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**Draft Report of Pre-Situational Analysis on Youth Attitudes and Barriers to Participate in WBT in Kilifi, Kitui and Busia Counties of Kenya**

**Report by:**

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# Acronyms

BUSY Better Utilization of Skills for Youth

COTU Central Organization of Trade Unions

ILO International Labour Organization

MCPs Master Craft Persons

TVETA Technical and Vocational Education and Training Authority

USDOL United States Department of Labour

VMY Vulnerable and marginalized youth

WBT Workplace Based Training

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**Executive Summary**

The Central Organization of Trade Unions Kenya supports growth of apprenticeship programs that result in officially recognized certification that brings increased earnings, employment and career possibilities. Such setups, in turn, help employers to achieve a sustainable balance between apprenticeship costs and benefits. However, there is an information gap on level of youth awareness, attitudes and barriers that hinder participation in workplace based training (WBT) programs. This pre-situational analysis report seeks to fill this information gap.

The assessment report provides the *voice* of the youth; parents; and communities on current issues affecting WBT programs in Kenya. The specific objectives of the study were: to assess the level of awareness and attitudes of youth, their families and communities towards participating in WBT programs; determine demand for and interest in WBT programs, including apprenticeships; find out how vulnerable and marginalized youth, their families and communities perceive current WBT programs; identify common forms of work -place based training programs that are available; identify challenges hindering youth participation in WBTWBT programs and recommend strategies to improve participation of vulnerable and marginalized youth in WBT programs.

The study was carried out in Kilifi, Kitui and Busia counties. These counties are ranked amongst the most economically disadvantaged counties in Kenya. The study was participatory and sought to ensure the diverse voices of young people were heard. The methodology adopted involved review of secondary data and collection of primary data. A total of 199 focus group discussions and 162 interviews with key informants were conducted. Quantitative data was analyzed using simple descriptive statistics and presented using frequency tables and charts while qualitative data was presented in form of statements and themes.

The study revealed relatively weak and unstructured WBT programs in these counties: informal apprenticeships was the most common form of WBT. Negative attitude of young people and communities towards WBT Vis-a-Vis formal training, lack of infrastructure and high fees were identified as major hindrances for full participation. The study concludes that urgent partnerships should be consciously promoted between all stakeholders to create an institutional mechanism for WBT and recommends establishment of a policy framework to support structured skills development through apprenticeship in order to enhance employability of young workers for a more inclusive growth. In short term there is urgent need of upgrading informal apprenticeships, retraining of Master Crafts Persons (MCPs) in newer equipment/technologies, improving the conditions of work in apprentices, providing youth with information on available training opportunities, as well as addressing the affordability of WBT. This report will guide trade unions and other key stakeholders to take WBT into their policy agenda. The report will also be useful for evidence-based policy making as well as initiatives the aim to improve WBT in these counties. Further, the study provides information for development of communication strategies about quality WBT opportunities aimed at the youth, workers, employers, MCPs and the general public.

# Background of the Study

The experience of many countries with strong apprenticeship programs demonstrates that strong, regional and /or sector-based employer associations need to be developed alongside apprenticeship provision[[1]](#footnote-1). Collective action by employers to define the occupational skills content of apprenticeship and to influence the knowledge features creates value both for employer and apprentice. The employer acquires relevant skills whereas; the apprentice acquires a qualification with a real labour market value[[2]](#footnote-2).

The Central Organization of Trade Unions supports growth of apprenticeship programs where the apprentices are assured of officially recognized certification, an outcome that brings increased earnings, employment and career possibilities. In such a context, apprentices are more likely to accept a lower wage for the duration of the apprenticeship. Such setup in turn help employers to achieve a sustainable balance between apprenticeship costs and benefits. Ultimately, the status of apprenticeship rises and attracts well-qualified applicants. Furthermore, the experience gained through WBT programs such as apprenticeships opens doors to later jobs[[3]](#footnote-3). There is always the possibility of the youth staying with the employer on completion of the apprenticeship, or reduced time in finding the first job.

The Central Organization of Trade Unions plays a vital role in achieving this balance by negotiating apprentice pay levels while at the same time insisting on high quality training with substantial elements of transferable skills and knowledge.

Youth are the core beneficiaries of apprenticeship programs yet they face specific barriers to active participation due to lack of support and counselling in disadvantaged communities, where there are very few formal apprenticeship programs. The majority of WBT programs in Kenya are traditional/informal apprentice systems[[4]](#footnote-4). Despite the system’s strength of providing skills relevant to local markets, informal apprenticeship has a number of weaknesses. For instance, informal apprenticeship can become exploitative if a MCP breaches the training agreement in failing to impart their skills adequately, thus keeping apprentices dependent on them for too long. Sometimes, *“informal apprenticeship”* simply masks child labour[[5]](#footnote-5). Social partners and public employment services - who are currently not present in the said counties can work with the training sector to develop pre-apprenticeship programs, which would provide a foundation for basic skills transfer and smooth apprentice passage into the vocational education and training system. Nevertheless, there exists a knowledge gap on youth attitudes and specific barriers that hinders their participation. This pre-situational analysis report provides vital information to bridge this gap.

# Pre-situational analysis objective

The general objective of the study was to assess awareness and attitudes of youth, their families and communities towards WBT including apprenticeships. With a particular focus on vulnerable and marginalized youth including adolescents at or above the legal working ages who are engaged in or at risk of engaging in child labor, and provide initial information to guide COTU (K) to take WBT into its policy agenda, and development of a communication strategy aimed at the youth, workers, employers, MCPs and the general public.

The study was guided by the following questions;

1. What is the level of awareness and attitudes of youth, their families and communities towards participating in WBT programs?
2. What is the latent demand for and interest in workplace training programs, including apprenticeships?
3. How do vulnerable and marginalized youth, their families and communities perceive current WBT programs? Their quality? Availability? Do they lead to decent jobs?
4. What are the common forms of work based training programs available?
5. What are the challenges preventing youth, from participating in WBT programs?
6. What needs to be done to improve participation of vulnerable and marginalized youth in WBT programs from the point of view of youth families and communities?

# Pre-situational Analysis Methodology

The pre-situational analysis was participatory and involved workers' organizations at the national and county levels, youth, parents and community leaders. Both quantitative and qualitative methods were used to collect data. Figure 1, below illustrates how data was collected and analysed.

Figure 1: Pre-situational data collection and analysis process

Workers national stakeholders’ forum

Literature review / Secondary Data Collection

Busia

County

Workers

Stakeholders

Forum

Kilifi

County

Workers stakeholders

Forum

Kitui

County

Workers

Stakeholders

Forum

Constituencies

FGDs

Interviews

Constituencies

FGDs

Interviews

Constituencies

FGDs

Interviews

Data analysis

Validation Workshop

Final Report

As shown in the figure 1 above, data collection methodologies included; focus group discussions, stakeholders meetings, key informant interviews and direct observations. This was aimed at increasing the objectivity and benefits from differing perspectives. A total of 1,066 participants contributed to this study. 199 focus group discussions (FGDs) were conducted while 162 key informants were interviewed. Table 1 below summarizes FGDs and informants’ individual interviews in three Counties. In general 381 youth not participating in WBT and 565 youth participating in WBT programs were included in this study. To ensure quality, community buy-in and efficiency, data collectors were recruited from targeted local communities to represent each constituency: Kilifi (7 constituencies), Kitui (8 constituencies) and Busia (7 constituencies). After identification and recruitment of qualified data collectors, they were trained on how to conduct focus group discussions, interviews, and how to make and record important observations. Data collectors, together with the PSA study team, pre-tested the tools during county stakeholder meetings and revised them accordingly.

## 3.1. Literature review / Secondary data collection

The documents reviewed included printed information or databases, annual reports, files, research papers and similar studies, which provided insights on relevant information related to workers' challenges in relation to WBT.

## 3.2. National and county stakeholder meetings

One national stakeholder’s workshop and three county meetings were held. The national forum was held on 29th August, 2018, Kilifi County meeting was held 4th September, 2018, Kitui County meeting was held on 25th September, 2018 and Busia County was held on 2nd November, 2018. These meetings enabled COTU (K) get useful information directly from stakeholders involved in WBT.

|  |  |
| --- | --- |
| E:\PSA DATA and support Kilifi\Pictures\IMG_0300.JPG  Bro. Benson Okwaro Deputy Secretary General COTU opening Workers the WBT workers National forum in Nairobi on 29th August, 2018. | E:\PSA DATA and support Kilifi\Pictures\IMG_0355.JPG  Group discussion during the National forum in Nairobi on 29th August, 2018. |

## 3.3. Focus Groups Discussions

Focus Group Discussions (FGDs) were used to gather detailed information rapidly from the youth in the counties. Each FGD consisted of 6 to 8 youth. Questions for the FGDs are attached in appendix 2 and were reviewed after the national stakeholder workshop and moderated after the county meetings to suit county situations. In total 946 youth participated in the FDGs, 381 for youth not participating in WBT and 565 of the youth directly engaged in WBT. Digital recorders were used to document the discussions. Participants for focus group discussions were mobilized through youth groups and informal associations targeting young people participating or not participating in work-based training.

## 3.4. Key Informants Individual Interviews

The purpose of key informant interviews was to collect information from a wide range of people including, parents, professionals, and community opinion leaders such as chiefs, ward administrators, religious leaders, youth leaders, and village elders in the three selected counties as well as residents who have first-hand knowledge about the WBT. A data collection protocol was used to guide the interviews (Appendix 4). A total of 120 parents and community leaders participated as summarized in table 4.

## 3.5. Selection of the respondents

To arrive at the final group of respondents, purposive selection of respondents was done at the national and at the county level. At the national level COTU (K) affiliates, youth and parents’ association representatives, religious organizations, youth leaders from different marginalized regions were selected and participated in the meetings to discuss the status of WBT and opportunities available for vulnerable and marginalized youth. Table 2 and 3 summarises the youth selected demographic characteristic that included, age, gender, Orphaned and Vulnerable children (OVC), teenage mothers, People Living with Disabilities (PLWDs), married teenagers (male) and school drop outs. At the county level the selection unit was the constituencies[[6]](#footnote-6). The composition of the samples took into account the number of apprentices trained in the existing trades in the locality, gender diversity and vulnerable and marginalized youth in the three counties. Local leaders and community members were purposively selected. Appendix 6 lists all the geographic locations of respondents.

## 3.6. Data analysis

Data collected was verified and analysed to establish themes, patterns and relationships in line with study objectives and questions.

**Table 1: Data collection summary**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Method** | **Kilifi** | **Kitui** | **Busia** | **Total** |
| No. of Focused Group Discussions | 62 | 71 | 66 | 199 |
| No. of Key Informants Individual Interviews | 49 | 61 | 52 | 162 |
| **Total** | **111** | **132** | **118** | **361** |

**Table 2: Youth - Not Participating in WBT per County**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **County** | **No. Participated** | **Male** | **Female** | **OVC** | **Teenage mothers** | **PLWD** | **Married Teenagers (Male)** | **Primary Sch. dropouts** | **Sec Sch. dropouts** | **Age 16 to 19** | **Age 20 to 26** |
| **Kilifi** | 186 | 155 | 31 | 12 | 15 | 15 | 42 | 147 | 40 | 86 | 100 |
| **Kitui** | 115 | 76 | 39 | 11 | 18 | 9 | 12 | 97 | 18 | 58 | 57 |
| **Busia** | 80 | 56 | 24 | 31 | 16 | 6 | 21 | 58 | 22 | 36 | 44 |
| **Total** | **381** | **287** | **94** | **54** | **49** | **30** | **75** | **302** | **80** | **180** | **201** |

**Table 3: Youth Participating in WBT per County**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **County** | **No. Participated** | **Male** | **Female** | **OVC** | **Teenage mothers** | **PLWDs** | **Married Teenagers (Male)** | **Primary Sch. dropouts** | **Sec Sch. dropouts** | **Age 16 to 19** | **Age 20 to 26** |
| **Kilifi** | 168 | 128 | 40 | 35 | 16 | 5 | 35 | 124 | 44 | 93 | 75 |
| **Kitui** | 246 | 151 | 95 | 31 | 20 | 21 | 14 | 186 | 60 | 136 | 110 |
| **Busia** | 151 | 114 | 37 | 37 | 16 | 10 | 32 | 107 | 44 | 81 | 70 |
| **Total** | **565** | **393** | **172** | **103** | **52** | **36** | **81** | **417** | **148** | **310** | **255** |

**Table 4: Community leaders and parents**

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Male** | **Female** | **Total** |
| **Kilifi** | 28 | 6 | 34 |
| **Kitui** | 29 | 15 | 44 |
| **Busia** | 32 | 10 | 42 |
| **Total** | **89** | **31** | **120** |

# Findings of Pre-Situational Analysis

## 4.1. Findings from national and county stakeholder meetings

The analysis of the national and county Stakeholder meetings established that young people in general have a fairly low attitude towards workplace based technical skills training, although they noted that for those who dropped out of the formal education system, WBT is the most dependable way to acquire skills. This evidenced by the fact that about 74% of youth who are participating in WBT programs had not gone beyond primary school level. A clear indication that WBT program have been branded as an alternative choice. Despite the negative attitude, WBT is still preferred amongst such target group due to the fact that WBT can quickly generate incomes such as motor cycle transport, charcoal burning, brick laying and hawking. There was also a general agreement that unemployed youth are vulnerable to worse forms of labour, sexual exploitation, human trafficking, drug and substance abuse and religious radicalization that has led youth to be recruited into terrorism groups such as Al-shabaab[[7]](#footnote-7). It emerged that there was no structures to support WBT in the three counties which could be an avenue through which vulnerable and marginalized youth would easily access and acquire skills. There is also no current partnership between workers and employers’ associations to support WBT.

## 4.2. General findings from the counties

1. **Level of awareness and attitudes of youth, their families and communities towards participating in WBT programs**

**Table 5: Level of awareness and attitudes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Concern** | **Category of Respondents** | **Opinion** | **Kilifi** | **Kitui** | **Busia** | **Average** |
| Attitudes | Youth - Not Participating | I would wish to participate | 44% | 66% | 64% | 58% |
|  |  | I am not sure | 29% | 25% | 23% | 26% |
|  |  | I would not wish to participate | 26% | 17% | 11% | 18% |
|  | Youth participating | I like participating | 83% | 56% | 68% | 69% |
|  |  | I am not sure | 20% | 13% | 8% | 17% |
|  |  | I would stop if I had an option | 5% | 31% | 24% | 20% |
|  | Community leaders and parents | It is good for youth | 91% | 91% | 88% | 90% |
|  |  | Not sure | 9% | 9% | 12% | 10% |
| Awareness | Youth - Not Participating | I am aware of WBT available chances | 52% | 37% | 49% | 46% |
|  |  | I am not aware of WBT available chances | 48% | 63% | 51% | 54% |
|  | Community leaders and parents | I am aware of WBT available chances | 42% | 75% | 45% | 54% |
|  |  | I am not aware of WBT available chances | 58% | 25% | 55% | 46% |

The level of awareness and attitudes as summarized in table 5 above indicated that both youth participating and youth not participating in WBT is fairly low at 58% and 69% respectively. In contrast, parents and community leaders have high attitude of 90% rating. The level of awareness of youth not participating, parents and community leaders on available WBT training opportunities is very low at 46% and 54% respectively.

1. **Common WBT Programs available**

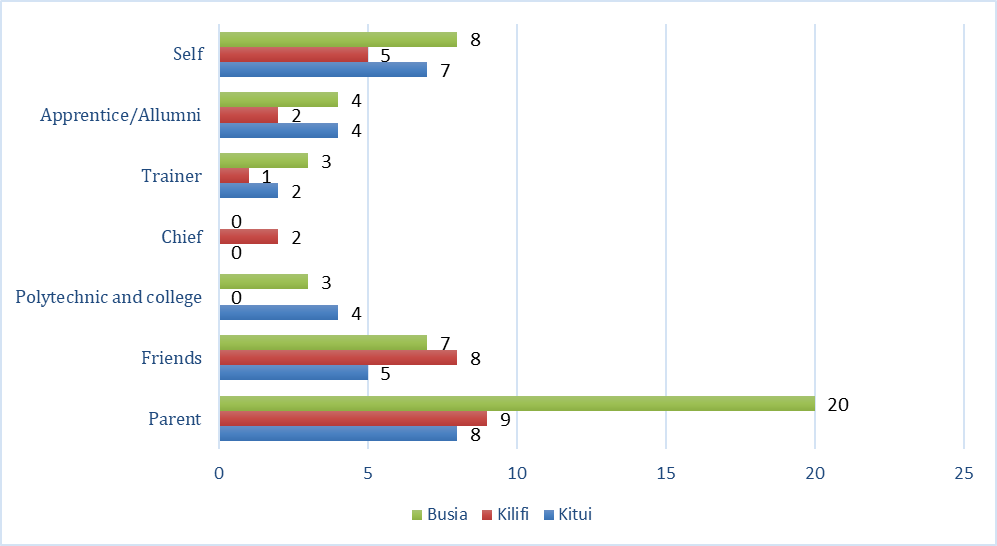
Youth participating in WBT program as presented in figure 2 below, indicated that most common trades that they participate in includes;Salon and beauty, Mechanics/automobile repair, carpentry, welding, farming, Boda[[8]](#footnote-8) (motor cycle riding), plumbing, and masonry. In Kilifi County the most favorable trades were motor cycle repair and driving for males, while salon and beauty training was a preference for female. In Busia County, masonry, building and construction, carpentry and woodwork, mechanics and repair of motorcycle and vehicle, welding and metal works for male while salon and beauty as well as tailoring was a preference for female. In Kitui county, tailoring and garment making was popular for both male and female, welding was most common for male while salon and beauty was a favorite for female only.

**Figure 2: Common WBTs available in Kilifi, Kitui and Busia Counties by preference**

1. **Level of awareness and channels of communication**

It was observed that youth learnt where to train through various channels as summarized in Figure 3 below. . In all of the targeted counties, parents and guardians were the leading providers of information on WBT. Friends and former apprentices who have succeeded or even started their own businesses were important informants and awareness creators. MCP s were also providing information and creating awareness on available WBT opportunities in their enterprises. Very few young people indicated they got information from local leaders such as chiefs as they rarely attend meetings (barazas). Even though most youth attend religious functions, WBT training opportunities are not discussed there. It’s worth noting that about 90% of the youth (male and female) are aware of their talents and actively seek to develop them through WBT.

**Figure 3: Channels of communication**



1. **Youth attitude towards workplace based training**

Regarding youth and community attitude towards WBT, the following statements and opinions from various interviewed sources were made;

1. Youth take up WBT to *‘keep themselves busy’* waiting to transition to formal training or employment;
2. Majority of youth are interested in employment in formal sector in opportunities such as being employed in malls as cleaners, transport sector as loaders, security guards etc. rather than train in informal sector;
3. In all the counties, youth are interested in quick income generating activities like boda boda, charcoal burning, matatu[[9]](#footnote-9) (public transport vehicles) conductors, sand harvesting and not keen to undertake WBT especially apprenticeship programs that take longer time to start earning an income;
4. For majority of participating youth, agreement for apprenticeship with the MCPs is usually done with their parents or guardians without consultations with youth. This contributes to high drop-out rate of enrolled apprentices;
5. WBT is often the last resort for lack of alternative training opportunities; especially for families that lack resources for formal training. Therefore, youth are ‘*pushed*’ into it because of poverty;
6. Apprentices are only absorbed or employed by MCP based on their hard work and discipline;
7. Training period was perceived to be too long especially for youth with family responsibilities, and in most cases they are forced to drop out and do other activities to take care of their family needs;
8. Youth who have gone through WBT and succeeded have become mentors of other youth who are interested in WBT;
9. Majority of the youth apprentices in all three counties desire to start own businesses after training; however source of capital remains their major challenge. They believe that the existing government funds targeting them are not transparent, have a lot of bureaucracy and hence not easy for them to access.
10. ;
11. Youth prefer to train and work away from their local community for *‘respect’*; as communities have high regard for those trained far from local MCPs; and
12. Youth between 15-20 years had lowest interest to participate in WBT, since most of them depend on their parents or guardians’ for a living. Yet the orphans who have siblings or with children are engaged in manual jobs, such as working in quarries, fishing, hawking, car washing, house help jobs (domestic workers) to take care of the families.
13. **Latent demand and interest for WBT including apprenticeships**

The study brought out the following hidden opinions and statements by youth about WBT including apprenticeships:

1. MCP s prefer apprentices to support them in their business expansion than employing already skilled workers;
2. Youth who participate in WBT would prefer to start their own businesses in future;
3. Part-time training is most preferred by apprentices with family responsibilities, as 9.2% participating are teenage mothers and 14% are married male teenagers with families. Who are always engaged in other income generating activities such as farming;
4. There is a growing demand for emerging skills at the county level such as; fork lifting and heavy machine operators, masonry, electricians, fitting, plumbing, boda, mobile phone repair;
5. The scarcity and diminishing natural resources, for instance dwindling fish stock in Lake Victoria, is resulting to increasing demand for WBT for other occupations;
6. Graduates from formal technical training institutions are showing interest in apprenticeships. Most vocational training centers do not offer adequate practical skills required at work. Even after completion of TVET courses, graduates feel inadequately skilled to join the labour market. It also emerged that some technical training institutions are not well equipped with modern equipment and tools. The institutions also lack human resource in modern and emerging new technologies such as new electric cars;
7. There is demand for soft skills such as customer care and marketing amongst apprentices.
8. In recent times government leaders have talked about vocational training as a critical solution to unemployment, drug and substance abuse, radicalization and other society ills like robbery. However there is no specific policy towards WBT;
9. The MCPs prefer training school drop outs since graduates are perceived to have a negative attitude towards WBT. As a result, graduates joining WBT from formal training institutions are charged higher fees to encourage their commitment;
10. **Youth Perceptions towards available WBT programs**

The FGDs of youth participating in WBT reveals that youth have some insights about WBT programs including apprenticeships;

1. The apprentices anticipate to be employed or absorbed by MCPs, if they prove to be productive and disciplined; and
2. Youth with disability desire to train in skills that can eventually employ them especially garment making, beading, shoemaking and leather work.
3. **Quality of WBT, capacity of trainers and available facilities**

The following observations were made concerning quality of WBT. The capacity of MCPs in the available facilities were main areas of focus as illustrated in figure 4 below.

**Figure 4: Quality of WBT, capacity of trainers and available facilities**

1. Only 20% of the training needs are met as some trainers lack skills in new technologies for example in new automobile engines;
2. Apprentices get full attention because the ratio of MCP to apprentice is almost 1:1;
3. Most apprentices are not exposed to theoretical training. As a result, soft skills such as customer care and marketing are rarely offered, yet they are in demand by youth;
4. Duration of training depends on the learning capacity of apprentices; ‘slow learners take up to 2 years to gain skills while ‘fast learners’ can acquire skills within a period of six months;
5. MCP s are skilled but some lack training capacity. Some were said to be very impatient with learners; and
6. Most apprentices drop out once they have acquired basic skills to start their own business.
7. ***Common challenges experienced by youth participating in WBT***

The study revealed many challenges youth participating in WBT. However, the most common in the three counties as shown in figure 5 below include;

**Table 6: Common challenges experienced during WBT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Challenges** | **Kilifi** | **Kitui** | **Busia** | **Frequency** | **Rank** |
| Fees charged by MCPs | 7 | 18 | 19 | 44 | 1 |
| Lack of a structured syllabus and work plan | 7 | 18 | 19 | 44 | 2 |
| Poor working conditions | 12 | 5 | 12 | 29 | 3 |
| Lack of adequate training space | 8 | 12 | 9 | 29 | 4 |
| Lack of compensation | 11 | 7 | 10 | 28 | 5 |
| Lack of equipment, tools and training materials | 2 | 11 | 14 | 27 | 6 |
| Inadequate market for products and services | 5 | 8 | 10 | 23 | 7 |
| Drugs and substance abuse | 5 | 9 | 7 | 21 | 8 |
| Competing family priorities | 6 | 3 | 5 | 14 | 9 |
| Occupational injuries | 1 | 3 | 7 | 11 | 10 |
| Lack of infrastructure | 2 | 5 | 3 | 10 | 11 |
| Lack of equipment and facilities for persons with disability | 4 | 2 | 3 | 9 | 12 |
| Sexual harassment and emotional abuse by MCPs | 2 | 3 | 2 | 7 | 13 |
| MCPs don’t train well | 3 | 1 | 2 | 6 | 14 |
| Lack of certification | 1 | 2 | 1 | 4 | 15 |
| Discrimination on gender, tribe, and religion | 1 | 0 | 2 | 3 | 16 |

1. The fees charged by MCPs are often too expensive for most youth to participate. The average fee in all the three counties is Kes. 3,000 ($30) per month. Fees charged by MCPs is biggest challenge of WBT
2. Lack of a structured syllabus and work plan is a major challenge that youth faces. Most youth are not aware of what they need to be trained own; ;
3. Poor working conditions characterized by long working hours, lack of leave days, poor sanitation, and lack of water and food as training is full time;
4. Lack of adequate training space and time;
5. Lack of certification after completion of the training so as to enable them (youth) seek for employment after completion;
6. Lack of compensation even when they produce quality products/services. As apprentices often produce quality products and services when training, and are not rewarded or remunerated from such income;
7. Lack of equipment and tools needed for trainings as they are expensive for apprentices and MCP;
8. Inadequate market for products and services produced locally mainly due to extreme poverty levels;
9. Occupational injuries due to lack of personal protective equipment like welding goggles, gumboots and gloves;
10. Sexual harassment and emotional abuse by MCPs; Female apprentices are more likely to victims of sexual assault and emotional abuse by male MCPs
11. Lack of special equipment and facilities for persons with disability;
12. Discrimination on gender, tribe, and religion;
13. Lack of infrastructure in remote areas such as poor roads, lack of electricity or frequent power black outs and water shortages;
14. Some MCPs don’t train well for fear of competition;
15. Drugs and substance abuse amongst youth; and
16. Competing family priorities, especially for some apprentices with families such as young mothers or orphaned Apprentices who is also taking care of her/his siblings.
17. **Common hindrances to WBT**

The most commonly mentioned hindrances to WBT were as summarized in table 7 below;

**Table 7: Common hindrances to WBT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Hindrance** | **Kilifi** | **Kitui** | **Busia** | **Frequency** | **Rank** |
| Expensive training fees | 21 | 15 | 24 | 60 | 1 |
| Access to MCPs workshops or cites | 14 | 17 | 22 | 53 | 2 |
| Lack of information | 13 | 16 | 20 | 49 | 3 |
| Lack of guidance, role models, unwilling MCPs | 22 | 18 | 3 | 43 | 4 |
| Available other means of income (boda-boda groups) | 9 | 12 | 16 | 37 | 5 |
| Lack of certification | 12 | 11 | 13 | 36 | 6 |
| Poverty | 9 | 9 | 12 | 30 | 7 |
| Apathy and discouraged unemployed youth | 8 | 9 | 11 | 28 | 8 |
| Family responsibilities | 8 | 3 | 9 | 20 | 9 |
| Lack of assurance of getting a job or starting own business | 9 | 4 | 7 | 20 | 10 |
| Unavailability of required training | 3 | 5 | 2 | 10 | 11 |
| Discrimination on gender, tribe, and religion | 3 | 2 | 5 | 10 | 12 |
| Disabilities | 0 | 1 | 3 | 4 | 13 |

## 4.3. County specific findings

1. **Kilifi County;**
2. Kilifi county has relatively low literacy levels amongst poor and marginalized communities, school drop outs are high at and most youth especially young women are not engaged in WBT as only 24% of participants are female.;

**Box 1: Educational and school participation levels in Kilifi County**

Only 13% of Kilifi County residents have a secondary level of education or above. Malindi constituency has the highest share of residents with a secondary level of education or above at 18%. This is almost four times Ganze constituency, which has the lowest share of residents with a secondary level of education or above. Malindi constituency is 5 percentage points above the county average. Shimo la Tewa ward has the highest share of residents with a secondary level of education or above at 33%. This is eight times Bamba ward, which has the lowest share of residents with a secondary level of education or above. Shimo la Tewa ward is 20 percentage points above the county average.

A total of 52% of Kilifi County residents have a primary level of education only. Kilifi North constituency has the highest share of residents with a primary level of education only at 54%. This is 5 percentage points above Kaloleni constituency, which has the lowest share of residents with a primary level of education only. Kilifi North constituency is 2 percentage points above the county average. Junju ward has the highest share of residents with a primary level of education only at 57%. This is 11 percentage points above Kayafungo ward, which has the lowest share of residents with a primary level of education only. Junju ward is 5 percentage points above the county average.

Some 36% of Kilifi County residents have no formal education. Ganze constituency has the highest share of residents with no formal education at 45%. This is almost twice Malindi constituency, which has the lowest share of residents with no formal education. Ganze constituency is 9 percentage points above the county average.

Kayafungo ward has the highest percentage of residents with no formal education at 50%. This is almost three times Shimo la Tewa ward, which has the lowest percentage of residents with no formal education. Kayafungo ward is 14 percentage points above the county average.

Source: Exploring Kenya’s Inequality: Kilifi County Report 2018

1. There is prevalence of extreme poverty in several areas like Ganze and Magarini. Chances for WBT in these areas are also very limited.
2. Early pregnancies and marriages, child prostitution, drug and substance abuse including local brew (mnazi[[10]](#footnote-10)) are common;

*‘In Kilifi County over 13,624 pregnancies were recorded among girls aged between 10 and 19, in 2017. Specifically, 290 cases were reported among girls aged between 10 -14. According to the report, Kilifi North sub-county is leading with 3,134 pregnancies followed by Magarini (2,861) and Kaloleni (2,180). Others are Kilifi South and Malindi with 1,771 cases each and Ganze and Rabai with 1,362 and 545 respectively’.*

*Kilifi Children Affairs Coordinator - George Migosi[[11]](#footnote-11)*

1. Stigmatization of people living with disabilities is high. People with disabilities are often labeled as *a curse* by some communities, hence discouraged from participating in WBT; and
2. Relatively low support and lack of clear policy regarding WBT and apprenticeship by county government. Despite the county having a Youth Polytechnics’ Policy and Act.
3. **Kitui County**

*‘……………The challenge is that of high wastage rate witnessed along the schooling cycle. For instance, while in the year 2014 a total of 34,141 candidates sat for KCPE in Kitui, four years later in 2018, only 17,796 candidates of that cohort were accounted for and sat for KCSE (CDE, 2019). This means that close to 50% of those children who complete primary education end up dropping out along the way and do not complete secondary Education. This is by any means a huge wastage of human resource which must be addressed……………….’*

Hon David Kivoto, CECM-Education, ICT and Youth Development, Kitui County, contribution during PSA county forum.

1. The county has high wastage rate in primary and secondary as Secondary school completion rate is fifty per cent. A factor attributed to pockets of extreme poverty in most rural areas, hostile climatic conditions for sustainable crop production;
2. Geographically dispersed urban centers where MCPs are located;
3. Drug and substance abuse common with youth in urban centers;
4. Stigmatization of people living with disabilities as they are considered to be cursed or victims of witchcraft;
5. The County Government is supporting several formal training institutions for people with different disabilities, physical and mental disabilities;
6. Youth are preoccupied with unsustainable activities such as *boda boda* and sand harvesting;
7. Higher organization of youth into informal associations and groups but not keen on skills development;
8. Higher uptake of Youth Development Fund and a significant number of successful business startups;
9. The current County Government is focused on issues of skills development and youth employment. For instance there is a draft youth employment policy and several skills development initiatives e.g. a significant number of youth trained in garment making for 6 months at Kitui Development Centre in 2017 and issued with certificates; and
10. Awareness on issues of youth employment and skills development is championed by the County Governor through Musyi FM[[12]](#footnote-12).
11. **Busia County**
12. In Busia County, 10% of the residents with no formal education, 10% of those with primary education and 21% for those with secondary or above level of education are working for pay and have no skills[[13]](#footnote-13). So most of the youth out of school are engaged in fishing in Lake Victoria and mining around hill areas in the county.
13. There are widespread *boda-boda* activities by youth, especially the school drop outs. As youth are attracted to quick income generating activities, and are therefore not attracted to WBT;
14. In border towns such as Busia and Malaba, cross border trade including contraband goods across Kenya and Uganda is common and youth engaged in such activities are not keen on skills training;
15. Higher levies and taxes on SMEs by county government is leading to closure of business hence diminishing WBT opportunities;
16. The phenomenon of dwindling fish stock in Lake Victoria is pushing young people out of fishing to seek alternative livelihood activities such as *boda-boda*; and
17. The County Government has no WBT programs including apprenticeship initiatives or policies, and there are relatively little efforts on skills development focusing on marginalized youth.

## Required Support by Youth to Participate in WBT including Apprenticeships

Young people who are participating and those who are not participating in WBT but are keen to participate require support as shown in figure 7 above.

**Figure 7: Support needed by youth to participate in WBT including apprenticeships**

1. Subsidized training fee or training bursaries by county government or other sponsors was the most sort support;
2. Training materials, tools and equipment including modern machinery was highly requested by youth;
3. Youth requested for support of start -up capital to initiate own businesses once they have acquired skills;
4. Youth from the rural areas distant from urban areas where most of WBT are available require support for boarding facilities and meals;
5. National programs and County governments support or even offer market for locally produced products and services by youth participating in WBT; and
6. Youth also requested donors and stakeholders to facilitate exchange programs between youth groups in and outside counties.
7. Although not directly mention, majority of youth not participating in WBT in Kilifi county had stated that lack of role models. Therefore,

# Conclusions and Recommendations

1. **Conclusions**

Young people in general have a low attitude towards workplace based technical skills training. Using the level of participation as a factor, the study established that on average, only 69% of youth who are participating in WBT programs like what they are doing while about 20% of them would stop participating if they got another option. Conversely, the attitude of parents and community leaders towards WBT is very high at 90%. The discrepancy in the attitude brings forth an information gap on the role and importance of WBT programs amongst the youth, parents and community leaders hence the need for involvement and partnerships amongst the relevant stakeholders. In order to enhance participation of vulnerable and marginalized youth in WBT programs in their particular counties, COTU Kenya concludes that partnerships should be consciously promoted between National Government, County Governments, trade unions, private sector, professional societies, informal associations, Cooperatives and skill providers, mainly MCPs, to create an institutional mechanism for WBT to address the challenges experienced by youth who are already participating. As well as come up with solutions to that will make WBT attractive to youth who are not participating. Since most of the youth, 54% who were not participating in any form of WBT were not aware of any opportunities available for them. Raising the awareness on opportunities and career pathways through quality WBT is imperative. Regular Social dialogue with stake holders should form the corner stone of WBT as most of the challenges experienced by youth that affects awareness and attitude are multifaceted.

The figures indicated that about 74% of youth who are participating in WBT programs had not gone beyond primary school level, coupled with the fact that majority of them are in it for lack of another option, there is urgent need of upgrading informal apprenticeships where certification as a proof of skills acquired, retraining of MCPs in newer equipment/technologies, improving the conditions of work in apprentices, providing youth with information of available training opportunities, as well as addressing the affordability of WBT so as to improve the satisfaction of youth currently participating as well as attract non-participating youth.

While quality WBT make sense in the medium and long term, in the short term, several multifaceted approaches is required to help in raising the awareness and attitudes of not only the those youth who are participating in the programs but also the potential candidates. Most of the youth observed that training fees, upkeep, training tools, materials and equipment as the main support required. The immediate expected returns are minimal as there are no stipends or training allowances provided as well so not certification offered

Relatively low support and lack of clear policy framework regarding WBT and apprenticeship programs was established as the main challenge as a hindrance towards quality WBT. Among all the challenges raised by the youth were; financing, certification and qualification pathways, access to qualified master craft-persons are as a result of weak framework that supports and institutionalizes WBT at National and County level.

1. **Recommendations**

The following recommendations are made to address study findings.

**Recommendation relating to improving awareness and attitudes**

1. Promote awareness channels through the MCPs and Community leaders to enable them reach more youth who are not participating in WBT programs, Further, create awareness of existing WBT opportunities to parents for them to effectively advice the youth who are not participating. These can be achieved through vernacular radio stations, local administrators and religious leaders and Community Based Organizations. The communication strategy should involve emerging digital channels through which majority of the youth have access to.
2. Recruit youth leaders to be champions of WBT through the informal groups as target youth lack role models to inspire them take up WBT;
3. Design a mechanism for recognition of skills acquired through WBT that are currently not assessed;
4. Set up a recognition system for the championed MCPs to promote WBT.
5. Recruit youth leaders to be champions of WBT through the informal groups as target youth lack role models to inspire them take up WBT;

**Recommendation relating to support mechanism to attract youth participation**

1. Government, workers and employers should dialogue and devise sustainable financing mechanism, develop a WBT promotional framework to address youth financial support; fees, upkeep, materials, tools and equipment, special support for vulnerable and marginalized youth including adolescents at or above the legal working ages who are engaged in or at risk of engaging in child labor etc.;
2. Prioritize data gathering on WBT in all counties to facilitate skills demand analysis, planning and policy development-;
3. Develop a structured curriculum to guide work-based training that will enhance and standardize course design, assessment and certification;
4. Develop competency standards in trades where youth have interest;
5. The youth should be made aware of trade assessment and Certification of skills acquired during WBT that is offered through National Industrial Training Authority (NITA)
6. Increase awareness on safe working condition in enterprises offering youth WBTs so as to mitigate occupational injuries,
7. Enhance workplace inspection to ensure decent work terms and conditions for youth engaged in WBT;
8. Promote lifelong learning among the public and specifically MCPs that shall also include gender related issues such as Sexual harassment and emotional abuse and all forms of discrimination, ;
9. Set up monitoring and evaluation system for WBT for dissemination of information to enhance sharing experience and learning with others; and

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10. OECD/ILO (2017), *Engaging Employers in Apprenticeship Opportunities*, OECD Publishing, Paris. *Apprenticeship programs can better connect young people to jobs* Pg. 16
11. Steedman Hilary: *ILO contribution to the G20 Task Force on Employment - Overview of Apprenticeship Systems and Issues.*
12. *Upgrading informal apprenticeship: a resource guide for Africa*; International Labour Office, Skills and Employability Department. Geneva: ILO, 2012

## Appendix 1: Map of Kenya showing Location of Kilifi, Kitui and Busia Counties

|  |  |
| --- | --- |
| http://gabriellubale.com/wp-content/uploads/2012/09/47-Counties-Of-Kenya.jpg  BUSIA COUNTY  Busia is a county in the former Western Province of Kenya. It borders Kakamega County to the east, Bungoma County to the north, Lake Victoria and Siaya County to the south and Busia District, Uganda to the west. The main economic activity is trade with neighbouring Uganda, with Busia town - the county headquarters and largest town - being a cross-border centre. Away from town, the county economy is heavily reliant on fishing and agriculture, with cassava, millet, sweet potatoes, beans, and maize being the principal cash crops.  The 2009 population of Busia County was estimated to be 743,946 with females numbering 387,824 (52.13%) and the males numbering 356,122 (47.87%) respectively. By the Yr 2020, the population is projected to grow to a total of 899,525 (437,291 males and 462,064 females).  Labour Force (15-64): in 2015 was estimated at 400,017 and was projected to increase to 435,667. About 71 per cent of the labour force is engaged on family farms while the remaining 29 per cent work in other economic activities such as fishing, trading and employment in the formal and informal sectors. The county has unemployment rate of over 60 per cent. | KLIFI COUNTY  Kilifi County is a county of Kenya. It was formed in 2010 as a result of a merger of Kilifi District and Malindi District. Its capital is Kilifi and its largest town is Malindi. It covers an area of 12,245.90 km² (4,728.17 sq. mi). Tourism and fishing in Kilifi are major economic activities due to its proximity to the Indian Ocean. Opportunities exist in agriculture, particularly dairy and crop farming for its fertile soils and a good weather pattern.  The county is predominantly inhabited by the Mijikenda community. Nevertheless, county residents constitute a representation of Kenya’s forty four (44) tribes and a small population of foreigners. The population of the county is estimated to be 1,498,647 in 2018 as projected from the Kenya Population and Housing Census of 2009, composed of 723,204 male and 775,443 Female. Youth Population (15-29 years) was 297,612(out of which 46.5% are male while 53.5% are female) in 2009, projected to 401,911(out of which 46.5% are male while 53.5% are female) in 2018 and will rise to 426,802(out of which 46.5% are male while 53.5% are female) and 453,234(out of which 46.5% are male while 53.5% are female) in 2020 and 2022, respectively.  The county has a gross labor force of 743,941(out of which 46.5% are male while 53.5% are female) persons in 2018, which is projected to grow to 838,939. The County labor force constitutes 56 percent of total population, out of which 46.5% are male while 53.5% are female). Of this population, the youth (ages 15-29) comprise 49%.The level of unemployment in the County has remained high since independence but has worsened due to recent tourism industry recession.  The Micro, Small and Medium Enterprises comprise of distribution and wholesale, retail and informal trade, international trade, trade in services and electronic trade  KITUI COUNTY  Kitui County is a county in the former Eastern Province of Kenya. Its capital and largest town is Kitui, although Mwingi is also another major urban Centre. The county has an area of 24,385.1 km² Kitui County shares its borders with seven counties; Tharaka-Nithi and Meru to the north, Embu to the northwest, Machakos and Makueni to the west, Tana River to the east and southeast, and Taita-Taveta to the south.  The County’s population was 1,012,236 in 2009, according to the population and household census report of 2009. The population is estimated at 1,123,401 and is projected to reach 1,176,650 in 2022. Labor Force (15 - 64 years): This comprises the economically active group. According to the 2009 census the County had a total labour force of 487,648 and is projected at 577,700 persons in 2018. This accounts for 51 per cent of the County population.  According to the Micro, Small and Medium Enterprises (MSMEs) survey conducted in 2016 by the Kenya National Bureau of Statistics (KNBS), Kitui County was reported to have a total of 16,700 enterprises licensed by the County Government out of which 97.5 are micro and 2.5 per cent translating to about 418 enterprises. There is no medium enterprise in the County. The numbers of unlicensed enterprises were notably high at 71,500. Most of these businesses were identified from the households. This is an indication that most enterprises operating in the County are not licensed (81 per cent) and only 19 per cent are licensed.  The total labour force available in kitui county 514,133 of which their age range between 15 – 64 years. The approximate number of self empoyed people in Kitui County is around 388,431 of which the largest proportion do farming. The county has approximately 18,228 wage earners most of whom are from the public sector. |

## Appendix 2: Youth Focus Group Discussion: Questions for those participating in WBT

1. What are some of the key challenges youth face in regard to WBT?
2. How did you hear about the skills training program / MCP?
3. How did you get engaged in the training program? Why did you decide to join?
4. Is the intervention/training program addressing your needs?
5. If yes, how?
6. If no, in what ways is it failing to address your needs?
7. In your opinion, what are the weak and strong points of the training program?
8. What are the different activities are you participating in this training program?
9. What are the other activities that you like and benefits from most, and why?
10. Are there any improvements that you would like to suggest to make the training experience better?
11. What do you like or dislike about the trainers?
12. Is the program too long or too short?

13. Would you like to participate in WBT programme and what skills would you what to acquire?

14. What support would you require to participate in WBT programme?

15. What are your future plans after training?

16. Do you know other youth who have gone through the WBT in this area, and what are they doing now?

## Appendix 3: Youth Focus Group Discussion: Questions for those not participating in WBT

1. Please briefly introduce yourselves.
2. What are some of the key challenges youth face in your community?
3. Would you like to participate in WBT programme and what skills would you what to acquire?
4. What support would you require to participate in WBT programme?
5. What are your future plans after training?
6. Do you know other youth who have gone through the WBT in this area, and what are they doing now?

## Appendix 4: Questions for Parents / Community leaders WBT

1. Are the adolescents and young adults (16 – 24-year olds), their families and communities aware of WBT programs?
2. How would you rate the level of awareness of WBT programs amongst the following categories of people in this area?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Not aware | Slightly aware | Aware | Additional information |
| Youth in between 15 and 17 yrs. |  |  |  |  |
| Youth in between 18 and 20 yrs. |  |  |  |  |
| Youth in between 21 and 24 yrs. |  |  |  |  |
| Families |  |  |  |  |
| Communities |  |  |  |  |

1. On your own opinion what is the attitude of for this category of youth and their families and communities towards participating in WBT programs in this area?
2. How would you rate the attitude of the following categories people towards WBT programs in this area?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Do not like / not interested | Like / interested | Additional information |
| Youth in between 15 and 17 yrs. |  |  |  |
| Youth in between 18 and 20 yrs. |  |  |  |
| Youth in between 21 and 24 yrs. |  |  |  |
| Families |  |  |  |
| Communities |  |  |  |

1. Is there desire or preference for this category of youth to join WBT programs, including apprenticeships?
2. How does this category of youth perceive current WBT programs?
3. What are the common forms of work based training programs available here?
4. What are the challenges preventing this category of youth from participating in WBT programs in this region?
5. What do you think can be done to improve participation of this category of youth in WBT programs from your point of view?

**Appendix 5: County FG Ds and KII locations**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **County** | **Constituency** | **Data collection sites** | **Constituency** | | **Data collection sites** |
| **Kitui** | 1. Kitui Central | Kalundu  Munganga  Mulutu  Kiambit  Mutune | 1. Kitui Rural | | Kwavonza  Kanyangi  Kisasi  Mbithin  Masimba |
| 1. Kitui West | Katutu  Mutongoni  Matinyani  Kwa Mtonga  Katheka | 1. Mwingi West | | Migwani  Kivou  Mwalano  Kanzanzu  Nguutuni |
| 1. Mwingi Central | Walta  Mui  Nguni  Nuu  Mwingi town | 1. Mwingi North | | Kyuso  Mumoni  Ngomani  Tharaka  Katsiani |
| 1. Kitui East | Nzambani  Zombe Mwitike  Mutitu  Chuluni  Voo Kyamatu | 1. Kitui South | | Mutomo  Ikutha  Kanziko  Mutha  Athi |
| **Kilifi** | 1. Kilifi North | Mnarani  Tezo  Matengani  Sokoni  Kibarani | 1. Kilifi South | | Mtwapa  Mtapeni  Kizingo  Mwakambi  Gongoni |
| 1. Kaloleni | Kaloleni  Mariakani  Mbalamweni  Makomboni  Mikiriani | 1. Malindi | | Mkondoni  Kakomani  Kakuyani  Jilore  Malimo |
| 1. Rabai | Jibana  Ruruma  Mazeras  Kambe  Rabai | 1. Ganze | | Jiribuni  Magongoni  Dungicha  Sokore  Malanga |
| 1. Magarini | Gongoni  Magarini  Sabaki  Adu  Marafa |  | | |
| Busia | 1. Funyula | Sio Port  Nangina  Nambuku  Ganga  Namboboto | 1. Budalangi | Rwambwa  Magombe  Mabingu  Bulemia  Port Victoria | |
| 1. Matayos | Mundika  Matayosi  Busia Town  Busende  Nasira | 1. Teso South | Alupe  Otimong  Aludeke Chakol  Aderema  Amukura | |
| 1. Teso North | Malaba Town  Kakoli  Angulai  Aokor  Akobwait | 1. Butala | Bumala A  Elukanya Echango  Butula  Tingolo  Lungulu | |
| 1. Nambale | Nambale town  Kisoko  Malanga  Mungatsi  Musokoto |

## Appendix 6: Terms of Reference for field data collectors

**Workers Pre-Situational Analysis**

**Purpose of this Assignment**

The purpose of this assignment is to assist in the collection of qualitative data for BUSY Project Pre-Situational Analysis (PSA) in [County]. The field data collectors is responsible for collecting of qualitative data under the supervision of COTU

**Scope of work**

The assignment includes the following tasks:

Training and Orientation

Field data collector will be required to attend a training and orientation session. It is expected at the end of the training participants will:

* Be familiar with the research questions, methods to be used and protocols to be implemented
* Have a clear understanding and capacity to recruit participants for the study in an ethical manner according to the research protocol

Respondent Recruitment and Data Collection

Field data collectors will first work with COTU and ILO/BUSY to refine the data collection tools. Then will undertake qualitative data collection in assigned constituency. At this phase of the project field data collectors will be expected to:

* Work in a sensitive and respectful manner with communities and key contact persons recruit participants into the study
* Organize focus group discussions and in-depth interviews
* Undertake focus group discussions and in-depth interviews in English or a relevant language spoken by the field data collector and the participants
* Ensure field diaries and observation protocols are completed in a timely manner immediately following the observation period
* Ensure equipment such as tape recorder or smart phone is working, that there is back-up equipment, and that appropriate measures are taken to keep the data safe and back-ups are made.

## Appendix 7: Definitions for the purposes of this study

1. **Accreditation:** refers to the action or process of officially recognizing someone as having a particular status or being qualified to perform a particular activity.
2. **Activity:** refers actions taken or processes through which inputs are mobilized to produce specific outputs. For example, counselling sessions that adhere to quality standards.
3. **Assessment:** is a continuous process of collecting the youth competenciesbytheTechnical and Vocational Education and Training Authority **(**TVETA) guided by Competency Based Education and Training (CBET) framework.
4. **Apprenticeship** is unique form of vocational education, combining on the job work-based learning and school-based training, for specifically combined competencies and work processes. It is regulated by law and based on an oral or written employment contract with a compensatory payment and has a standard social protection scheme. A formalized assessment and a recognized certification come at the end of a clearly identified duration.
5. **Best practices:** are comprehensive systems that integrate multiple stakeholders providing training services, educational services and WBT.
6. **Cleaning data:** is theprocess to check data for adherence to standards, internal consistency, referential integrity, valid domain, and to replace/repair incorrect data with correct data. To "clean" a data file is to check for wild codes and inconsistent responses; to verify that the file has the correct and expected number of records, cases, and cards or records per case; and to correct errors found.
7. **Competency or competence:** is the ability to do or perform a task or work activity well i.e. according to the minimum acceptable standards.
8. **Data:** is a term given to raw facts or figures before they have been processed and analyzed.
9. **Evaluation:** is the systematic assessment of the design, implementation and /or results of a program, project, activity, policy, strategy or other undertaking. The intention of evaluation is to provide credible and useful information with a view to determine the worth or significance of the undertaking, incorporate lessons learned into decision-making, and enhances the overall quality of the programming and operations.
10. **Information:** refers to data that has been processed and analyzed for reporting and use.
11. **Input:** is the financial, human and material resources used in a program or policy. For example, training materials produced.
12. **Key informant:** refers research/evaluation participant who are likely to be well informed about an issue, and willing to answer without bias.
13. **Key stakeholders:** are considered to be members of the education / training sector, employers, and labor / union groups.
14. **Marginalized and vulnerable youth:** areadolescents and young adults (16 – 24-year olds) who are deprived of decent living conditions, live in low-income households headed by low-education individuals, in contexts offering limited opportunities for education, employment and social participation.
15. **MCP s:** means highest work experience or professional qualification in crafts and is an approved grade or reorganized in the trade.
16. **Monitoring** is the routine process of collecting and recording information in order to track progress towards expected results.
17. **Occupational Standards:** are competences which are related to work in a specific occupation. It is a benchmark used to judge the quality of performance in a specific occupation.
18. **Pre – assessment**: means a study done before strategies designed to increase and change attitude are implemented.
19. **Qualification:** is recognition that learner has achieved all the requirements of a particular standard or a combination of standards.
20. **Recognition of Prior Learning (RPL):** is the process of assessing and formally recognizing what people have learned on the job and through life experience regardless of where or how the learning took place.
21. **Soft Skills:** means socio-emotional skills and labor competencies.
22. **TVETA:** Technical and Vocational Education and Training Authority of Kenya which is an independent and autonomous body mandated to register, license, accredit and audit TVET institutions according to the provisions of the TVET Act No. 29 of 2013.
23. **Work place Based Training (WBT):** are strategies and training activities developed in a real work place, that have the purpose of consolidating, integrating and/or expanding knowledge and skills already acquired at educational institutions, or through other training or work experiences.

1. ILO Toolkit for Quality Apprenticeships - Vol. 1: Guide for Policy Makers. Page 58, Roles and Responsibilities of Trade Unions. [↑](#footnote-ref-1)
2. OECD/ILO (2017), Engaging Employers in Apprenticeship Opportunities, OECD Publishing, Paris. Apprenticeship programs can better connect young people to jobs Pg. 16 [↑](#footnote-ref-2)
3. Steedman, Hilary ILO contribution to the G20 Task Force on Employment - Overview of Apprenticeship Systems and Issues. [↑](#footnote-ref-3)
4. A system in the informal economy where training does not follow a curriculum, do not lead to qualifications and are regulated by social norms and traditions rather than laws and regulations. [↑](#footnote-ref-4)
5. Upgrading informal apprenticeship: a resource guide for Africa; International Labour Office, Skills and Employability Department. Geneva: ILO, 2012 [↑](#footnote-ref-5)
6. They are geographic areas within the county with a representative in the national legislative assembly. In the County Government administrative framework, they also referred to as Sub – Counties. Kilifi County has seven, Kitui eight, and Busia seven. [↑](#footnote-ref-6)
7. Youth" or "The Youngsters", but can be translated as "The Guys"', is a jihadist fundamentalist group based in East Africa. In 2012, it pledged allegiance to the militant Islamist organization Al-Qaeda *https://en.wikipedia.org/wiki/Al-Shabaab\_(militant\_group)* [↑](#footnote-ref-7)
8. Provide transportation options to riders and job opportunities to drivers while at the same time resulting in an increase in road hazards and collisions and unnecessary injuries and deaths. [↑](#footnote-ref-8)
9. Public transport minibuses ply set routes, run from termini, and are used for both inter- and intra-city travel. [↑](#footnote-ref-9)
10. Local coconut brew in coastal region of Kenya [↑](#footnote-ref-10)
11. Final Report for Teenage Pregnancy Research in Kilifi County [↑](#footnote-ref-11)
12. Local vernacular radio station broadcasting in Kitui County. [↑](#footnote-ref-12)
13. Exploring Kenya’s Inequality Report , Kenya National Bureau of Statistics (KNBS) and Society for International Development (SID) 2013 [↑](#footnote-ref-13)