes that count towards youth empowerment in CAP YEI's BEST model training, there was need to understand the meaning of empowerment. We resolve to conceptualize empowerment in relation to Technical and Vocational Training by understanding the deep seated historical as well as the instantaneous social and economic context of the participants of empowerment *Vis-à-vis* their conscious future desires and expectations. We argue that there is need to define and conceptualize empowerment in order to qualify as well as justify empowerment programs achievements.

This paper adapts the conceptualization of empowerment as the process by which those who do not, or may have been denied the ability to make strategic life choices acquire such choices (Kabeer, 2001). In the broadest sense, empowerment refers to individuals, families, organizations, and communities gaining control and mastery within the social, economic, and political contexts of their lives, in order to improve equity and quality of life (Rappaport, 1984; Rappaport, 1987; Zimmerman, 2000).

To achieve these strategic choices, we argue that a complex application of resources, strategies, and focused targets, coupled with rigorous implementation must be operationalized. In the end, empowerment will be a change process that support people and communities to improving in their lives (Fetterman, 2005). While empowerment evaluation considers principles such as improvement, community ownership, inclusion, democratic participation, social justice, community knowledge, evidence-based strategies, capacity building, organizational learning, and accountability (Fetterman, 2005), these principles indeed embody as they conceptualize a contextualized empowerment. All these principles enrich the key aspects of empowerment.

Because this paper tries to focus on the key aspects that qualify holistic empowerment, considering the characteristics of the disempowered perfectly defined and critically described by Kabeer (2001), we contend that there is need to consider all the factors, including the unwritten rules that support empowerment as the ability to exercise choice. We also contend that the ability to exercise choice incorporates three inter-related dimensions: **resources**, defined broadly to

include not only access, but also future claims, to material, human, and social resources; **agency**, including processes of decision making, negotiation, deception and manipulation; and **achievements** such as well-being outcomes (Kabeer, 2001).

Many empowerment programs, as illustrated by the measurement of their effects focus mostly on welfare, poverty, and efficiency. Clearly, these focuses demand very structured policies, strategies, plans, and well laid out rules and structures to deal with them. However, like the possibility that an intervention might yield unintended outcomes, or that the outcomes of an intervention may be brought about by factors out of the set and implemented activities and programs, there is need to understand the presence and the extend of effects of the ‘unwritten rules’ that might advance the work of policy makers, development partners, and scholarship in the field of empowerment.

While there is great scrutiny of the effects of the written rules in the normative measurement or quantification of empowerment, this usually is guided by the narrow, yet legitimate policy design justifying the concern for opportunity cost benefit balancing of competing claims of scarce resources. There is a growing discourse, often contesting whether we can attribute development initiatives and projects to empowerment. Essentially, these discourses point to revelation that not all accepts that empowerment can clearly be defined, let alone measured. We therefore hope that we can investigate what factors may help us accept whether empowerment programs and projects indeed helped expand the freedoms of choice and actions (Narayan, 2002). Thus there is need then to look at the unwritten rules that may, like in other empowerment efforts, have the influence to facilitate youth empowerment.

Youth empowerment may take an approach that effectively engages young people in work that challenges them to develop skills, gain critical awareness, and participate in opportunities that are necessary for creating community change. The next section discusses how youth empowerment has been located as a factor of written rules.

2.3 The explicit domain of youth empowerment

Youth empowerment may include opportunities that establish or expand skill development. Skill development is the process of strengthening the skills of youth so that they know how to effectively make decisions, positively interact with their peers and other people, and act as

community advocates. Most importantly, skill development in many youth empowerment programs are designed to enable them to perform actions that qualify the scientific work—involving mental, physical, or both efforts to achieve results. A classic case is when educators seeking to develop thinking skills would likely consider their efforts largely successful if students became proficient in advancing, critiquing, and defending claims in reasoned discussion with peers (Kuhn et al, 2003). In this case, the doing is more emphasized, for example building a house, driving a car, or ability to read and write. However, there is also the aspect of awareness creation as a strategy of empowerment of youth.

Critical awareness forms part of a complex and important development that empowers people. It is the process of providing youth with the information and resources necessary for analyzing issues that affect their lives and environments as well as strategize on ways to act as change agents in their communities. The development of social responsibility requires critical thinking and ongoing support to maintain the commitment to work on problems over the long term, appreciating the difficulties of both personal and social change (Wallerstein et al., 2005, p. 229). Critical awareness also establishes senses of responsibility and thus the need to engage in opportunities that fulfill responsibilities.

Opportunity is a very important transitional mark of accomplishing adult responsibility. It is the process of providing youth with platforms for decision-making and encouraging their active participation in creating community change. Economic opportunity commonly comprises employment, entrepreneurship and finance.□ Youth economic opportunity programs seek to prepare youth for the labor market, create livelihood (including self-employment and new venture) opportunities in the private sector, and increase youth financial□ inclusion. Research has come to recognize that Africa's formal education and economies responded poorly to economic reform measures in the 1980s and 1990s.

African governments and donors have gradually come to accept informal economic institutions as a source of survival for large sections of the population who cannot rely on the formal economy for employment or adequate incomes (Tripp, 2001). It continues to be clearly confirmed that informal markets and institutions responded dynamically and proved to be more resilient opportunities for a growing population of youth, particularly in developing countries

like Kenya. Whether formal or informal, youth need opportunity for both survival and to grow their economic prosperity. The success in accessing and sustaining opportunities by youth can be enhanced by skills training. The next section discusses the importance of skills training as a foundation of accessing opportunity.

2.4 Importance of Technical skills

One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills (Union, 2007). An examination of TVET programs emphasize the critical need for youth to acquire relevant skills to enable them secure wage employment, gain self-esteem, and become active citizens (Moberg and Johnson-Demen, 2009). More importantly, vocational training coupled with work placements, life skills training components, and providing micro-credits can lead youth to formulating clear future objectives including securing employment and setting up their own businesses (Attanasio et al., 2009; Burge, 2009; Chikanya, 2009; Project Baobab, 2009). Youth with employability skills are able to act as liaison between INGOs and their local communities and thus present important linkages for opportunities (Berg, 2009).

2.5 Lessons Learned and Best Practices

From programmatic evaluations, it became evident that most successful programs were those that followed a holistic approach, those not only offering TVET framework training, but combining such training with Life Skills, basic numeracy and literacy, entrepreneurship training, and provide start-up kits upon completion to facilitate transition from training into the labor market (Burge, 2009; ILO, 2005; Krzysiek, 2010; Moberg and Johnson-Demen, 2009; Project Baobab, 2009; Valle, 2010; Wallenborn, 2008; Women's Refugee Commission, 2009a).

There is evidence that such approaches had positive effects, including more youth civic engagement and leadership which in turn led to empowerment not only of youth but also of their communities (Krzysiek, 2010; Witherite, 2007). There is wealth of evidence from the data of how youth equipped with the necessary skills are positive actors in community reconstruction. For example, in Sierra Leone, youth-led organizations have ensured youth needs are represented and addressed by the central government (Burge, 2009). One of the most appealing aspects of

youth run and centered projects or organized actions is that they give young people the opportunity to engage in positive activities, to develop close and caring relationships, and to find value in themselves even in the face of personal disruption, poor schools, and neighborhoods generally devoid of supports (McLaughlin, 2000).

Best approaches are locally rooted and supported, are financially viable, developed on clear articulation of national socio-economic goals, use local know-how and build on local structures and performance capacities of national institutions to ensure local ownership (Wallenborn, 2008). Thus, it is clear that for training to be effective, it needs to lead to income generation. This requires determining beneficiaries' needs and requirements, carrying out prior market analysis to maximize benefits and combining local knowledge with marketing expertise (ILO, 2005; Witherite, 2007).

Holistic approaches therefore require inclusion of post-training linkages, and linking the strategy for youth employment promotion to macro policy to promote economic growth. The need is for well targeted employment oriented development programs. A key theme that runs through the literature in this sector is that of market-driven approaches. While there is emphasis on such approaches, in practice, there still seem to be many TVET curricula that are out-dated, not relevant to out-of-school youth and market needs as many youth train in skills for which there is little or no demand and that lead to labor market saturation (ILO, 2005; Women's Refugee Commission et al., 2008b).

Challenges linked with striving towards holistic approach are to be found in curricula having to keep up with dynamic markets and changing realities. However, generally weak labor markets in target areas complicate beneficiaries' endeavors to turn their skills to income generation (Moberg and Johnson-Demen, 2009; Women's Refugee Commission, 2009a). For example, in Sierra Leone the employment market could only absorb another five per cent of youth in addition to ten per cent currently in formal employment (Stern, 2007).

A general weakness of the sector can be found in a lack of quantitative and qualitative data on youth employment at national level as well as information on the impact long-term unemployment has on youth and how TVET can best address this (ILO, 2005; Lyby, 2001). Data

would need to depict disparities, links between education, social background and youth unemployment like the World Bank's study on youth unemployment in Kosovo endeavored to deliver (2008). Such research needs to be participative, encouraging local civil society to get involved, with more coordination between NGOs, as well as between NGOs and academic institutions (Witherite, 2007) to be able to inform focused and holistic empowerment. The next section discusses the methodology of this study.

3.0 METHODOLOGY

This study draws from evaluation reports from the CAP YEI program in which data was collected from sample trainees; alumni; some project staff from different levels of project implementation; and multiple stakeholders including employers, parents, local administration mentors, and guest lecturers. Trainees and alumni are the direct beneficiaries of the project and their contributions of the data that form this paper are extremely important. It is from this segment of participants that will enable us understand the real time effects of the 'negotiable' and the 'non-negotiable' for their success.

The next segment of the stakeholders is employers who benefit indirectly from the project's skills training of youth who become employees or provide services to employers. Parents, family, and community also benefit from the project indirectly, particularly when youth are removed from idleness, they bring income to the family, and when they move out of their parents and siblings houses to be independent themselves. Implementing staff, illuminate their experience of the training and relationship with this project ecosystem through surveys, interviews, and FGD's. Using data from all these sources helps to triangulate information to produce high degree report findings that can shape our actions towards similar youth empowerment. The next section explains the written rules that formed the structure and design of CAP YEI employability skills training. The next section describes the 'non-negotiable,' essentially parts of the design and structures that necessitated successful implementation of this project to the effects of the desired outcomes.

4.0 Results and discussions

CAP Youth Empowerment institute implements a youth empowerment program to facilitate training of youth in basic employability skills. A comprehensive evaluation of this program indicate its success in providing a model training that targets relevant labor market skills demands through well structured activities and strategies. While the technical skills as well as strategies and policies are the key bases of attributing success of the BEST model, critical analysis also reveal how “soft” skills are critical in the work place. Life skills training in the BEST model training stood out as the most influential factor in the success of the youth trained because of the ‘negotiable’ factors that come with it. It was found that work places were more accommodating for persons with ‘soft skills’ which are often omitted or ignored as non-critical for employment or entrepreneurship in the traditional education and training programs.

4.1 The Model

The CAP YEI model is a nine step model with emphasis on stakeholder participation in the entire curriculum development process. The steps are not negotiable and employability capacity of the trainees was found to result from this process.

4.11 Labor market scan research

Market Scans is the initial research conducted to identify livelihood opportunities for youth in a given geographical location. The outcome of this process is used to design relevant, quality, and market oriented vocational trainings that youth and employers find useful. With the growing importance of training for entrepreneurship, market scans also include investigating opportunities for business engagement. To increase the social capital of the program, the market scan report is shared with the local government and representatives of the key sector industries.

The targeted table below shows participants in market scans with corresponding information sought from them. Information from market scan is used to develop a market driven curriculum that will be used to facilitate skills training.

Groups	Information sought
Youth (male and female)	Needs, priorities, capacities
Market actors	Practices, trends, regulations
Employers:-	Job chances & requirements
Government	Statistics., Legal framework
Service providers	Socio-economic factors

4.11 Curriculum development

Curriculum Development is the second stage of the employability model immediately after market scan. Information from the market scan is used to decide what courses to offer and to develop the curriculum for each course. Summary of curriculum developments stages include: Training needs assessments, Development of occupational standards (OS), Job analysis, Curriculum Development using the OS, Testing of the curriculum and Development of Assessment tools.

The development of a curriculum is a collaborative effort, and done with the input of all stakeholders. Participants engaged in the curriculum development process include: curriculum development consultants to bring in their wealth of knowledge and practice, employers, and industry supervisors—they give the specific work place expectations and standards, sector associations and umbrella bodies have great influence on members and therefore result in greater participation in the curriculum development process. Others include government agencies e.g. TVET/CDACC influenced and offered guidance as well as credibility in the development of curriculum. The next step of the nine step cycle is mobilizing the communities for target youth.

4.12 Mobilization and Road shows

Mobilization essentially involves informing the communities about the presence of the training by CAP YEI and the requirement from those who can benefit or not from the program. It also informs about the dates of interviewing and registration of participants. In this process, there is holding briefs with mobilizers and information materials such as brochures and fliers are distributed among them, and encouraging volunteering among communities to help achieve the mobilization objective. Road shows involve conducting screening interviews at locations easily accessible by the potential trainees. The youth who meet the requirements of the program training such as age, education qualification, and vulnerability level get admitted to the program. Assessment of the mobilization and road shows include road show plan, road show data, enrollment inventory, interest inventory test, and question & answer session and one on one interview. Admitted individuals form a batch of training at CAP YEI and are taken through induction and life skills process.

4.13 Induction and Life Skills Training

Induction involves building cohesion group of trainees. This is facilitated by life skills training that involve ice breakers or energizers, role plays, storytelling, focus group discussions, lectures, use of case studies, simulations, chart making, games, debates, brainstorming, mind maps, worksheets and demonstrations. Induction assessment tools used are: trivia questions, worksheets, Individual Youth Learning Development Progress, youth learning development plan, feedback forms and youth portfolios. After induction and life skills training, the trainees are taken through intensive technical training.

4.14 Classroom training – Technical skills

Class training is done by facilitating demonstrations popularly called ‘learn by doing’. Classroom practices used in this process include: focus group discussion, demonstration, e-learning, co-facilitation, peer to peer learning, role plays, lectures, case studies, guest lectures,

field visits, on-the-job trainings, business mentor networks (BMN), Sectorial meetings, field exposure visits, use of charts and pictures, presentations, tutorial videos, and practical. Classroom training assessment tools are portfolio assignments, field exposure visit reports, field visit reports, written assessments, practical assessments, peer group battles, oral assignments, home assignments, broadly written assessment, exposure visit forms and field visit forms. To ensure maximum involvement of the private sector during training, CAP YEI conducts two types of forums i.e. BMN meeting and sectorial meetings. Once classroom training is completed, trainees are sent to the industry to broaden as well as deepen their skills.

4.15 Assignments – Field and exposure visits

In this step, facilitators ensure trainees get field exposures in respective sector industries. The best practices in this step include field visits – trainees on their own go to the industries to seek information and experience first-hand what it takes to be an accomplished worker in that sector. In this step group assignments are completed as a group. Exposure visits – when trainees go for exposure and is accompanied by trainers; they document their lessons, written test and oral presentations – also an opportunity to demonstrate confidence and communication skills. Assessment tools used in field and exposure visits include field visit reports, filling questionnaires, and presentations.

4.16 Work readiness

In this step, facilitators ensure students are prepared for the real world of work by personal grooming, visits to work stations, teaching on applying for jobs, conducting mock interviews, conducting discussions on interview questions, developing CVs, and writing cover letter among other skills. Human resource experts are involved to help trainees explore workplace expectations, practices, behavior, and preparation of resumes. Work preparedness often is integrated in the training long before the trainees are due to go for internships. In this stem also mock interviews are conducted (panels consisting of peers, staff, as well as mentors), FGDs, external evaluation through a network of industry players, and involving potential employers in the interview assessment panels are conducted to prepare them well for the industry.

4.17 Internship and job placement

Internship is another aspect of the BEST model. Usually, there is a 100% internship placement after the training and work preparedness before they are converted to job placements. At the end of phase I project implementation in August 2016, CAP-YEI had achieved 88% success job placement and entrepreneurship engagement rates. Close monitoring of this process include (for Internships): follow ups during the internship period, constantly keeping in touch with employer, and on-the Job-training (OJT) inventory filled. Usually, internship should last a period of 30 to 45 days before they transition to job placement. A strategic Business Mentors Network Meeting (BMN) held within the internship period in which high potential employers, are encouraged to offer opportunities to the trainees while sectorial meeting provide opportunities to sensitize participants on the advantages of partnering with the program as well encouraged to offer employment opportunities.

4.18 Program review

This last step is evaluation of the whole batch of training looking at what worked and what did not work to improve next raining programs .Program review is derived from information from training centers, regions, and from the entire program support systems. This information is drawn from feedback from students, feedback from employers, facilitators' self-evaluation, market scan revisits, placement success and/or challenges (data for transition of youth from training to work and/or entrepreneurship), information from experienced centers and staff/facilitators, feedback from alumni experiences, business mentor network events, sectorial council meetings, center staff meeting discussions, exposure and field visit report, parents, and the community.

4.3 The 'negotiable' factors—The unwritten rules the program

Successive evaluation and monitoring of the program revealed nuances including emerging factors that initially were not considered important, but significantly contribute to the success of any training, technical or otherwise and transitioning youth to opportunity—employment,

entrepreneurship, and later further education. They are what we refer to ‘informal engagement’ but very effective towards achieving results in the program, however, they were not framed into the program design and implementation. We call them ‘negotiable’ because they are not designed to take any format, instead, they are instantaneously deployed intra and interpersonally, often times unconsciously. The intensity and strategies of using these ‘negotiable’ are not documented or structured in the program.

Work places have evolved to accommodate interpersonal dynamics brought by or exhibited by individuals working for organizations. These dynamics not only enrich the working experiences of the organizational teams, but they also affect productivity depending on how they are appreciated, thus, these can't be ignored anymore. The acts of listening, respect, openness in presenting ideas, resolving conflicts, understanding different cultures, maintaining emotional stability, and fostering an open and honest work environment all come down to knowing how to negotiating in these relationships with people at work or social places.

These relationships allow people to participate fully in team projects, show appreciation for others, and enlist support for their projects. It's important to recognize the vital role that these factors play within teams at the work place. We examined some of these factors to analyze the extent of their effects on the trainees from CAP YEI. These include personal accountability, collaboration, interpersonal negotiation skills, conflict resolution, and peoples’ adaptability, and flexibility, clarity of communication, creative thinking, and inclusion.

These factors have a significant impact on the attitude a person brings to interactions with clients, customers, colleagues, supervisors, and other stakeholders in and around training spaces or work places. The more positive someone's attitude is the better that person's relationships will be. That's what fosters great team performance, and leads people to contribute strongly to the organization's vision and strategy.

Communication: Communication emerged to be a key aspect in the program success, from mobilization of the community to present candidates for training, real time and foundational messages communication to parents, employers, mentors, and community leaders, and informal partners.

Teamwork and collaboration: To succeed, collaboration emerged as a precursor specifically to mean playing well with others to effectively work as part of a team. This automatically initiates a working relationship in which others function as collaborative team leaders, while others sometimes become follower. Beyond the trainers and trainees work, there are external partners such as community leaders, church members, and employers who collaborate in specific ways.

Problem solving is a skill that one needs to have for any work place as varied problems are bound to arise. It calls for understanding of what needs to be done, the approach to be used to solve the problem, how to involve others and what the expected outcome is with real measurable results. While the life skills training provide a lot to building self confidence and coping with challenges, the full scale training on problem solving is not structured in to the training. There is evidence from evaluation showing not only the complexity of challenges at work places, but also in their homes, and life as a whole. The youth are able to apply multiple strategies and tools to solve these problems, for example sexual harassment at work places by patrons or customers and their bosses without yielding into such advances or quitting their jobs. Others demonstrate a great resilience in overcoming challenges relating to balancing work, studies, and their small businesses popularly known as side hustles. One of the youth said;

Critical observation is added advantage in a complex world that requires a person to multi-task or coordinates separate activities from one location. This requires the individual not only to think fast, but to also analyze information to enable him or her take action favorably and accurately for better outcomes. Critical thinking and observation is not implemented at the CAP YEI training, however, there is an opportunity for the youth to experience situations that provoke these skills. For example, one youth said,

Respect: The paper found that respect is an important factor in the job market as most labor laws revolve around respect for other and employers' property.

4.4 The indivisibility of the ‘non-negotiable’ and the ‘negotiable’ factors

It is not possible to define or measure youth empowerment, whatever dimension of empowerment, without reference or considering the written rules and the unwritten rules that facilitate empowerment. The technical skills or hard skills and the non-technical skills all converge to empower a person to be more complete in terms of employability. Both the ‘written’ and ‘unwritten rules’ work to empower youth to access resource; advance their life achievements; and exercise agency. Soft skills, many of them not usually considered as constructed here as ‘unwritten’ or ‘negotiable’ are increasingly becoming the hard skills of today's work force. It's just not enough to be highly trained in technical skills, without developing the softer, interpersonal and relationship-building skills that help people to communicate and collaborate effectively.

These people's skills are more critical than ever as organizations struggle to find meaningful ways to remain competitive and be productive. Teamwork, leadership, and communication are underpinned by soft skills development. Since each is an essential element for organizational and personal success, developing these skills is very important and does matter in the world of work and in business. After illustrating both the written and unwritten rules that facilitate programming at the CAP YEI, the next section will discuss the outcomes of these rules—‘non-negotiable’ and the ‘negotiable.’

4.5 Impacts of CAP Youth Empowerment program's ‘written’ and ‘unwritten rules’

CAP YEI implemented the BEST model training beginning from one training center t Buruburu in 2011 and expanded to reach various locations in Western, Rift Valley, Central, Coast, and Nairobi regions. From data collected rigorous between 2012 and 2016, important findings were classified as the impacts of the program affecting youth between 18 and 25 years after being out of school for one year due to lack of funds, insufficient marks to continue education beyond primary or secondary school, or other family factors which inhibited continued participation in school and had been unable to secure consistent or dependable employment. All youth lived in economically impoverished areas of Kenya where the training accessed. The

impacts of the program are clustered into access to resources; exercising agency; and achievement.

4.51 Access to resources as a value of empowerment of youth

The program targeted youth for training from deprived background and high states of vulnerability. In the baseline data, most of these youth were unable to get engaged in any productivity, whether employment or entrepreneurship because they did not have the skills and resources required for these opportunities. After the training and successive follow-ups, and monitoring and evaluation, the skills acquired by these youth were quite relevant for the sector industries as well for them to access jobs and in starting business.

Training youth with relevant and demanded skills in specific sector industries and cross cutting skills, including intrapersonal and interpersonal work attitudes and work etiquette, self-confidence and hope for the future, and the capacity to target or set goal, and exercise self-discipline positioned youth to succeed in work places. Most important, youth from the program were linked to internship and gainful job opportunities while others were helped to start small business that would grow to sustainability. Facilitating the financial inclusion of youth through the opening of bank accounts and saving money and providing post placement support through follow-ups made increased opportunities for success in accessing resources for the youth.

Specific access to resources was evidenced by increased overall job placement and engaging in businesses from 2% to 88% average in five years. Furthermore, over time, there were increased earnings for the graduates of the program through employment and entrepreneurship. These earnings facilitated their ability to meet their own expenses including food, paying for own house, or paying for education for their siblings and for themselves. However, the financial literacy and inclusion was useful in their saving of the income from both business and employment. Not only did youth report earnings, but they also started saving in bank accounts, SACCOs, and other microfinance institutions. These savings were reported to have increased and in more regularity. Conclusively, there was a decrease in vulnerability among youth after securing jobs and earning money.

Conclusion:

Empowerment programs can only be defined and qualified by their ability to provide or expand the choices of those who do not, or may have been denied the ability to make strategic life choices. Empowerment to afford strategic choices can be qualified by access to resources, achievement, and exercising agency. The extent of success of youth empowerment at CAP YEI was facilitated by both the written ‘non-negotiable’ and the unwritten rules ‘negotiable’ factors. While initial evaluation findings focused on the documented strategies, plans, and activities to measure the success or lack thereof of empowerment program, this study revealed the presence of often ignored negotiable factors that play significant role in the success of the program. We then argued that the extent of success of the CAP YEI program was influenced by both the negotiable and non-negotiable factors, and thus they are inseparable. In future, research can focus on the quantitative as well as the comparative extent of the effects of the ‘negotiable’ and ‘non-negotiable’ to shed light on what policy makers and other practitioners can adapt in future programming.

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