

2016

CAP YEI PROGRAM
EVALUATION:

Understanding The Dynamics of Program
Implementation

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1.0 Acknowledgement

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2.0 Executive Summary

This report presents synthesis of the CAP Youth Empowerment Institute's program evaluation in Kenya. The findings are based on 15 focus group discussions of program trainers (facilitators) working in 15 different training centers from around the country, with data collected in February and March 2016. These groups are training in either replication or demonstration centers and members of each center among all the focus groups are training students in different skill courses. This qualitative data includes analysis of the understanding and practices of the program staff in relation to the 9 step cycle activities of the Basic Employability Skills Training (BEST) model. Specifically, this analysis tried to identify the strengths and challenges arising from the interaction between the facilitators, resources, trainees, activities, and partners. In addition, the analysis seeks to identify opportunities for improving future implementation of each of the aspects of the program elements. Key issues discussed throughout the report include:

Courses' skills training are guided by curriculums. Most of the skills training courses in each of the centers have a curriculum while a few courses, particularly Security and Guarding, Industrial Garment Manufacturing, Leather Technology, and Clearing and Forwarding have no curriculum. There is uncertainty as to whether there is a relationship between area market scans' skills needs and opportunities and the skills training for each course.

Mobilization and road shows is the entry point for the trainees and most partners into the CAP YEI program. There is a clear distinction between mobilization and road shows; mobilization is the general strategy of sensitizing and popularizing potential trainees and their communities about the availability of training opportunities and schedules of recruiting of batches. Road Shows are the processes of inviting potential youth trainees into the respective centers. Here they are interviewed and scrutinized to ascertain if they qualify for the training. Significant majority of the centers are successful in getting the

target youth for training before the beginning of the training while a few struggle to get the youth, sometimes leading to delay in starting batches as scheduled.

Induction and Life Skills Training is the introductory and catalyst of the program. Life skills prepare students for the technical skills by instilling confidence, teaching them how to accept and face challenges, and how to believe in themselves. Most importantly, it introduces students to the culture of learning and relating with other students and their trainers. It also helps to shape up behavior of the students to that of acceptable working ethics. There are some aspects of the life skills that are difficult for the students to understand or would need people with expertise to handle and there are areas that either is missing or the content is shallow and would need to be strengthened.

Technical training is assumed to fill the skills gap in the community and is perceived to be informed by the area market scan. Different centers train students in different skills, with Hospitality almost appearing in all the centers. The receptability and understanding of the technical aspects of the skills training varies with the education qualification levels of the students. Some students are standard eight graduates while some of them are form four graduates. However, facilitators help to narrow this ability gap through the use of mixed language (Kiswahili and English), simplifying the content presentations, and adopting a more practical (hands-on) approach. The technical skills training is affected by several factors including: inadequate practical training equipment, delay in supply of training resources, shallow curricular, and negative cultural perception about certain courses usually based on gender, and influence from parents and peers.

Assignment: Exposure and field visits are used as reinforcement for the class work training of technical skills. Most centers follow the scheduled batch activities Plan for field and exposure visits of the batches. However, many centers also do it randomly, depending on the availability of opportunities and also when other program events interfere with the schedule. Through these activities, students are able to get a direct feel for the real world in their respective career lines, understand the requirements for each job, meet and interact with experienced work force, meet with mentors and potential employers, and sometimes shadow or get on-the-job training opportunities. While these field and exposure visits are very useful to the trainees, there are a host of challenges faced; long distances to visit venues, rejection by places intended to be visited, lack of proper identification (IDs) when the students are going out, and lack of finances to help them pay bus fare and food.

Work readiness is done a week prior to the end of the batch training and is used to get the trainees ready to apply for job opportunities, participate in job interviews, and to work in normal work environments where there is interaction between them and employers as well as other employees. It includes practicing of CVs/resumes writing, conducting mock interviews, training in safety precautions while at work, external assessment of students, and practicing professional grooming. Assessment of this aspect is done by both an external resource person and the respective course facilitator. It is felt that the input of a human resource person in conducting work readiness module is very useful because it exposes trainees to usual interview questions and emerging trends.

Internships, jobs, and entrepreneurship placements are the intended traditional opportunities after skills training at the centers. This process is highly dependent on the networks and relationships that have been built over time by both center staff and CAP YEI as an organization. Program activities such as field and exposure visits, BMN, parents' meetings, and Entrepreneurship days help to bring the connections and the awareness of job and internship opportunities. It is reported that it is easier to do an internship placement than to do a job and/or an entrepreneurship placement for most of the centers. It was found out that some practices constrain the success of job placement, including lack of proper mechanism and strategies to strengthen partnerships, rejection of commission based or short contract opportunities by trainees, and often discrimination of trainees based on body physique, gender, tribe, etc.

Program review occurs after the end of the batch training and it is the opportunity in which facilitators reflect on their successes, strengths, weaknesses, opportunities and threats (SWOT).The information used to do program review includes students' feedback, employer feedback, staff self-evaluation, and other partners' feedback. Trainers pointed out that this program review is often done informally at the centers while the usual staff review meetings are convened at the head office.

Other quantitative data included looks at the availability and use of training resources such as computers, writing supplies, staff, internet, and motivation by students and staff. There is a fair distribution of training and learning aids among all the centers but some variation in training equipment and tools including computers, hospitality equipment, and IGM equipment. The resources in this context are divided into consumables like mark pens, manila papers for charts, and teaching aids. Equipment includes computers, printers, cooking pans, etc. In the evaluation, it was found that most

centers had near enough teaching and learning aids (consumables) but there is inadequate equipment; some centers have 1 or 2 computers while others had 7, 9 or 17 computers.

There are factors that help both trainees and trainers to stay motivated in the program while some other factors are reported to demotivate student and trainers. The positive changes/successes in the youth and the relationships developed among students, staff, and other partners/stakeholders create a huge motivation among staff to stay and work with CAP YEI. However, staff members, highlighted a few things that demotivate them to stay and work for CAP YEI. These include delayed salary, delayed delivery of training materials, paying for activities and events out of their own money, lack of personal growth, and frequent staff turnover. Students are motivated to be in the program by the hope for a better future (getting a job and earning money), positive relationships with facilitators and other students, an engaging environment, and the desire to succeed. In one center where motivation to learn was negative, it was attributed to the location of the training center.

This report is organized in such a way that it discusses the components of the **Basic Employability Skills Training (BEST) model**, noting the key strengths, challenges, outcomes, assessment, and recommendations for improving in the future. It begins with the curriculum availability, use, strengths, challenges, and recommendations. Other sections follow, including mobilization & road shows, life skills and induction, classroom training, assignment (field and exposure visits), work readiness, placement (into internship and jobs), and program review.

3.0 The curriculum

CAP YEI curriculum development gears towards developing the training guidelines and content vis-à-vis skills needed in the job market. The curriculum developed thus, not only demands relevance but it also ensures better training of much needed skills among the trainees for their potential employment.

3.1 Availability of curricular:

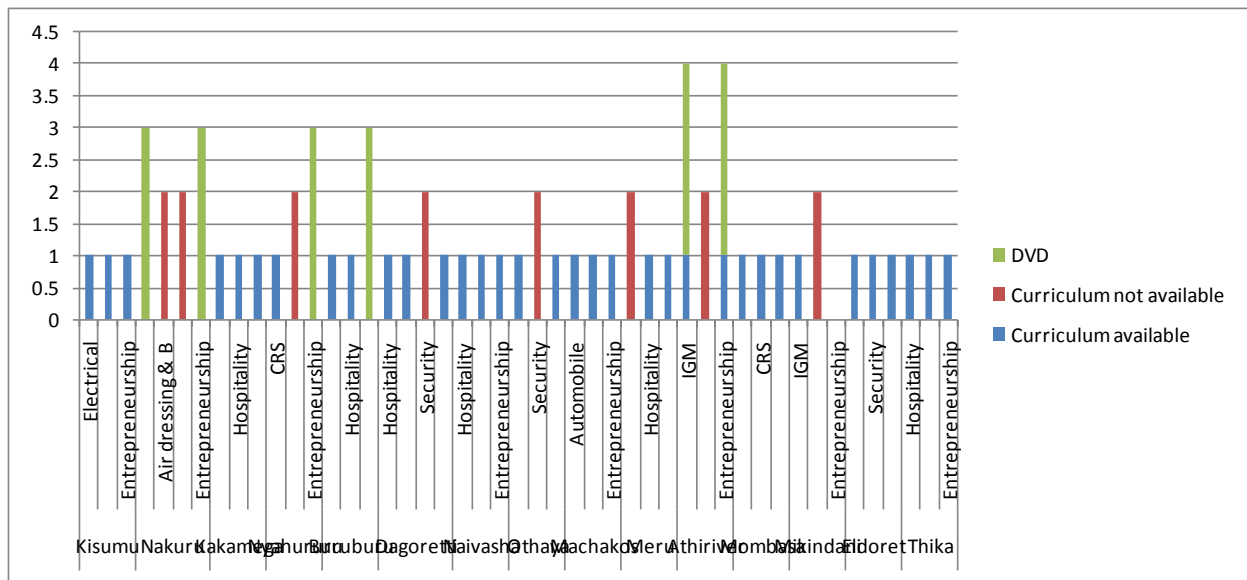
There was need to determine the availability, access, and use of curricular guides, reference text, and teaching plans across facilitators in all the centers. The analysis for this component of the 9 step cycles found that there is a variation in the availability of curricular in different centers and particularly for specific courses. All the centers said they did not have a resource material (text book) for the courses and often relied on internet material.

The curricular for electrical, hospitality, and entrepreneurship in Kisumu centers are available and all are 2013 versions. In Nakuru center, there are DVDs resources for entrepreneurship and hospitality whereas

there are no curricular for security and hair dressing courses. Kakamega center has all curricular available. Entrepreneurship curriculum in Nyahururu center is not available apart from a DVD resource material while Leather Technology course does not have a curriculum. In Buruburu, all the courses have hard copy curricular while entrepreneurship has a DVD resource. All courses except Security in Dagoretti center have curricular. Naivasha center has curricular for all the courses.

Othaya has curricular for hospitality and entrepreneurship, however, security course does not have a curriculum. Machakos center has curricular for all the courses. In Meru center, the curricular are available for entrepreneurship and hospitality while the one for automobile is not available. Athiriver center has a mix of DVD resources for entrepreneurship and Industrial Garment Manufacturing while there is no curriculum for building and construction. Mombasa CITC, Eldoret and Thika centers have all curricular available. In Mikindani center, there is not a curriculum for clearing and forwarding while Industrial garment manufacturing and entrepreneurship courses have curricular.

3.1.1 Curricular availability or lack thereof



3.2 Consistency of currency of the curriculum:

Since the DVD resources are available for some courses while some are missing as in the case of the security course, it is difficult to determine whether these curricular are consistent or not. In Kakamega center, curricular are available even though there is a curriculum for 2015 and others for 2013. There is no curriculum for Leather Technology in Nyahururu center while that for entrepreneurship is in soft copy,

thus it is not possible to determine if these curricular are consistent to the needs designed and needed for employment.

The entrepreneurship curriculum in Buruburu center is in soft copy, thus it cannot be determined whether it is consistent to what is in the hard copy or not. There is some consistency in the curricular in Dagoretti center but facilitators said there is repetition and inconsistencies of some topics. Naivasha center reported that their curricular are all consistent and are the 2013 versions. In Othaya center, the available curricular are consistent except for the Security and Guarding curricular that are not available. It is unclear whether the material used for security and guarding is consistent. Machakos center has all of the curricular published in 2012 and are consistent to what is planned to be used in the training. Meru center's Hospitality curriculum is consistent while the entrepreneurship curriculum is in soft copy.

There is no curriculum for automobile, thus it is difficult to determine if the curricular is consistent or not. At the Athiriver center, building and construction does not have any curriculum while IGM is using a DVD resource, therefore, it is not certain whether these curricular are consistent. Facilitators in Mombasa CITC said they are not sure if the curricular that they currently use are consistent. In Thika center, all curricular are consistently available, however, some were published in 2012 while others are 2015 versions. There is no curriculum for Clearing and Forwarding in Mikindani center, so currently used material is not consistent with what should be used in this course, but others are consistent. In Eldoret center, it was reported that all the curricular were consistent with what was planned.

3.3 Strengths of each sector curricular in implementing training:

All the 15 focus groups presented qualities that make their curricular strong for youth job skills training. Some are sector specific while others are cross cutting strengths of all the curricular. In general, these curricular use simple English for easy understanding. They offer a good guide for what needs to be done and outline the skills/competencies needed for work. In addition, they provide different activities to be performed as a way of learning ideas, concepts, and processes. They provide both practical and theoretical skills for youth, and are well contextualized to trainees and to work environment. The content is sufficient for a 3 months' training program and is meant to match the level of education and understanding of the students.

In the case of the entrepreneurship curricular, very useful aspects of the program are taught such as creating business plans and business formulation, saving-groups formation, business ideas generation, financial products and services, determining sales prices, marketing, communication, and customer care,

as well as determining potential sources for business financing, and business and financial management/literacy.

Food and beverage production and service are great skills to possess in hospitality. It was recommended that there is need to train in different types of automobile engines for automobile training qualification. In addition, it was recommended that it would be useful to include training in machine operation, simple clothes designs, and quality control in the IGM program.

3.4 Challenges faced by each sector curriculum in implementing training:

One of the key challenges with the currently used curricular is that they lack proper detail in content (shallow) while some courses curricular do not cover some key topics.

3.5 Consistency of the curriculum to area market scan report as relates to job and enterprise opportunities:

All centers have not seen the market reports for their areas and do not know if the material that they are currently using is consistent with the work needs. There is reliance on the content material in the curricular, feedback from alumni and employers and other field experiences.

Some facilitators, particularly those who do not have curricular for the courses that they teach said they use their own personal experiences and, at times use intuition/what they feel is necessary for the youth skills training.

3.6 Recommendation for improving the curricular in the future:

It was strongly suggested that the curricular be made more practical than theoretical; include some topics in each course curriculum missing e.g. cash transfer and communication in entrepreneurship, tourism knowledge in hospitality; deepen and review content material for some topics. In addition, there is need to update the curricular because some of the aspects have already changed. Other recommendations include:

- Adjust curricular content for the short time available for training (3 months). Include new activities; Develop a place-specific curricular to emerging needs and issues of the local communities
- Develop curricular for courses that do not have a curriculum at the moment
- Reorder (reorganize) topics in some courses, broaden course content, and replace the DVD resources with the hard copies curricular.
- Integrate technology by digitizing the curricular

- Involving experienced facilitators in curricular review
- Contextualizing content to local needs (students and work culture)
- Simplify the language and content for some courses e.g. in IGM and entrepreneurship's business plan material while deepening others e.g. hospitality
- Provide market scan reports as reference material for the centers

4.0 Mobilization, road shows, and admission of students for training

Mobilization is a method of drawing together potential students, their families, and communities for the purpose of recruiting qualified students as directed in the enrolment inventory. In road shows, interviews and discussions are conducted to establish the very needy students and admitting them into the program as well as recording their demographics.

4.1 Ease of reach of participants during mobilizations:

Only 3 or (20%) out of all the centers said they have some challenges getting the number of trainees for each batch while 80% said there is no problem getting these numbers. Even before the beginning of a new batch, most of the centers reported that there had been youth who already expressed an interest in joining the training.

4.2 Opportunities/support available for facilitators during mobilizing and recruiting:

There are lots of opportunities for the centers to mobilize and recruit youth for the new batches. These opportunities are based on strong relationships and partnership among different actors and networks such as parents, alumni, location of centers, mentors, community leaders such as religious leaders, government officials such as chiefs, civil servants, Members of County Assembly, community social workers, graduation ceremonies, banners, staff in other training centers, current students, brochures, other CBOs, and posters advertisements.

4.3 Challenges experienced during mobilization and students' recruitment:

Most centers reported that they did not experience any challenges in regard to mobilizing and admitting students for the training. However, it is a long and demanding process before youth finally get admitted. Challenges include:

- Some students show up without ID cards
- Competition from other NGOs for the same category of youth
- Program is not popular in some areas

- Lack of a sign post or posters for people to learn about the existence of the program
- Lack of financial facilitation or delayed release of finances required to conduct mobilization
- Some students interested in the program do not get financial support from parents and guardians for them to continue staying in the program
- Limited time allocated for mobilizing (sometimes only 3 days).
- Program is not taken seriously by the communities and students in particular because it is free
- Facilitators have to put in a lot of time and effort to reach many communities for youth recruitment
- Local mobilizers are not in touch with the youth. While CAP YEI has identified some people to be the key mobilizers to bring youth to the program, this does not seem to be working out well. The youth are not responding to these mobilizers. Essentially, the mobilizers report they are helping to mobilize youth but the response is not good, meaning there could be disconnect between youth and mobilizers.
- Requiring students to report and pay money within a short time. Most if not all the youth we target are very poor. Asking them to pay a fee within a short time of their reporting to the centers is a difficult thing to achieve.
- Inconveniences of the location of the center to catchment areas.
- Youth provide incorrect demographics so as to allow members of the same family to join the program against the set rules.
- Referrals may lead to wrong targets; members of same family or from same locality.
- Possibility of conflict when some people feel like they have been disadvantaged or left out. Mobilization is designed to be inclusive, however when members of the community feel like they are not directly benefiting, they keep off or sabotage the exercise by not helping to inform CAP YEI about the opportunities.

4.4 Recommendations for improving mobilization, road shows, and recruiting students into the program:

While there was an overall feeling and agreement that the program is quite popular among the youth and the demand for the program is still strong, there are recommendations to make the process of mobilizing, road shows, and recruiting smoother and more successful. These include:

- Providing brochures/fliers (news) to community mobilizers
- Conducting interviews at the potential student's home so that by the time they visit the center, they will have met all the requirements

- Expand the reach of students/youth from the current 5Km radius
- Take time to establish the demographics of the youth
- It was also recommended that CAP YEI top management should take a front line initiative to talk to the government office of registration of persons to help speed provision of IDs for young applicants (students)
- Provide mobilization facilitation budget
- Increase mobilization time/period
- Create more awareness about the program
- Hiring people to specifically conduct mobilization so as to free the facilitators to carry out other activities.
- Design a way to encourage mobilization partners as a strategy to retain them e.g. provide dinners and other appreciation events
- Identify more strong mobilizers Furthermore
- There is need to Introduce new courses e.g. electrical and automobile (in Eldoret) to attract students
- CAP YEI senior staff to meet local mobilizers and encourage them to partner with us
- Shifting center to CBD (Eldoret)

5.0 Induction and life skills

Induction is the process in which students are ‘acclimatized’ to institutional and learning environment. Most of them may have been away from school for a long time or may not have been under a structured environment with rules, thus may have serious challenges adjusting to this context. This process prepares the students’ minds to be receptive of the learning environment and coexisting with everyone in the program while undergoing classroom training.

5.1 Effectiveness and efficiency of the life skills manual to induction of trainees:

Most facilitators reported that the life skills training is the “heart beat” of the program. It is attributed to many changes in the personalities and attitudes of the youth. It helps trainees open up, feel confident about themselves, and boost their self-esteem. It is effective in instilling professional ethics, transforms the character of the students e.g. by developing the ability to persevere difficult situations, prepares students to go through the technical training, and to understand expectations. The life skills training course allows students to identify and appreciate their established self-identity, helps trainers engage with and understand students’ needs, and it enables students to set their goals. Furthermore, it helps in shaping

behavior e.g. self-care, establishes relationship among students and instructors and among student, transforms the minds and attitudes of student to commit to training, improves student discipline, and helps in bringing students to same level of understanding.

5.2 Positive outcomes from induction and life skills:

From the focus groups, it was noted that after life skills

- There is positive perception among students about their lives and futures
- Improved self-esteem
- Improved decision making skills
- Students understand the importance of taking care of themselves (health)
- Students begin to recognize the importance and start to develop respect for other people
- Students develop courage to face challenges and situations and to seek help
- Students learn how to open up and talk about themselves and their experiences
- Prepares students for technical training
- Develop the concept of setting goals
- Initiates positive behavior personal development
- Establishes good relationships among students as well as with trainers
- Improves self-confidence and overall personal presentation
- There is overall changed attitudes and ability to balance different aspects of life
- Accept to and more prepared to take up challenges
- Improved communication skills
- Students begin to develop and cherish team work and a sense of responsibility

5.3 Undesired Outcomes for Life Skills Training:

While life skills training is highly regarded as the key aspect that brings significant transformation among youth, there are also undesired outcomes. However, these are very few occurrences among individuals and only in a few centers. They include:

- Students are not comfortable sharing their personal experiences with other students and facilitators and some actually start backing off from relationships they have formed with facilitators
- Students lose trust when they feel that their confidential information e.g. HIV status, pregnancy, rape, family conflicts, drug abuse, and violence meted against them have been shared with other students

- Some students who feel guilty or who try to defend their experiences express themselves by crying, arguing, or by communicating their intention to quit the program.
- Some students get embarrassed when discussing topics such as sex, drugs, rape, and pregnancy
- Lack of improvement in time management despite the emphasis in the training of the importance of keeping time
- Some students continue to engage in indiscipline behavior, lack self-control, and end up dropping out of the program
- Some students still engage in sexual relationships despite the serious consequences discussed regarding such relationships

5.4 Challenges experienced in delivering life skills training:

There are issues that were expressed as impediment to optimum delivery and effectiveness of implementing the life skills training. Some of these issues occurred in all the centers while others were center specific.

- It was explained that the SWOT analysis part is hard to understand by both students and facilitators
- There are very limited examples provided in the manual
- Case studies provided are not contextualized to Kenyan experiences
- Time allocated to life skills training is too short
- It was also found that many students did not expect training in life skills and sometimes lead to confusion promptings some students to want to leave. They only joined the program with the intention of acquiring work skills
- Students have difficulty implementing aspects of life skills e.g. time management
- The content in life skills manual is inadequate/shallow
- There are inadequate training materials for life skills e.g. balls, ropes, etc.
- Materials they use are outdated or the resources' supply is delayed
- Trainers lack expert skills and knowledge in delivery of some aspects of life skills training e.g. HIV/AIDS, counseling on traumatic stresses, etc.
- Often hard for students to put the theoretical aspect of life skills training to practice.
- Students expect free things and when they don't get they want to drop out

5.5 Recommendations for what to do differently in future in Life Skills Training:

- Following the discussions on the challenges and the undesired outcomes of life skills training, different focus groups provided recommendations for what could be done to improve the delivery and gain maximum benefits from this training. These include the following:
- Reviewing the curriculum to include new trends
- Reviewing case studies to make them relevant to the Kenyan context
- Reviewing SWOT Analysis as a way to simplify, and provide more examples/information
- Increase the time allocated for the life skills training
- There is need to implement/integrate life skills throughout the training to complement technical skills training and to serve as a reminder to students
- Broaden/increase the content material
- Supplement content material delivery with audio-visual resources as a change in approach to training
- Provide training materials including timely supply of materials such as foot balls, basket balls, volley balls, ropes, etc.
- Involve students and alumni in training of life skills (co-facilitation as a way of enriching their experiences
- Borrowing life skills resource materials from other organizations—KCB and Barclays Banks are suggested to having good material.
- Develop refresher courses for facilitators which should be continuously conducted
- Involve a life skills coordinator to help guide facilitators
- Involve people with expertise in cases and topics in which facilitators may not have knowledge and experience
- Encourage mentors and guest lectures by providing tokens of appreciation

6.0 Classroom training

Classroom training occurs when students are imparted with the skills needed for employment and entrepreneurship opportunities. In this process, facilitators engage students in different teaching methodologies, learning styles, and utilize individual and group learning accommodation and modification to maximize students' learning.

6.1 Overall choice and likability of skills courses in each center:

Several facilitators explained that students have strong preference for some courses than others and sometimes this preference is overwhelming for facilitators to equitably distribute students to the two or more courses available in the center. These preferences are determined by assumed or perceived gender roles, the chances of securing job opportunities in the city, job prequalification, lack of information about the courses, negative perception for some courses, influence and advice by parents and friends, and local economic influences.

Facilitators have been responding to these challenges in ways that help students change their perceptions without feeling like they have been forced or decisions have been imposed on them. Facilitators stated that the life skills training helped the students to change their perceptions about course choices. In addition, training provided a lot of information/facts about the courses that help students to better understand what was involved in the sector training and later in the job market, using inventory test and career counseling.

6.2 Reception of content delivery of the technical skills:

With the diverse learning abilities of the trainees (brought about by their different educational qualifications where some are standard 8 drop outs while others are form four graduates), there is expectation that their reception of the skills training delivery is going to be just as diverse (a challenge for some and easy for others). It was found that there is a serious challenge in reception by students with standard 8 education qualification and those who dropped before completing form four compared to those who completed form four and passed their national examination. These challenges include difficulty in understanding English, new terminologies and concepts, and theoretical aspects of the course.

Facilitators use a combination of approaches to help the students understand and use the skills they receive in the training. These include the use of group discussions and projects, use of Kiswahili language to communicate, providing a lot of examples, use of practical lessons, and learning aids e.g. charts. In some cases, the trainers said they tried to use simple terms and concepts and reinforce this with practical activities, deploy recap and repetition, and avoid giving notes and individual exams.

6.3 Outcomes of classroom training:

As expected, students develop work skills, changed attitudes, and increased desire and passion for specific opportunities. It was found that technical skills training led to:

- Some students starting business initiatives in the centers
- Demonstrated readiness to take work/job opportunities

- Students started thinking about how to apply their skills at work
- Excitement in implementing the newly learned skills trainees
- Students started using money wisely because of financial literacy
- Employers reported the trainees were working with less supervision. They were disciplined and possessed professional etiquette
- Increased passion and curiosity to learn more in the same career lines
- Students started to embody the skills e.g. by doing things for themselves
- Students appreciated volunteering in on-the-job training
- Improved presentation skills by students
- Improved persuasive skills for sales training
- Developed a sense of appreciation for the program

6.4 Assessment of technical skills:

CAP YEI basic employability skills training model is different from the traditional training in one aspect; it does not emphasize examination or testing of the students as a strategy for determining qualification.

However, it utilizes some low key assessment strategies that are quite informal in nature. These include:

- i. written assessment
- ii. practical assessment
- iii. individual and group projects and presentations
- iv. oral assessments

They also assess technical skills training uptake using:

- v. field reports
- vi. homework
- vii. student portfolios
- viii. recap activities at the end of day
- ix. group discussion and feedback
- x. students' demonstrations

6.5 Strengths of training skills using certain methodologies:

With the general understanding that there is a great range of learning abilities among trainees, the trainers/facilitators deploy a number of teaching methodologies. These include using group discussions, where students are able to learn from peers, and help provide feedback. Practical lessons/classes help students to grasp the concepts, develop better understanding, help in their application of learned skills,

retention of knowledge, and exposure to real work context. It was also found that ‘on-the-job training’ helps connect training skills to the real work experience/expectations while demonstration enabled students to observe and later do by themselves what they had observed, thus deepening understanding and retention of knowledge.

The use of guest lectures is reported to have made learning interesting and brought raw knowledge to students. Lecture method helped students get information, understanding, and provide back to back feedback. It was explained that theoretical presentations helped clarifying the why of things while field exposure visits help students get exposed to real work place context.

6.6 Challenges in delivering technical skills training for specific courses and centers:

There are factors that pose challenges for course as well as center contexts in delivering skills training. These include:

- Using lecture method instead of practical method makes it hard for students to understand or grasp some concepts
- Lack of training equipment and materials for practical areas such as hospitality, automobile, security, and floriculture
- New terminologies are hard for students to understand.
- It was found that there are times when facilitators are unavailable because of attending meetings and other activities. In these instances, peer groups and student leaders are used to guide training.

It was also noted that the difference in the understanding capabilities of students based on their past educational qualifications pose a challenge in learning. Other challenges include a shallow curriculum and negative perception about some courses and/or businesses. In addition, there is not enough exposure for field visits. Furthermore, late or delayed supply of training materials, broken equipment e.g. computers and sewing machines, and inappropriate content create challenges in skills training delivery. All these are factors that bring constrains to delivery of skills training.

6.7 Recommendations to improve delivery of technical skills training:

When discussions were held on ways and means to improve delivery of skills training to achieve optimum impact on students, deliberate and specific recommendations were proposed. They include providing training materials and equipment for hospitality, security, IGM, and floriculture, (projectors, cooking equipment, computers, uniforms, balls, etc.) and making sure they are supplied on time. There is also need to provide course work reference books (text books) to reinforce curriculum content delivery,

provide more audio visual resources, appreciating mentors who provide guest lectures as a way of encouragement to continue volunteering, and conducting more fieldwork to allow students more practical experiences.

In addition, it was recommended that it is useful to conduct more practical assessment, improve the content material by broadening it, make training absolutely practical (students with lower academic qualifications do well in hands on activities), and provide facilitation/budget for practical materials/supplies and field work (exposure visits). There is also need to incorporate career counseling in the program and to review content material so as to replace it with content that is appropriate for the level of qualification of students. It was observed that the current way of conducting TOT is not serving much purpose in preparing trainers to do their work well, and so there is need to design and implement training among the facilitators before they are deployed to train students.

7.0 Assignment - Exposure to/and Field Visits Report

Assignments include, for example, shadowing staff in a restaurant, visiting a car repair workshop, and observing wire installation in a new building. This component takes a short time; between one to three days at which point facilitators go and evaluate students' performances.

7.1 Planning for exposure and field visits:

Most centers follow a scheduled batch activities Plan for field and exposure visits. However, many centers also do it randomly, depending on the availability of opportunities and also when other program events interfere with the field visit schedule.

7.2 Opportunities and outcomes (Strengths) presented to students during field and exposure visits:

It was strongly argued that field and exposure visits are very essential opportunities for students' success in both understanding aspects of skills training, reinforcing their commitment to training, and determining success in internship and job placement. Field and exposure visits:

- Help to discover and build new networks and meet people of diverse experiences
- Help in accessing internship and employment opportunities
- Create exposure to more practical experiences
- Create familiarity with real f work environment.
- Centers are able to access more students for new batches as a result of referrals

- Create access for on-the-job training opportunities
- Students learn about the various work places' requirements
- Students face first hand challenges such as rejection and learn how to deal with such situations in future
- Develop motivation to learn and implement learned skills
- Help break the monotony of being in class all the time for training
- Help in identifying mentors, build relationships with people and establishments
- Create in-depth exposure and understanding of concepts
- Are exciting to students

7.3 Assessment of field and exposure visits:

To understand the effectiveness and whether there is attainment of objectives for sending students for both field and exposure visits, facilitators use a number of ways to assess these activities. These include:

- i. checking field and exposure visits reports
- ii. contacts/business cards of places visited
- iii. photos of visited places and people
- iv. filled questionnaires
- v. class presentations
- vi. oral discussions and motivation of students
- vii. feedback from establishment when follow-up is conducted
- viii. Facilitators also assess the students' level of commitment, excitement, and focus to training and learning of skills.

7.4 Challenges in field and exposure visits activities:

While field and exposure visits are highly regarded as catalysts or factors that increase chances of students' success, there are several issues that constrain these experiences. These challenges include:

- i. Rejection of students or lack of cooperation by establishments (officials of organizations) visited
- ii. Financial constrain for transportation, food, etc. (to places to visit)
- iii. Lack of student IDs at the time of visits. Some of these IDs come too late and expire very soon after training
- iv. Lack of proper recognition CAP YEI students when letter heads do not have official stamp
- v. Some establishment feel that it is too much of a bother to them to have students visiting their establishments every three months

- vi. Failing to attend the visit/field trips as scheduled because of interruptions such as meetings and events mandated from head office
- vii. Students do disappointing things ruins future opportunities with the same organizations
- viii. Unavailability of facilitators to help students during field and exposure visits (they are sometimes occupied with other center activities)
- ix. CAP YEI not well known by many communities and establishments

7.5 Recommendations to improve field and exposure visits:

There are several recommendations for improving field and exposure visits. Some of these were center based while others applied to all the centers. These recommendations include:

- i. Securing appointment prior (pre-visit) to sending students for field and exposure visits
- ii. CAP YEI to either partially provide facilitation finance for some visits and/or formulate a way of demanding financing for these visits from parents and guardians
- iii. Appreciating and recognizing mentors and establishments that help accommodate students during exposure and field visits
- iv. CAP should establish MOUs with organizations that will make it smooth for students to visit them
- v. Caution to be observed so that some establishments do not dominate in taking in students for visits
- vi. Increasing the frequency of field and exposure visits
- vii. Strengthening partnerships with establishments and mentors
- viii. Institutionalizing relationships with establishment and mentors. Currently, these relationships are facilitator relationships. There is need to involve senior management in this relationships
- ix. Hiring a separate team to work on establishing and maintaining relationships
- x. There is need to diversify places of visits
- xi. Providing student IDs as early as admission is established
- xii. There is need to retain facilitators for sustainability of relationships (for the sake of exposure and field visits as well as placements)
- xiii. Teamwork among all center's team during exposure and field visits
- xiv. Scheduling field and exposure visits immediately after life skills
- xv. Have students go out in uniform during visits and provide officially stamped introduction letters to students when they are going out for visits

8.0 Work Readiness

Work readiness involves coaching students to be successful employees or entrepreneurs particularly in terms of interpersonal relationships, work etiquette, honesty, good grooming, hard-working, and proper dress code. These are qualities that improve the perception of other people toward them as well as improving their own self esteem.

8.1 Standard activities in work readiness module:

To make sure the trainees succeed in transitioning to work, considering the tough competition for jobs from other trained youth from elsewhere, there is need to prepare them with extra skills other than the technical work skills. The need for work readiness comes from the understanding that many young people come from college or from high school without basic ideas about searching for jobs, doing job interviews, and working with other people. Some of the issues addressed during work readiness module include:

- i. Preparing CV and cover letter
- ii. Conducting mock interviews
- iii. Participating in an on-the-job training
- iv. Subjecting trainees to external assessment
- v. Guiding and counseling students about industry expectations
- vi. Conducting real job application
- vii. Advising on good grooming and proper work etiquette
- viii. Discussions about relating with people at different levels and working under rules
- ix. An opportunity to practice internet job searching
- x. Practicing safety precautions at work places
- xi. Signing up for emails and sending application letters online
- xii. Preparing personal case studies
- xiii. Exposing students to interview questions

8.2 Assessment of work readiness training:

To ascertain the quality and effectiveness of the work readiness module, several assessment strategies are used. They include:

- ❖ Considering feedback from mock interviews
- ❖ Feedback from on-the-job training
- ❖ Looking at the prepared CVs and cover letters

- ❖ Feedback from real interviews
- ❖ Student self-presentation
- ❖ Acceptance or lack thereof of a student at a work place after interviews
- ❖ Ability to send job applications through email applications

8.3 Challenges conducting work readiness:

With the good intentions and efforts to make trainees successful through work readiness, some challenges were experienced. These challenges are related to inadequate capacity and attitudes. It was noted from across the focus groups that:

- Some trainees are not able to type CVs and Cover letters
- Others continue to have communication challenges
- Some expert mentors decline to help when their demands for service payments are not met
- Very few mentors and external assessors avail themselves for work readiness upon request
- Trainees do not take work readiness practices seriously
- Inadequate time for this exercise
- It is not easy for some trainees to change their attitudes and they convey the notion that they might not be ready
- There is no opportunity to discuss common interview questions from a human resource person
- Challenge of shallow content of the work readiness module

8.4 Recommendations to improve work readiness training:

With clear challenges experienced in the work readiness training, it is obvious that recommendations to mediate mentioned challenges are necessary.

These include:

- ✓ There is need to involve more external assessors i.e. industry experts to be part of work readiness assessment
- ✓ Sending students to more on-the-job training opportunities
- ✓ Appreciating mentors and assessors so they can continue to offer their services
- ✓ Involving human resource person in the work readiness training so that they can provide common and emerging trends in job interview questions
- ✓ Provide integrated work readiness aspects in the entire skills training as opposed to only in the last week of the training.
- ✓ Eexpand computer training among students to enable them manage simple computer applications e.g. typing

- ✓ Involve alumni and their testimonies/case studies during work readiness
- ✓ Increase time spent on work readiness

9.0 Internship, Job, and Entrepreneurship Placement:

Placement after training in CAP YEI is different; contrary to other similar programs in the country, CAP is fully engaged in every step of this process. The center coordinators and co-facilitators ensure that most of their graduates are placed into internship and employment opportunities through initial contacts and other connections.

9.1 Standard practices to access internship, entrepreneurship, and job placement:

There are structured and unstructured ways of accessing internship and job placement, and to some extent starting small businesses. These include:

- Through network connections and relationships with mentors and businesses/employers and local leaders
- Through other centers' experienced staff
- Students' field and exposure visits
- Alumni connections
- Online job and internship applications
- Advertisement of opportunities
- Facilitators visit establishments and ask for internship and job placements
- Business mentor networks (BMN) meetings
- Some opportunities are accessed through parents' referrals and connections
- Courtesy calls to contacts in employer databases
- Referrals from previous employers

9.2 Relative ease or challenges accessing internship and job opportunities for specific skills and centers:

Slightly more than 50% of the centers stated that it was not too challenging to do both internship and job placement compared to about 43% who indicated that it was quite difficult to do job placement.

Specifically, job placement was more challenging compared to the internship placement. For the centers that had strong success in both internship and job placement, there are practices that brought this success.

9.3 Strengths of certain practices in securing placement:

Amalgamation of several practices help in securing internship and job placement. Some of these practices are common to all the centers while others are specific to the centers, trainees, and area in which the center is located. These practices include:

- Availability of the trainees to readily accept and take up jobs
- Keeping in touch and building relationship with employers
- Ensuring the best quality of training for the trainees
- Making good use of alumni connections and other referrals of trainees
- Working with credible mentors
- Success in placement comes about from facilitator connections/networking
- Students' field and exposure visits that allow them to prove their skills
- Commitment, quick learning, and hard work by students
- Business mentor network events
- Useful to establish good relationship with HR officers from different establishments
- Using parents' connections
- Good example or performance set out by alumni in their work places

9.4 Challenges in securing placement:

This was discussed extensively as a prerequisite to recommendation for making placement as a transition from training to opportunity. Most of the challenges were common to all the centers, and more prominent to the centers that usually struggle in placing students. These challenges include:

- Lack of transport facilitation, particularly for facilitators to go look for internship and job placements
- Conflict/competing interest among the trainees to start a job, internship, or entrepreneurship opportunities
- The time for conducting placement is very short
- Students sometimes reject placement opportunities, especially commission-based and short contract opportunities
- It was found that parents influence trainees not to take up certain job opportunities
- Looking for placement as individuals (students and facilitators) rather than as an organization (CAP YEI) is tough
- Students get picky on the jobs or internship opportunities available rather than taking what is available until a better option is found
- Some trainees quit internship and jobs as soon as they get them

- Employers are not confident employing trainees from short courses' training program like CAP YEI and/or from low level of academic qualification of trainees;
- Competition for jobs by other trainees from other programs
- Lack of proper discipline and commitment from trainees
- Seasonality of the sector industry
- Discrimination of trainees based on physical looks, tribe, gender, etc
- Lack of starting capital for trainees to start businesses
- New staff going out to look for placement in unfamiliar environment
- Past graduates failure to perform against employers' expectations e.g. based on bad character displayed by previous trainees
- Low quality training of youth as consequence of lack of practical materials and equipment
- Lack of strong partnership to help in placements

9.5 Recommendations to improve placement in the future:

In this section, it is clear that the challenges expressed above would call mitigations commensurate to them. These recommendations provide clear and specific ways of doing things in order to succeed in placement. These include:

- a) Ensuring commitment by trainees to work places
- b) Appreciate employers and partners and build relationships with them for future assistance
- c) CAP YEI management to get involved in negotiations with employers in considering trainees' needs when working for them
- d) Plan graduation events to coincide with high employment seasons
- e) Increase the time for conducting placement
- f) Negotiate for higher salaries and better working conditions than currently offered
- g) Consider the views of the employers when recruiting trainees
- h) Expand the number of employers in the database
- i) Involve members of different boards of workers and businesses in CAP YEI's placement board
- j) Set up fund for small business start-ups either by CAP YEI or any other donor organization
- k) Hire independent person(s) to work on placements and maintaining of relationships
- l) Put efforts in place to maintain same staff in the centers (staff retention) who have knowledge and connection with local businesses and employers
- m) Provide the market scan report to facilitators so that they can use it to identify where job opportunities are
- n) Provide finances to support staff do placement (transport and other expenses)

- o) Consider increasing the period for internship for students who graduate from certain courses (e.g. electrical) to over one month
- p) Emphasize to students the importance of discipline
- q) Provide recognized certificates to trainee graduates

10.0 Program Review

Program review is the reflective exercise of the entire CAP YEI team including administration, regional coordinators, center coordinators, and facilitators to evaluate areas where the program activities were a success and discuss changes where program needs improvement.

10.1 Sources of information for reviewing the training components:

It is mandatory that there is at least a program review at the end of each batch of student training. This review helps facilitate decisions as to whether to continue some activities, to reinforce them, or get rid of practices and activities that do not work well for overall program success. Program review is derived from the centers, the regions and from the program itself. It draws from several sources of information including:

- Feedback from students
- Feedback from employers
- Facilitators' self-evaluation
- 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
- Sectoral council meetings
- Center staff meeting discussions
- Exposure and field visit report
- Parents and the community
- Review of key performance indicators (KPI) for the program

11.0 Other information

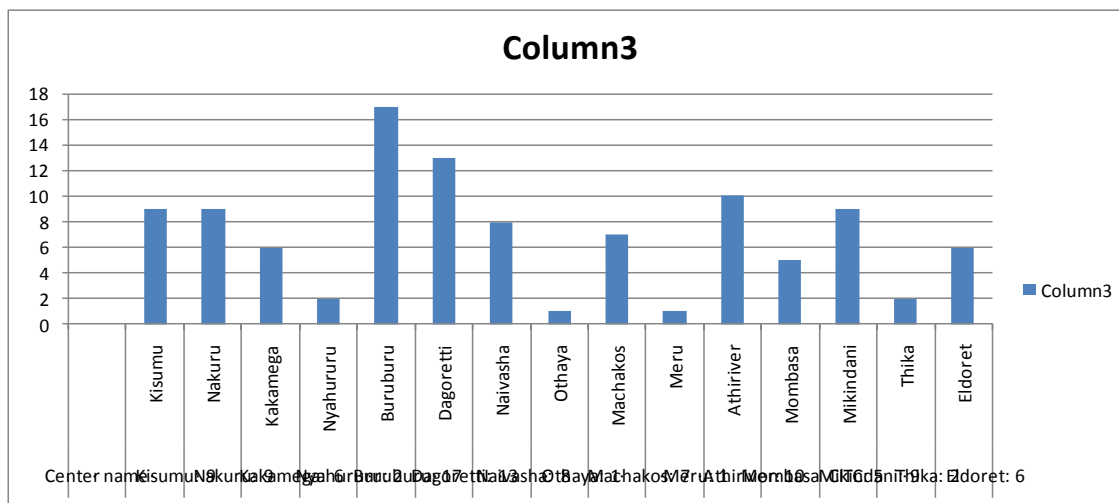
11.1 Availability of (or lack of it thereof) teaching and learning aids/resources:

Training materials include both consumable and non-consumable materials for practical components of the skills training. These could include charts, writing materials, cooking supplies, safety equipment, etc. When asked if they had these materials for training, majority of the focus groups said they had them while a few said they were not adequate in their centers.

11.2 Available Computers in the center:

Computers are needed for IT training considering the demand for digital skills among employees and for personal advancement. The graph below clearly indicates that there is a huge inequality in the availability of computers among all the 14 centers with some having as many as 17 while other centers have only one computer. All the centers said that they had internet but only sufficient for sending and receiving emails and reports.

11.2.1 Available computers in the centers



11.3 Motivation to work:

What motivate facilitators to work	What demotivate facilitators to work
<i>Success of the trainees</i>	<i>Delayed salary payments</i>
<i>Sense of community/relationships among trainees and facilitators</i>	<i>Delayed delivery of requested materials for training</i>
<i>The passion to help people</i>	<i>Lack of or inadequate facilitation for events and activities</i>

<i>Salary</i>	<i>Pay for events and activities out of own pockets</i>
<i>Parents and community appreciation</i>	<i>Working conditions not good</i>
<i>Teamwork by staff</i>	<i>Lack of office equipment</i>
<i>BEST model is great</i>	<i>Staff turnover/attrition is worrying</i>
<i>Develop networks with different people</i>	<i>There is no personal growth in the organization</i>
<i>Relates to career desire</i>	<i>Lack of proper work ethics</i>
	<i>Lack of staff benefits such as health benefits etc.</i>
	<i>Confusing communication channel</i>
	<i>Threats of firing</i>
	<i>Little salary</i>

11.4 Recommendation to motivate facilitators

- Appreciation/recognition of trainers by offering them benefits, allowances, retreats, training
- Provide training materials and on time
- Additional certification
- HR needs to work out well with staff and students
- Disseminate information to all staff
- Provide training equipment and their storage spaces

11.5 Motivation to learn

What motivates students to learn	What demotivate students to learn
<i>Like the program, especially life skills</i>	<i>Location of the center</i>
<i>Hope for better future; jobs, money</i>	
<i>Changes already happening to them</i>	
<i>Presence and commitment by trainers</i>	
<i>Motivation by trainers</i>	
<i>Engaging environment</i>	
<i>Activities implemented</i>	
<i>Desire to succeed</i>	
<i>Connection and relationship with facilitator - Caring environment</i>	
<i>Structure of the program - Length of training (3</i>	

<i>months)</i>	
<i>Mentors and exposure visits</i>	
<i>Success of alumni</i>	
<i>Marketing of the program attracted them here</i>	
<i>Free training</i>	

12.0 Conclusion

This report demonstrates that the **CAP YEI** program training activities are still implemented as designed and that they are still very helpful in youth transition to work. The curriculum for each course is used as the guide and focus instrument for the facilitators, it provides the objectives, learning activities, and key concepts and ideas among trainees. However, there are several challenges experienced from some specific course curricular as well as from all the curricular in general that need review to allow incorporation of current knowledge and information in skills demand. Majority of the centers have no issues with student mobilization and recruitment into the training as the demand is still high among the communities where the centers are situated. Induction and life skills training is significantly valued as a game changer in readying youth for the technical training as well as setting them up for positive personal confidence and relating well with other people. Life skills training could be improved by contextualizing the content and including new trends in the society.

Classroom training is the central step in the program where students are trained in specific and diverse work skills. They also get the opportunity to practice and sharpen their expertise in their respective career knowledge and skills to enable them access jobs and/or start small businesses. There are strong indications that students sometimes prefer certain courses over others. It takes serious work and professional career counseling for the students to shift their perceptions and preferences from certain courses to other. It was found that classroom training faces some challenges, including the lack of or inadequate training resources and equipment, inappropriate content material, and difficulty among some students to understand the concepts and ideas as a result of their low academic capabilities and achievements.

Once students complete the introductory and extensive training in work skills, they are mandated to fulfill assignments' requirements, referred to as field and exposure visits. It is designed and expected that trainees will be able to relate the skills they have acquired with work context and expectations from both employers and actual work performances. Trainees indeed have the opportunity to shadow experienced persons, get connections with employers, identify internship and job opportunities, and identify what they

would need to improve their skills training before completing the program. There are however lots of challenges for both trainees and trainers in this process. They include rejection and non-cooperation by establishments where youth are assigned to visit, lack of finances for food and transport to places of visits, and long distances travelled to places for visits.

When trainees return from exposure and field visits, they are required to do a presentation about their experiences. This would then facilitate opportunities to polish their skills in the work preparedness module. Work preparedness comprises making emphasis of mastery of work skills and professional requirements for working. In addition, this is the opportunity to subject trainees to practicing resume writing, cover letter writing, and mock interviews that expose them to potential interview questions and appropriate personal grooming.

The next step is where trainees go through work preparedness training before being released for either internship or job placement. It is easier to get an internship placement than an actual job so most trainees begin with internships. However, there are trainees who move straight to work after training while majority gets employment after going through a maximum of 45 days' internship. Several challenges affect job placement of trainees. It was found that many trainees reject job opportunities that are readily found, especially when they are on short contractual basis or are commission based. In addition, it was reported that challenges are related to earlier trainees quitting jobs or misbehaving, the mistrust by employers for short trained workers and sometimes negative influence from family and friends not to take up certain jobs. It is recommended that serious and sustained partnership needs to be developed between CAP YEI and employers to help alleviate most of the challenges related to placement.

Ultimately, there is an overall review of the program training which is usually done at the center level and at the programmatic level. Center teams reflect on their experiences from the beginning of a batch to the end and they draw on student feedback, employer feedback, parents and mentor network meetings, facilitators' self-reflection, and overall transition of the students. Any changes adopted at the center from the program review are always done informally while the programmatic review is adopted formally to influence decisions to reinforce or eliminate certain practices that would ultimately improve programming.

There are specific center-based factors that work for and/or against skills training of youth. These include the location of centers in relation to demand for workers and availability of training resources and equipment. For example, certain centers have more computers compared to others which only have one.

The motivation of the trainers (facilitators) plays a major role in the success or failure of the skills training program. CAP YEI has a great opportunity to put in place measures and implement strategies recommended in each process here. These measures would strengthen the efficiency and effectiveness of each of the aspects of the BEST model to prepare youth for work.