



# Youth not in education, employment and training in Kenya

Understanding values, capabilities and barriers towards achieving career and life goals

## Dalberg



ENROLMENT AS AT 23 <sup>RD</sup> APRIL 2013					
1 <sup>ST</sup> YEARS	2 <sup>ND</sup> YEARS	TOTAL	TOTAL	GRAND	BOARDING and DAY SCHOLARS
BOYS	GIRLS	BOYS	GIRLS	TOTAL	
35	28	56	56	56	BOARDING BOYS
53	26	68	68	68	BOARDING GIRLS
17	12	29	29	29	DAY BOYS
17	12	29	29	29	DAY GIRLS
04	3	7	7	7	
		23	23	23	
		52	52	52	
		130	130	130	
		261	261	261	
		261	261	266	
					NOTE
					BOARDERS
					Boys 9%
					DAY SCHOLARS
					Boys 9%



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2019

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## Abbreviations

CBET	Competence-Based Education and Training
FGD	Focus Group Discussion
HCD	Human Centred Design
HELB	Higher Education Loans Board
ICT	Information and Communications Technology
KEFEP	Kenya Education For Employment Program
LMI	Labour Market Information
NEET	Not in Education, Employment or Training
NGO	Non-Governmental Organisation
NITA	National Industrial Training Authority
RPL	Recognition of Prior Learning
SES	Socio-Economic Status
SME	Small and Medium Enterprise
STEP	Skills Towards Employment and Productivity
TVET	Technical and Vocational Education and Training
WYD	Whole Youth Development

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# Executive Summary

## SECTION I

KISIWA YOUTH POLYTECHNIC

# 1 Executive Summary

The growing complexity of youth transitions, work types and the changes in labour markets are challenges facing governments across Africa, including Kenya. However, the country can harness the demographic dividend and shift the balance of the labour market. To realize the opportunity and increase youth development, youth not in education, employment, or training (NEET) have been a target group of several development efforts to increase their access to opportunities and advance their livelihoods.

In this report, we examined youths' core values and capabilities, their attitudes & perceptions towards capabilities for work and life, TVET, as well as perceived barriers and drivers towards achieving their career and life goals. We conducted a survey of 2,361 youth, with a focus on youth NEET, in 250 enumeration areas across the country. We complimented the quantitative survey data with human-centred design (HCD) studies.

## 1.1 Youths' capabilities and values and those they consider as critical

Youth consider general education, technical education, business knowledge, communication skills, and ambition as qualities that help gain employment. Among the tested skills<sup>1</sup>, youth performed well in general knowledge and digital literacy skills assessments. On the other hand, functional literacy skills were limited. Certain skills strongly correlated with youths' age, gender, area in which they live and their socio-economic status (SES). The survey found that functional literacy levels do not depend much on demographics, such as age, gender, urban/rural environment or socio-economic status, whereas numeracy levels change based on certain demographics specifically with age, gender and SES. Also, the functional numeracy is higher among men and increases with socioeconomic status. Digital learning competencies depend on demographics and correlate strongly with age, gender, urban/rural environment and socio-economic status. Education drives adoption of skills such as numeracy, literacy and soft-skills.

Besides their own skills and capabilities, assets available to youth include social capital<sup>2</sup>, financial capital, physical capital, guidance from mentors, as well as media and technology. Youth perceive communication skills as valuable to network with individuals to explore career opportunities, articulate their thoughts and perform effectively in interviews, and negotiate for benefits. Youth also acknowledged that positive attitudes such as optimism, persistence and taking advantage of opportunities could build a good reputation, but they face challenges in adopting these positive attitudes. They understand the importance of a positive attitude to achieve success in business and social circles. Youth who come from strong religious backgrounds list God as an important force in their lives, and a strong enabler on their road to success.

## 1.2 Opportunities available to youth to apply or acquire skills and capabilities

Youths' environment offers opportunities towards improved life outcomes. Personal motivations based on values, attitudes and capabilities developed over time and external drivers such as

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<sup>1</sup> Youth performed well in general knowledge and digital literacy skills assessments. On the other hand, functional literacy skills are limited.

<sup>2</sup> Please refer to Definitions in the Annex

influencers and assets can be used to acquire education and employment opportunities. These factors together lead to support from the ecosystem and the network, which further support sustainable livelihoods of youth NEET. People like parents, siblings, sponsors and well-wishers are influencers in youths' lives. The closest influencers identified by youth are people who support them financially through paying for school fees, bills and other types of financial support. Youth also feel they relate with their role models, especially those who come from a similar economic background.

Effective interpersonal skills have an impact on a youth's engagement in the community through community groups and activities. This allows for relationships to be fostered and leads to a social network, which is a strong asset. Access to mentors not only helps to guide youth but also acts as a support system and network. Youth feel that mentorship is important especially in an entrepreneurial venture to get guidance about business, customers, markets, skills, etc.

Digital literacy helps interactions through social media and engagement on community groups, which can sometimes open new doors. With the penetration of smartphones, internet and social media, these platforms have become a tool to build awareness, share job opportunities across locations and impart skills. Online programs which can be completed remotely at one's own pace, discussion boards and community groups can be developed to support the youth in this dynamic environment.

### 1.3 Adversities and barriers faced by youth

Youth in Kenya face several macro and micro challenges in achieving productivity. The study focused on shocks and stresses as well as the contextual challenges that youth face in securing livelihoods. Frequent exposure to traumatic situations can impact and hinder growth of a youth. It can drive changes in attitude, outlook, career paths and dreams. Shocks such as loss of a family member or a loved one not only leads to a breakdown of a support system but also to increased responsibilities at an early age. Especially for those from a lower socio-economic status, investment in education or training becomes more of a luxury than a necessity. Also, asset loss or theft of their property discourages youth to purchase new tools for self-employment. It also serves as a constant reminder of the dangers in the society that one can be exposed to.

Among stresses, the broader ecosystem that youth operate in has corruption-related and bureaucratic hurdles. Bribery is often an impediment and constant strain in securing a job. High power gatekeepers at prestigious jobs may demand bribes and the 'right' connections tend to be more beneficial in some cases. This limits capable youth to create a career and dissuades them from pursuing higher education and training. With varied backgrounds with respect to familial setup, education, aspirations and environment, youth face challenges in navigating these complex situations.

While macro-economic conditions and lack of job opportunities are an adversity that youth faced, they also feel that insufficient or unsuitable education, limited opportunity and work experience are the impediments to finding employment. The concentration of jobs in urban business centres creates a lack of opportunities in rural and semi-urban areas which results in under-employment of youth in those areas. Data showed that while at least secondary education was required for formal employment, low level of education and other skills had little impact on informal and self-employment.

Lack of exposure and knowledge penetration has especially affected youth in rural areas. The types of opportunities available in a location guide the acquisition of the respective skills and affect the migration of workforce. Primarily in rural areas, youth cite a lack of information on the sources of work opportunities as a barrier to finding employment. They have limited access to technology that could be used to get the information.

The absence of financial support is an impediment to starting own business. Lack of awareness of student loans or bank credit restricts those without financial backing of family or sponsors to be get high education and be gainfully employed. Further, for those interested in self-employment and entrepreneurship, deficient business and financial management skills is a challenge in operating and scaling their businesses.

## 1.4 Conclusions / Recommendations

A micro-environment which is supportive, and collaborative can go a long way in creating a favourable ecosystem for youth to succeed. TVET institutions can boost the ecosystem around them to enable a skilled workforce. Awareness of TVETs can be improved by increasing engagement with institutions that relate with youth such as churches, schools, youth programs and local government. Interactions with youth through hosting community events can also help disseminate information about TVETs and their offerings.

TVETs can align their curriculum offerings to local business needs. A focus on values and soft skills training within the coursework will allow holistic development of students and impart life skills which will be useful to weather temporary disturbances. Interpersonal skills will give youth the confidence to present themselves better in interviews, tap into their social circles and negotiate offers. Integrating coaching and career counselling for students could provide them with information and guidance to pursue their aspirations.

Further, policy changes could advance the quality of education at TVETs and help businesses employ more youth. Incentivizing industries to offer internships to youth through tax rebates, improving TVET infrastructure and resources, standardizing the quality of training in TVETs and financing more scholarships are policy changes that can positively impact youth livelihoods.



# Introduction

## SECTION II

## 2 Introduction

**Youth not in education, employment, or training (youth NEET) have been a target group for development interventions focused on increasing their access to opportunities and advancing their livelihoods.** As employment and unemployment rates do not capture the situation of all youth, the youth NEET concept emerged to reflect the growing complexity of youth transitions, the weakening of full-time routes through education and training. In addition, there has been a growth of part-time and mixed patterns of work types, and changes in labour markets and the availability of jobs<sup>3</sup>.

**There are different sources and divergent definitions of the term, hence little consensus exists on the number of youth NEET in most developing countries, including Kenya.** In the context of this study, we defined youth NEET as youth who were not receiving any education or training at the time or in the four weeks preceding the research - survey or the Human-Centred Design (HCD) research, as well as youth who did not have a paid job (formal and informal) in the four weeks preceding the research. Youth NEET excludes individuals who are enrolled in an education (formal and informal) whether attending or in school recess, working/studying towards a qualification, doing an apprenticeship, partaking in government supported employment or training program or any other job-related training in the last four weeks or having some form of paid work.

**Based on HCD research conducted for this report, there is high motivational and behavioural variation within youth NEETs.** Initial research of this study revealed two broad categories of youth NEETs namely “opportunity seekers” and “economically inactive”. Opportunity seekers described NEETs who had been looking for work in the past four weeks and were available to start work within two weeks. On the other hand, the economically inactive youth were the NEETs who had not been looking for work and/or were not available to start work in two weeks for various reasons. Across the spectrum between opportunity seekers and economically inactive youth, youth may not be employed for a host of reasons, such as discouragement from unsuccessful job seeking, family duties, prolonged/chronic illnesses, disabilities or personal choices.

### 2.1 Current landscape

**Youth suffer disproportionately more from unemployment in the country.** The 2013 STEP Skills Measurement Household Survey estimated Kenya’s NEET rate for youth aged 15-34 years at 29%<sup>4</sup> while the 2016 Kenyan Youth Survey Report, using a sample of 1,854 respondents aged 18-35 from across the country<sup>5</sup>, estimated overall unemployment amongst youth at 55%<sup>6</sup>. Unemployment varies amongst diverse factions of the Kenyan population along lines of education, gender, urban or rural setting. For example, only 15% of individuals without a post-secondary school education were employed compared to nearly 68% of their counterparts with a post-secondary education. Similarly, age is a factor for employment whereby youth are hardest hit with unemployment trends. Unemployment and underemployment are highest among 15-34-year-olds, with this population

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<sup>3</sup> ILO, 2006, Changing Patterns of the World of Work

<sup>4</sup> World Bank, 2013, STEP Skills Measurement Household Survey 2013

<sup>5</sup> Awiti A, Scott, B (Aga Khan University), 2016, The Kenya Youth Survey Report

<sup>6</sup> In the Kenyan youth survey, employment was self-reported. Respondents were given three options namely self-employed, (wage) employed, and unemployed. Self-employed youth (entrepreneurs) were considered under employed

group comprising of 84% of the unemployed and ~60% of the underemployed<sup>7</sup>. Moreover, susceptibility to unemployment increases the younger one is; in the 2016 youth survey report, youth aged 18–25 were twice more likely to be unemployed compared to their counterparts aged 26–35.<sup>8</sup> Predictably, unemployment consistently ranked high as an issue of concern amongst Kenyan youth. To address the rampant unemployment issue that hinders Kenyan youth’s career progression and deters them from attaining decent livelihoods, development agents have often explored challenges on both the demand and supply sides of labour.

**On the demand side, there is an insufficient number of productive jobs being created**, in large part due to the relatively unreliable growth of the small and medium enterprises (SMEs) sector, one of Kenya’s most prominent job generators, and the overall productivity profile of jobs in the labour market. In a broader sense, there are numerically fewer jobs being created than the number of individuals entering the workforce. For instance, in 2017, approximately 102,300 formal jobs were created<sup>9</sup> and comparably a conservative estimate of 650,000 people entered the labour force in the year, six-fold of the formal jobs created.<sup>10</sup> Secondly, although local privately incorporated companies and particularly SMEs have contributed to in-country job creation, they still face sustainability hurdles which restrain their growth and job creation.

**Similarly, challenges on the supply side, pertaining to education and training institutions, also limit youth NEET’s ability to meet the labour market demands.** Every year between 500,000 and 800,000 youth enter the workforce in Kenya<sup>11</sup>. However, educational institutions come short at holistically developing the youth student and enhance their success in the labour market.<sup>12</sup> This level of youth unpreparedness for employment can be attributed to limited infrastructure and access to adequate technical and soft skills training. . As a result, youth cannot readily apply their acquired skills in the workplace or start their own market competitive ventures. Furthermore, especially for technical capabilities that need periodic upskilling including but not limited to computer-related fields, different forms of training programs and opportunities are generally higher for the active, i.e., youth in formal employment, than for the inactive youth. For example, almost 30% of formal wage workers participated in a training course over the last 12 months, against only 7% for informal workers while self-employed and unpaid workers are even less likely to participate in any kind of training.<sup>13</sup> Research has indicated that soft skills are not directly taught in training programs, but both skills are important for TVET courses. Soft skills play an important role in job and are highly prioritized and required in a job<sup>14</sup>.

**Beyond the availability of training, the quality of TVET training received may also dampen youth NEET’s employability.** According to a World Bank Report, there is a misalignment between education programs and curricula with the desired learning outcomes, not the least is to empower the youth and meet labour market needs. These misalignments are driven in part by technical complexities such as limited policy implementation capacity of the many government agencies

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<sup>7</sup> KIHBS, 2016, “Labour Force Basic Report”

<sup>8</sup> Awiti A, Scott, B (Aga Khan University), 2016, The Kenya Youth Survey Report

<sup>9</sup> Kenya National Bureau of Statistics, 2019, “Statistical abstract 2018”

<sup>10</sup> World Bank, 2018, Kenya Total Labour Force

<sup>11</sup> British Council, 2017, Youth Unemployment in Kenya

<sup>12</sup> APHRC, 2019, “Building Capabilities for Work and Life”

<sup>13</sup> World Bank, 2016, Kenya – Jobs for Youth

<sup>14</sup> Ngang KT, Hashim NH and Yunus HM (2014) Novice teacher perceptions of the soft skills needed in today’s workplace.

responsible for learning as well as weak links between system actors' incentives and student learning.<sup>15</sup>

**An instrumental component of aligning educational content with societal and workplace skills requirements is the 'Whole Youth Development' (WYD),** which encapsulates embedding academic and technical skills with soft skills such as critical thinking, problem-solving and communication, creativity, etc. In a study conducted by APHRC, students' life, social and emotional skills were assessed based on a case study. Although there was a variance of scores in accordance to a host of other factors such as location and type of TVET institution, performances of first and final year TVET students were 75% and 74% respectively; implying that the impact of TVETs on these skills was low<sup>16</sup>. With a focus on better preparing youth to enter the workforce, particularly in sectors which have skills shortages such as power plants, sanitation systems and agro-processing sectors,<sup>17</sup> actors in the TVET ecosystem can begin to address the constraint of low-quality training on the supply side of the labour market.

## 2.2 Focus of this study

**To deliver up to date and relevant training, TVETs require accurate labour market information as well as information on youth NEET which may influence their employability.** The objective of the study was to understand youth core values and capabilities, their attitudes and perceptions towards capabilities for work and life, TVET, and perceived barriers and drivers towards achieving their career and life goals. This approach entailed a two-step process stated below and described in detail in the next section:

1. For the youth survey tool, we conducted a stratified random sampling process for identifying 2,361 youth respondents across 250 selected enumeration areas. The survey enabled us to collect nearly 936 variables across key sections and derive consequential insights into the main influencers of employability for youth NEET. As per the data, 63% of the respondents were youth NEET.
2. We held focus groups, a sampling of youth (ages 15 - 25) from different contexts across Kenya. These were a subset of the survey and primarily youth NEET. Through this process, we captured behavioural and contextual insights as well as underlying variables into a **youth outcomes framework** which then directionally guided the development of a **youth survey tool**, a listing of learning questions.

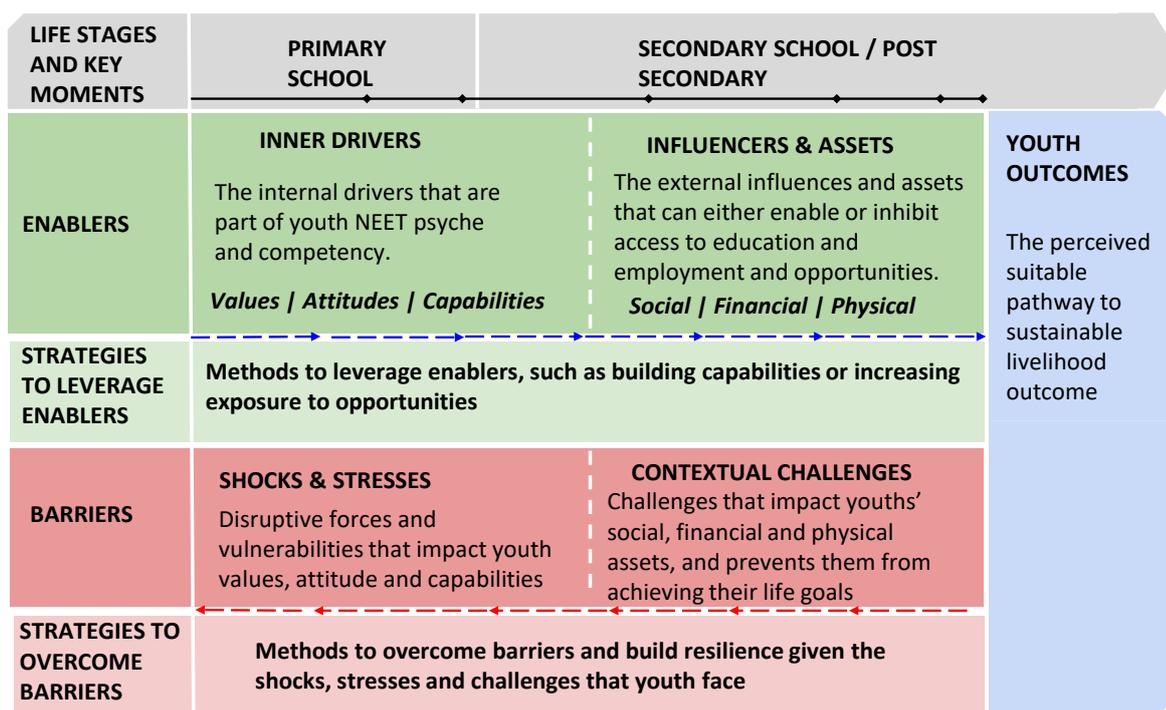
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<sup>15</sup> World bank, 2018, 'World development report – Education systems are misaligned with learning'

<sup>16</sup> APHRC, 2019, "Building Capabilities for Work and Life" p.40

<sup>17</sup> Ibid.

Figure 1: Youth outcomes framework

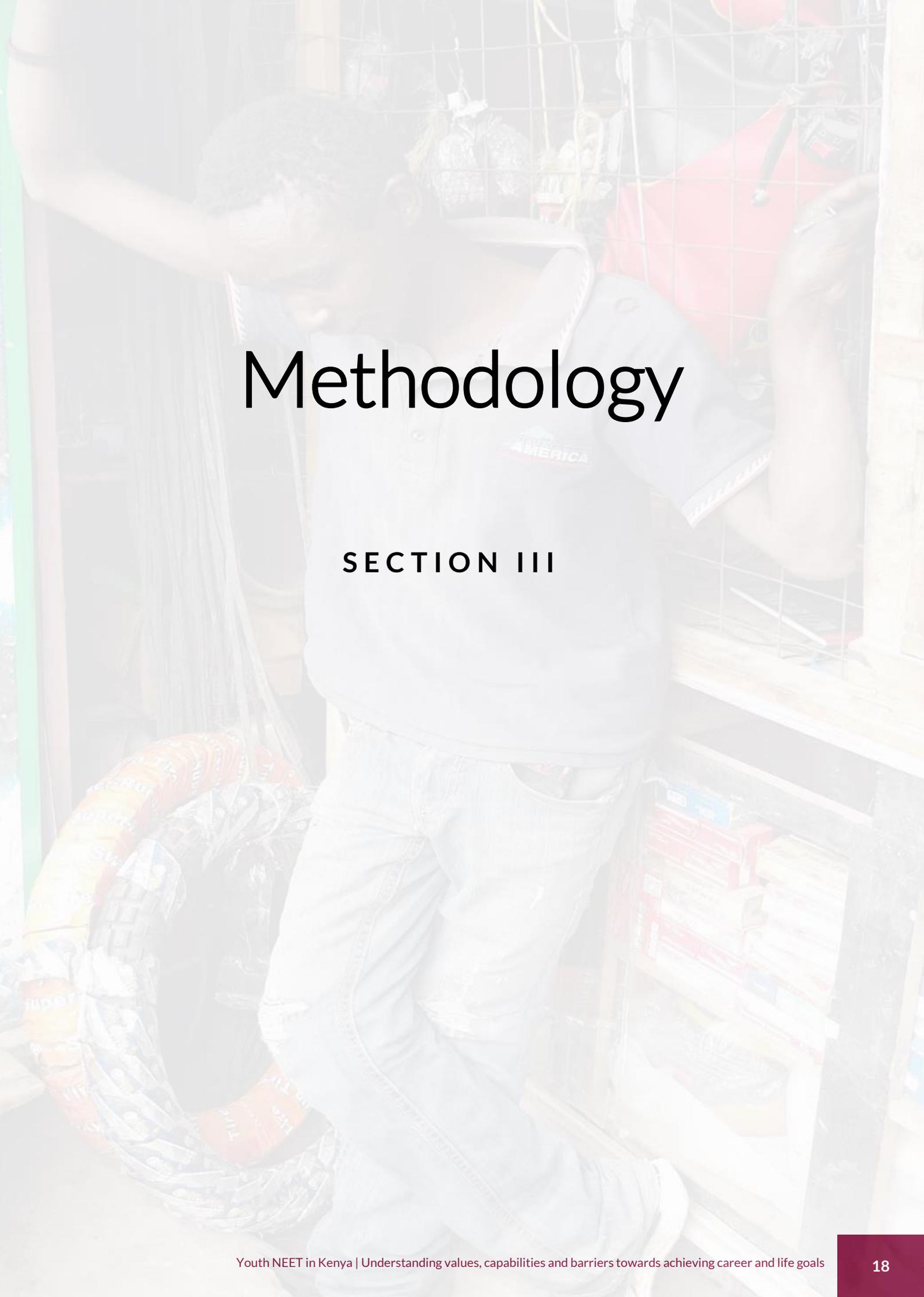


## 2.3 How to read this report

Below is a brief description of the contents of each section of the report.

- **Methodology:** This section covers a detailed review of the step by step process followed in the development of the tools of study. It also includes the procedure of execution of these tools over the course of the study.
- **Youth outcomes:** This section includes the analysis of where the youth in the survey stand on employment and education outcomes. The section also describes the view of youth and their aspirations.
- **Barriers:** This section covers a detailed analysis of the perceived limitations to achieve career goals as identified by the youth and insights from the human-centred design study to understand these barriers and its effect on youth.
- **Enablers:** This section covers a detailed analysis of the perceived drivers and influencers to achieve career goals as identified by the youth, and statistically relationships between these variables. Insights from the human-centred design study to understand these enablers and its effect on youth is also included here.
- **Segments:** This section covers the youth segments identified based on statistical analysis and their characteristics.
- **Conclusion:** This section covers recommendations drawn from our analysis.

The report refers to “youth” as those who were surveyed or were a part of the HCD study.



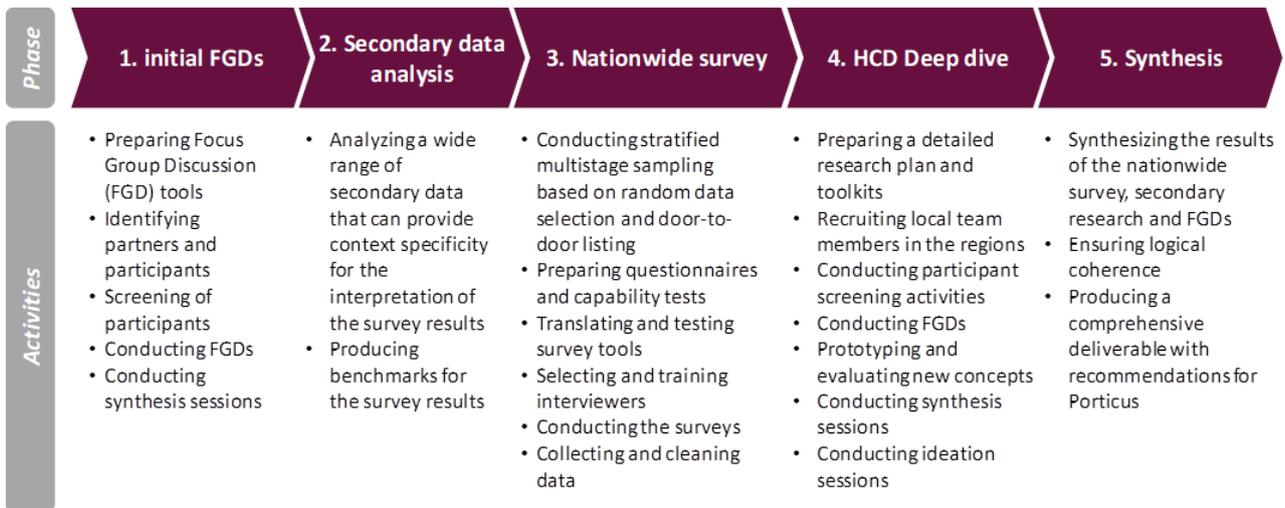
# Methodology

## SECTION III

## 3 Methodology

This report is a compilation of analysis and results of a study on youth unemployment in Kenya. We employed two tools in the development of this report: survey and HCD study. The study was conducted over five-phases, as shown in the figure below. We have described below the two key parts of the research – the survey and the HCD research.

Figure 2: Phases of the project



### 3.1 Survey

Below are the different steps taken in conducting the survey and the analysis.

#### 3.1.1 Questionnaire development

The development of the quantitative survey questionnaire was a joint effort amongst three key survey partners: Dalberg Research, ZiziAfrique and Dalberg Advisors. Whereas Dalberg Research took the lead in the formulation and structuring of the survey questions, ZiziAfrique and Dalberg Advisors provided the overall guidance on the range and depth of questions to include in order to effectively answer the key learning questions of the survey. They also reviewed the questionnaire for logical flow, consistency and phraseology to suit the target audience. We had a total of 14 iterations in order to arrive at the final version of the household survey questionnaire, which was then presented in three survey languages i.e. English, Kiswahili and Somali. We had the following eight thematic areas/learning questions in the questionnaire, which were mainly informed by the results of the qualitative phase of the survey:

#### a) Life stage & background context

- How does personal/family background and early life context shape youth journeys?
- How are obligations (financial or familial) or expected obligations driving youth to prioritize their outcomes?
- Which points in early life are most critical for impacting youth journeys?

#### b) Inner drivers (values and attitudes)

- Which youth values and attitudes are most important shapers of youth outcomes?
- How do youth maintain balance between individual vs. social values?

- How do youth maintain positive attitudes, or build resilience to negative attitudes?
- Which capabilities are most valuable to youth in life and in work?
- How do youth build capabilities for life and for work, and how well do current education and training options align with youth aspirations?
- How well do current education and training options align with youth aspirations?

#### c) Influencers

- Who is most influential in shaping youth outcomes?

#### d) Assets

- What assets do youth have at their disposal?
- How do youth prioritize assets, and how do they strategize to build priority assets?

#### e) Shocks and stresses

- What shocks or setbacks have youth faced, and how have they driven youth to pivot towards new outcomes?
- How at risk are youth to facing significant shocks in the future? How does this vary across segments?
- What are youth strategies for building resilience to shocks and stresses?

#### f) Contextual challenges

- What are the biggest challenges youth face in life? How do challenges faced vary across segments?
- What are youths' most deeply felt needs & desires?
- What are youth strategies for managing contextual challenges?

#### g) Youth outcomes

- What are youth dreams and aspirations?
- What outcomes do youth feel are most feasible and accessible to them? How does this vary across segments?

#### h) Case studies to assess functional literacy, functional numeracy, digital learning and general knowledge.

### 3.1.2 Sampling approach

**The survey had two phases: a household listing phase and household survey phase.** The primary data collection activities in the study was implemented across 250 Enumeration Areas (EAs), and targeted 2,500 youth respondents, aged between 15 and 25 years during the household survey. In each EA, there were at least ten successful interviews.

**The household listing exercise provided the sample frame from where the target survey households were selected,** i.e. the household survey was strictly implemented across the enumeration areas where the listing exercise took place. To achieve the desired study sample sizes, we used the following sampling approach.

#### 3.1.2.1 Identification of the target Primary Sampling Units (PSUs)

**To identify the PSUs in the survey, we used stratified random sampling based on the official census data from the Kenya National Bureau of Statistics (KNBS).** We used the existing national administrative units as the basis for stratification, and applied probability proportionate to size by rural/urban split to select the PSUs. The PSUs were the lowest-level administrative unit for which there were official population data across the country, in this case the 'location'. Our reference document from KNBS had the census data distributed in the following order, from the highest to the

lowest administrative units: Region/Province >> County >> Division >> Ward >> Location. We will have 250 PSUs in the study.

### 3.1.2.2 Identification of the target EAs

**In each selected PSU (i.e. location, as from above) we used the information on lower-level administrative units (sub-locations and/or villages) as obtained from the area Chief or other relevant official at that level.** We selected one village to target during the survey. We used simple random sampling approach to identify the target village, which then became our EA, from where we undertook the household listing exercise. We had 250 EAs, one EA per PSU.

### 3.1.2.3 Identification of the target households

**During the household listing exercise, we sought to capture all eligible households in the EA, with the said eligibility being pegged on the ages of the existing household members.** Any household with at least one member aged between 15 and 25 years qualified to be listed in the survey. The household listing tool had a screener section at the beginning, to facilitate this process. There was no lower/upper limit of households to target per EA during the listing exercise, as all eligible households in the EA were listed.

**We engaged the services of the village elders or any other local guides as was recommended to us by the local administration officials (Chief, Village Elder, etc.)** to facilitate in the identification of the target households, and to ensure that the survey activities were strictly undertaken within the borders of the selected village/EA only. They were handy in ensuring speedy acceptance of the survey personnel into the local households, especially in areas where locals were generally not very welcoming of outsiders/persons from outside the local community. However, the onus on whether the given household was eligible or not in the survey rested with the survey personnel, and not the local guides.

**For the household survey, we used the sample frame developed from the listing exercise and apply systematic random sampling approach to select the ten target households per EA.** The skipping interval per EA varied, depending on the total number of households listed so that EAs with more households had higher skipping values, and vice versa. And since the selection of the target EAs per County during the listing exercise was based on proportionate allocation by population size so that administrative units like Counties and Districts with higher populations had more EAs listed, it followed that the same administrative units had more households surveyed.

**Overall, we sampled 2,500 households for the survey, and the households were predetermined before the enumerators proceeded to the field.** Household substitution were permissible in the survey, and we pre-determined two replacement households per target EA. However, to control for field cost, we only utilized these households on a need-to basis: in cases where the enumerators were able to successfully reach the ten households targeted for the given EA, they did not need to interview the additional two substitute households, but instead proceeded to the next target EA. To further control for any likely enumerator bias, the substitute households were only be used by the enumerators when they attempted to reach all the ten main target households but were unable to achieve the desired EA-target of ten fully completed interviews. The data processing personnel, the Field Coordinator and the Project Manager assigned to the survey regularly checked to ensure that this protocol (among other data quality control checks) were observed by all enumerators throughout data collection period.

Among the reasons that may necessitated a need for household substitution included:

- Outright refusal by the target household respondent to be interviewed
- When the target respondent declined to proceed with the interview mid-way
- Refusal by the household contact person for the enumerators to reach/contact the target household members
- When there was no one in the household even after two call backs
- Insecurity or household hostility towards the survey team
- When the target respondent was too sick / indisposed to effectively participate in the survey, and there was no other eligible member in the household
- Language barrier
- When the target respondent asked the team to make a call back that occurred long after the team was likely to have left the village
- When the team's visit to the household coincides with other household-level ceremonies or functions that are generally incompatible with surveys, e.g. burials, or case of a household with a member who had just passed on, or involved in a serious accident, etc.

#### 3.1.2.4 Identification of the target household respondents

**During the listing exercise, we sought to talk to the household head, either male or female.**

However, any other adult household member could be interviewed to provide the basic details about the household if need be. During the household survey, we targeted, as our respondents, only those members aged between 15 and 25 years. We sought to interview only one such member per selected household so that in a household with more than one eligible respondent, we only selected one of them. In such a case, we proposed to use the last birth day in a year approach to identify who to interview. We further proposed to undertake respondent substitution at the household-level, should such a need arise – in households with more than one eligible respondent. To control for the household contact rate during the listing exercise and the survey phase, we undertook two call backs (three visits) to a household to try and secure the desired interview before we substituted as appropriate.

#### 3.1.3 Data Analysis and clustering

**Data analysis involved both descriptive and inferential statistics.** Based on the type of variable, we analyzed categorical variables using frequencies and percentages and presented the results in tables. Mean was used to summarize continuous variables. Spearman's Rank correlation was also used to calculate the correlation between variables. We then used stepwise logistic regression to estimate the association between dependent variables and independent variables.

**In addition, we conducted a segmentations analysis using clustering algorithms.** Clustering is a machine learning technique that involves grouping of data points. The variables used for clustering were both continuous and categorical. Consequently, we used the K-medoid clustering to group the data points. K-medoid is used for clustering data of mixed types using Gower distance, partitioning around medoids (PAM), and uses average silhouette width to determine the number of clusters and assess the goodness of fit of the clusters.

## 3.2 Human-Centred Design (HCD) research

We used a variety of Human-centred design (HCD) methods to engage youth across different geographic and socio-economic backgrounds to understand the context of youth NEET, their drivers, barriers, skills and assets leveraged in their pathway to work/life goals. Through HCD research, our team developed analytical framework to map contextual and behavioral, and psychological variables for coping mechanism and strategies leveraged to succeed in work/life and for measurement in subsequent national survey. Through the study, we also produced user profiles that provide an in-depth look at youths' context, employment and skills. These profiles, along with the youth framework, informed the survey design.

### 3.2.1 Research methods

We used the following research methods.

- **Focus group discussions:** We engaged a group of 8 - 12 participants drawing from a broader cross-section of characteristics, e.g., age, gender, social/economic status. Through this exercise participants shared their goals/ambitions, values, perceptions, opinions, beliefs, and attitudes towards life and work.
- **Ecosystem mapping:** We engaged participants in mapping exercises to identify key participants and relationships in their ecosystem, and drivers and barriers of information, financial and other types of support.
- **Small group interviews:** Groups discussion with 3-5 youth members, supplemented with light participatory activities to better understand their needs, preferences and expectations for work and life.
- **Contextual interviews:** We engaged participants in one-on-one contextual interviews, to document their background, e.g., family, education, etc. We also used this exercise to understand their attitude, perception, values and aspirations towards skills acquisition for work/life opportunities as well as contextual barriers/drivers and strategies leveraged to succeed in work/life.
- **Card sort activity:** We engaged participants in a card sort exercise to prioritize and evaluate the perceived value of skills such as numeracy, social/emotional and interpersonal skills. We also looked at their work/life opportunities and strategies/platforms leveraged to acquire desirable skills. Card sorting allowed us to assess youths' confidence in their abilities, existing skill gaps and their interests in various professions.
- **Influencer mapping:** We engaged participants in a participatory exercise to map critical influencers in their life, in the acquisition of soft skill and technical and academic skills, employment opportunities and provision of emotional/financial support.
- **Life stage journey mapping:** We engaged participants in a participatory exercise to map their life stages and moments to understand:
  - How youth acquire soft and technical and academic skills, and how these change over time?
  - How acquired skills lend themselves to employment opportunities, building assets/network over time?
  - What are the perceived contextual barriers and enablers at different stages?

### 3.2.2 Sampling of participants & location

**We engaged youth NEET in Nairobi, Kisumu, Samburu, Kakamega, Kiambu and Bungoma.** We looked at the business activity scores across various regions and the population density of the four youth clusters to identify and select locations from which we could sample. Business activity score indicated the level of financial activity in an area. The score was created by analysing the number and level of transactions of mobile bank agents, bank agent, banks, bank ATMs and postal office across the country aggregated at one square kilometre. In addition, we drew from variables such as youth education level, access and use of technology, e.g., smartphone, computer, psychometrics and gender to select participants across the four segments. In Nairobi, the highest business activity score was 1387 and lowest was 105. In Kiambu, the highest business activity score was 1407 in more urban areas and as low as 15 in rural areas. In contrast, counties in Western Kenya like Bungoma and Kakamega have significantly lower business activity scores. The highest business activity score in Bungoma was 159 and a low of 6. In Kakamega, the highest business activity score was 178, and the lowest was 6. We interviewed participants across all four segments in the above counties, which gave us a strong sense of the similarities and differences between youth in their education and employment barriers, drivers and opportunities.

### 3.2.3 Data collection/analysis instruments and process

**The design of the foundational HCD research involved discussions with youth in various locations and utilized the instruments & methods described above.** These methods helped us to uncover insights into the barriers, challenges, drivers, enablers and strategies that are prevalent in the pathway for youth to education/work goals. All interviews were conducted in Kiswahili and English to allow for clear communication and articulation. We used agile and iterative cycles of immersive research, synthesis and ideation to uncover the insights and findings to inform survey design and to contextualize data collected from the national survey. As part of this process, the HCD insights shaped the youth NEET segment descriptions behavioural characterization.

# Youth outcomes

## SECTION IV

## 4 Youth outcomes

This section starts with providing the demographics of the survey conducted in the study, followed by the outcomes on employment, education as well as the skills and capabilities that youth have. The chapter ends by providing details on the view of youth on assets, attitude, values and influencers, as well as their aspirations.

### 4.1 Survey Demographics

**Survey analysis revealed characteristics commonly shared by youth.** Among the survey participants, 4% fell between the ages 15-17, 40% fell between the ages of 18 to 21, and 56% fell between the ages 22 to 25. Majority of the youth had received some form of formal education, with 96% having attained primary school education, 59% went further to secondary school while only 7% have post-secondary education. As only a limited number of respondents (n=173) completed post-secondary education. Most youth come from households which are of a lower economic status to middle-income economic status, approximately 44% indicated that they were from Socio-Economic Status<sup>18</sup> (SES) 3-5 and 47% indicated that they were from SES 6-10. The low to middle-income SES indicate that this segment of youth have limited access to assets and lucrative social networks. Majority of the youth NEET (52%) live with their parents, 38% live on their own or have their own families, and 10% live with other relatives. Youth risk becoming socially excluded and become individuals with income below the poverty-line and lacking the skills to improve their economic situation. With half of youth NEET with children or expecting, this will outlook can negatively affect the lives of their families and dependents. The figure below provides the demographics of the youth surveyed.

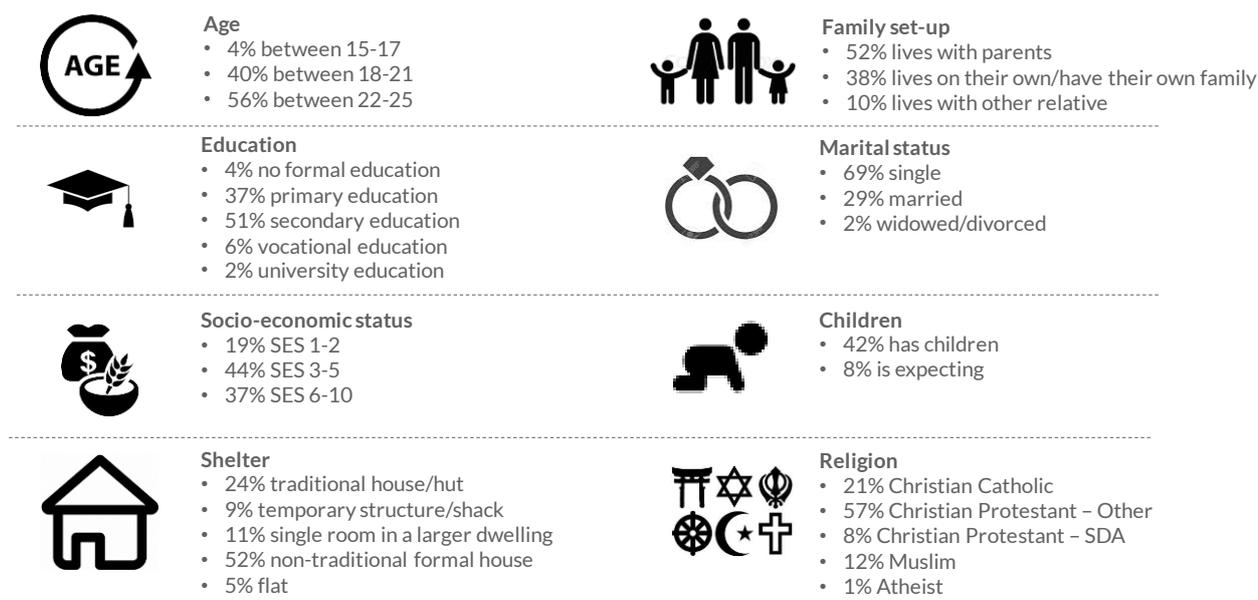
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<sup>18</sup> Please refer the Definitions section in the Annex

Marital Status: Married includes polygamous marriage (0.8%), co-habitation(0.6%) and monogamous marriage (28.3%)

Expecting means respondent is currently pregnant (if female) or has a partner who is currently pregnant (if male)

Figure 3: Surveyed youth demographic information



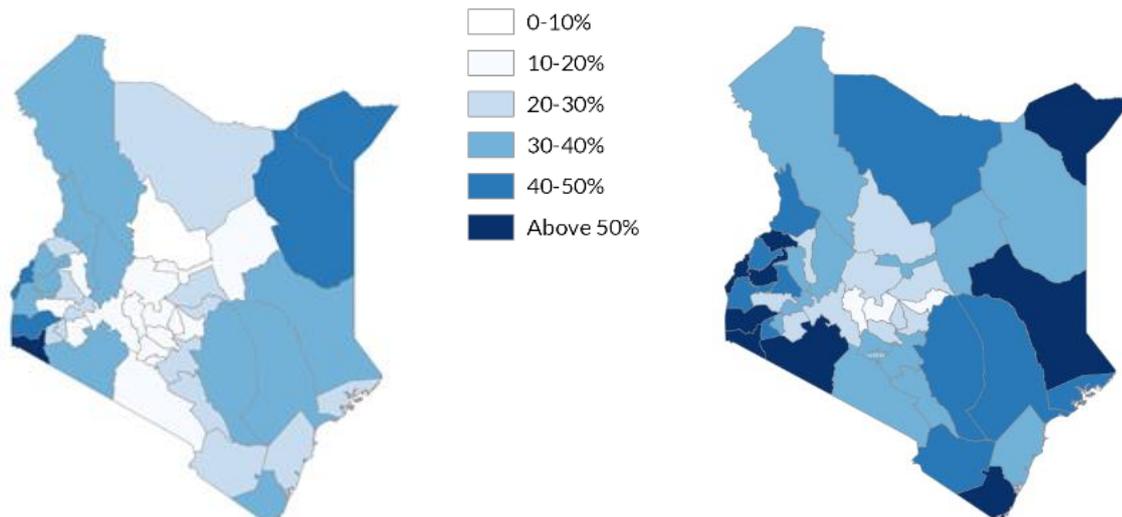
## 4.2 Outcomes on employment, education and training

Unemployment among youth is found across regions, with women experiencing more unemployment as compared to men. Even though most of youth have some form of formal education but lack the skills and capabilities required for employment. Youth recognize that technical and academic capabilities and soft capabilities are necessary to have successful careers.

### 4.2.1 Employment outcomes

**Unemployment among youth between the ages of 15 and 25 is persistent regardless of the level of education.** Based on the survey data, unemployment and underemployment affect young women more than it affects young men. The lowest employment rates are in the North Eastern region and Western region with a 95% unemployment rate and 80% unemployment rate respectively. Rural areas also have higher unemployment rates than urban areas. Coast, Eastern, Central and Nairobi regions have high employment rates and so do other urban and peri-urban areas. Contextual factors affecting youth have an impact on actual livelihood opportunities and transition from education to employment. 25% male respondents cited not being able to find a job as the main reason that they are not currently employed, 17% say they lack the employer's requirements (qualifications, training and experience) and 14% said that they had education, leave or training. 35% of the female respondents stated that their family responsibilities such as taking care of the elderly, child rearing, domestic and household chores were the reason they were not currently working, and only 18% stated that it was because they could not find a job.

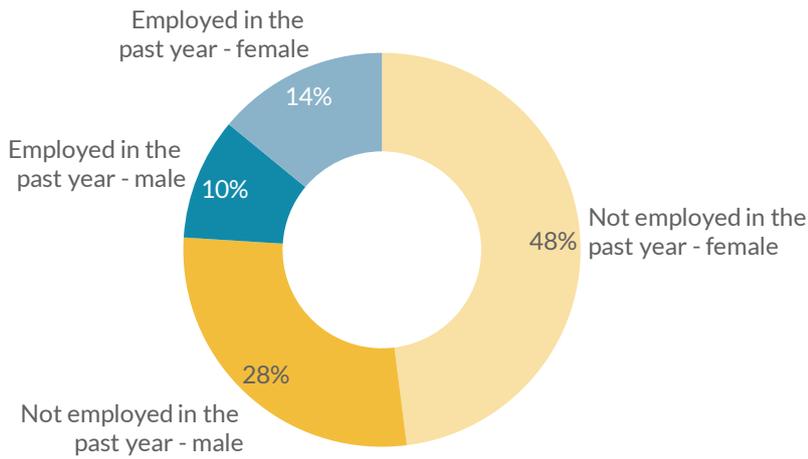
Figure 4: Unemployment and underemployment among male youth (left) vs. female youth (right)



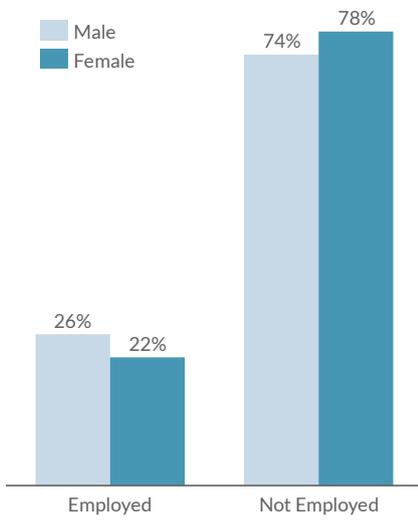
Below are some highlights from employment outcomes.

- **Differences in past year's employment rates highlight the transient nature of youth NEET:** Over three-quarters of youth NEET had not been self-employed, employed for a wage, salary in the previous one year. Only 24% of the youth NEET were employed during that time period. Most of them (71%) were employed by private individuals, while private companies employed 13% of the youth.
- **Job-seeking behaviour among youth NEET varies:** 40% of the youth NEET had not already started searching for a job at the time of the questionnaire. This situation was more pronounced in the North Eastern region, where over 93% of the respondents had not started searching for a job. Only three regions (Coast, Central, and Nairobi) had roughly half of their respondents who had started searching for work. Of the 60% who were searching for a job, 56% were looking for any job available, 19% for professional jobs, 17% for manual jobs, and 10% for other types of jobs..

**Figure 5: Youth employed by a non-family member in the past one year<sup>19</sup>**

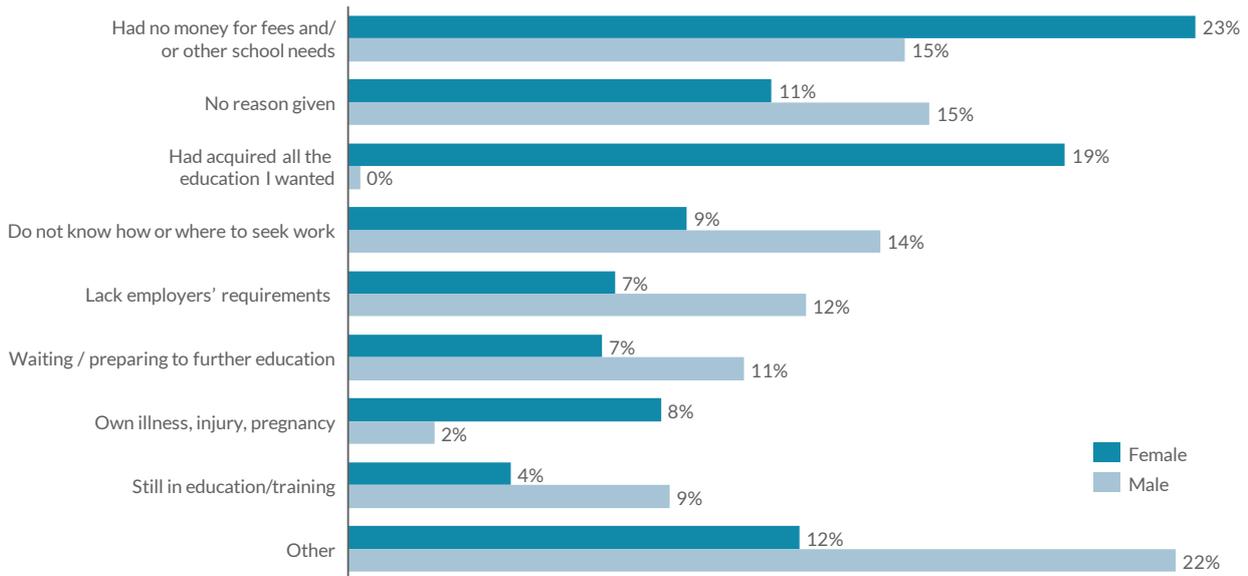


**Figure 6: Youth employed by a non-family member in the past one year by gender**



<sup>19</sup> Employment includes people who Self-employed, employed for a wage, salary, commission or any payment in kind by anyone who is not a member of your household, at any time within the last 12 months

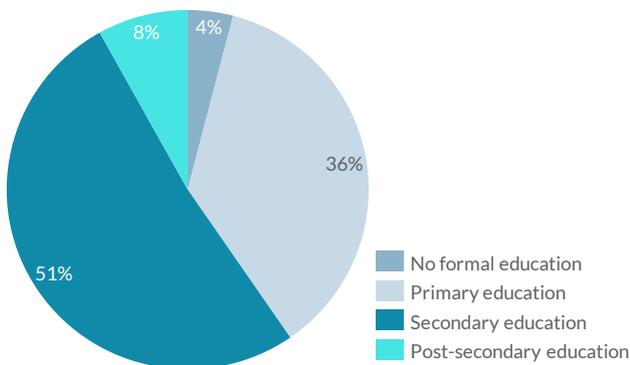
**Figure 7: Reasons youth NEET (men and women) had not started to look for work**



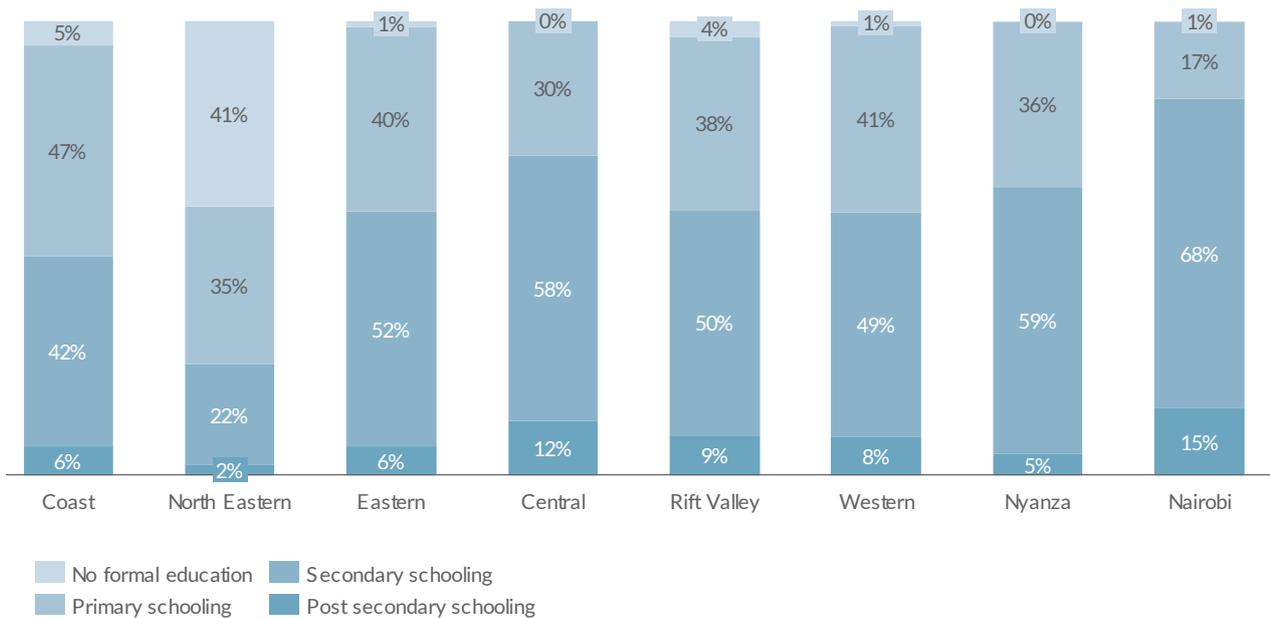
#### 4.2.2 Education outcomes

**Youth NEET believe their limited preparation for employment is due to the lack of information or inadequate education.** Employment among youth without a formal education is rare and formal employment is almost only achievable to youth with post-secondary schooling. There is only a slight difference between men and women education levels across regions, with 52% of young men attaining a secondary school education compared to 51% of young women. Amongst the youth interviewed, over half (51%) had completed secondary education and only 8% had completed post-secondary education, but education levels vary across regions. As shown in the figure below, the region with the lowest education levels is North Eastern, which has the highest percentage of youth NEET (41%) without formal education. Coast and Western regions also have relatively low education levels, with less than half of the youth NEET having completed secondary school education.

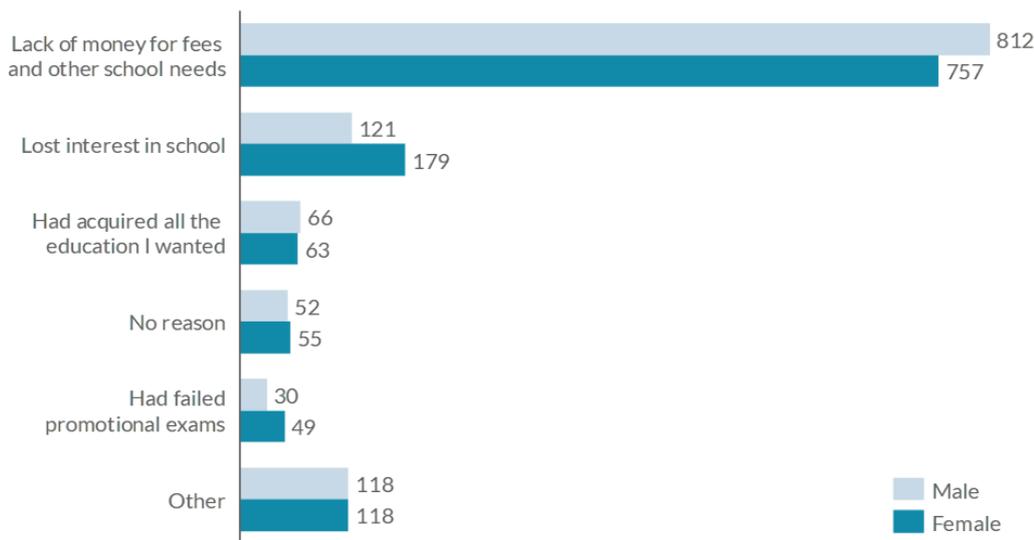
**Figure 8: Levels of education amongst youth NEET**



**Figure 9: Level of education completed by youth NEET across regions**



**Figure 10: Reasons youth NEET stopped continuing with their education/ training**

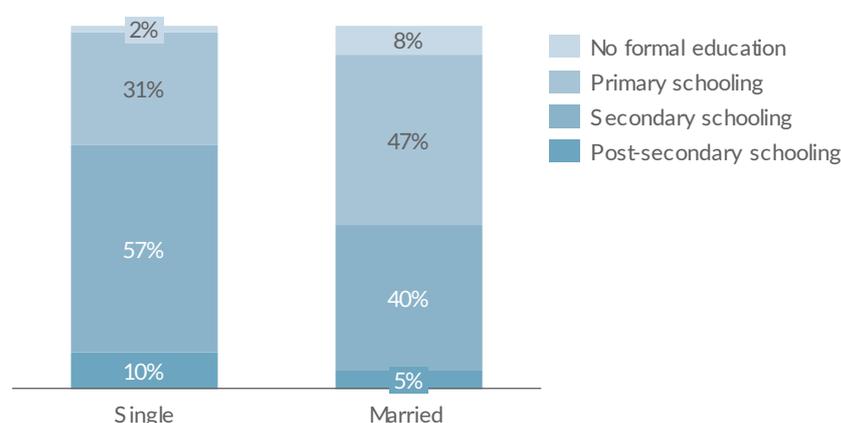


Below are some highlights of the education outcomes.

- While youth have more education than their parents, there are parallels between youths' and their parents' education levels:** Approximately 67% of youth reported that their parents attained primary education and above, whereas 96% youth had attained a primary school education and above. Approximately half of youth have attained secondary education as compared to their parents with 22%, thus showing that youth are likely to have obtained a higher level of formal education as compared to their parents. Data also shows that amongst the youth with no formal education (4%), their parents are most likely not to have attained a formal education either, with 90% reporting that their parents had no formal education. For youth NEET with post-secondary education, 56% reported having parents with a secondary schooling education or a post-secondary school education.

- **The formal education discrepancies are wide when comparing married and single youth:** A greater proportion of single youth have completed their secondary school education. For example, 57% of single youth have completed their secondary school education as compared to 40% of married youth. 10% of single youth have received post-secondary school qualifications as compared to 5% of married youth. Marriage is more prevalent amongst female youth as compared to male youth, with 43% of married women compared to 14% of married men among the survey respondents. Most marriages seem to occur between the ages of 18 and 22 years. HCD study found that co-habitation was considered marriage especially if a child was involved. Often pregnancy and the burden of responsibility of having a child forced women to marry their partners. Most married men who work, report that their spouse is engaged in home duties and most married women who work stated that their spouse either has a paid job or is self-employed. Women were also more likely to get married and have children at a younger age than men and more likely to leave their hometown.

Figure 11: Level of education completed by married, single and widowed/divorced youth NEET



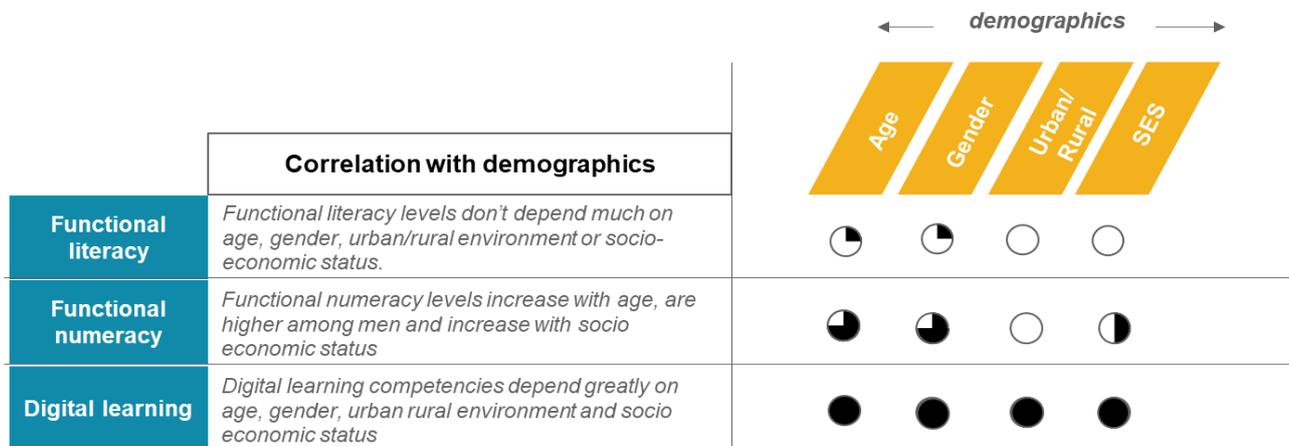
- **Education is generally considered to be a marker of key moments of a youth's life.** Finishing primary school is important because it marks the beginning of being a teenager and gives youth a sense of independence. Graduating from secondary school is considered to be meaningful because it signifies the beginning of adulthood and defines the pathway their lives will take based on the high school scores. However, many youth NEET are not able to finish primary or secondary school due to various reasons such as lack of school fees, loss of interest in school, pregnancy and a lack of interest as concluded from the survey. Dropping out of school is a critical moment that shapes a youth NEET's future and pathways to success. The better the social economic status (SES) you occupy, the more likely you are to complete a secondary school education. SES 1 has the least amount of people with secondary school education (26%) as compared to SES 7 that has the highest at 69%. The highest SES level, SES 8, has the highest proportion of people with post-secondary school education at 27%.

#### 4.2.3 Skills and capabilities

**The skills of youth NEET are limited with certain skills strongly correlated with their age, gender, area in which they live and SES.** Functional literacy levels do not depend much on demographics such as age, gender, urban/rural environment or socio-economic status, whereas numeracy levels

change based on certain demographics specifically with age, gender and SES. Functional numeracy is higher among men and increases with socioeconomic status. Digital learning competencies depend on demographics and correlate strongly with age, gender, urban/rural environment and socio-economic status. Education drives adoption of skills such as numeracy, literacy and soft-skills.

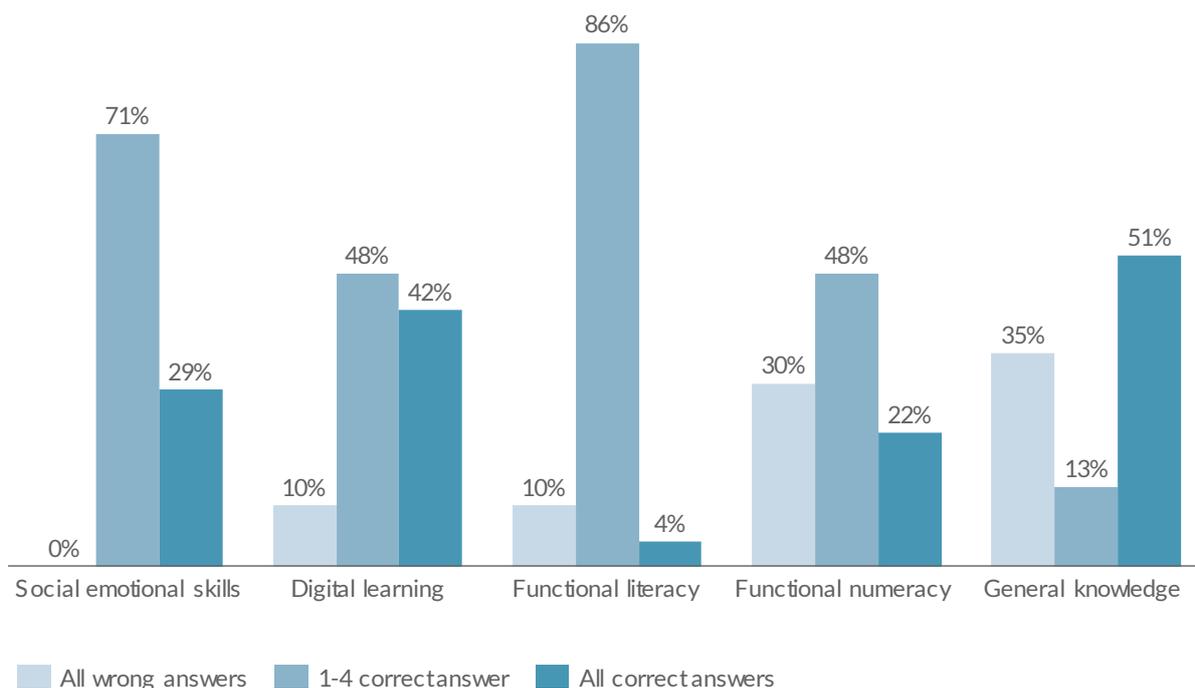
Figure 12: Literacy test correlation with demographics



Only 4% of youth got all<sup>20</sup> the answers right for the functional literacy, and 86% only got one answer right. Youth performed well in general knowledge and digital literacy skills assessments. However, based on survey analysis, skills, literacy and numeracy seem to have little impact on the employment status of youth. The correlation between skills and employment ranged from 0.01 to 0.12 which depicts that there are other factors contributing to employment such as proximity to business centres and social networks.

<sup>20</sup> Number of questions under each assessment: Social emotional skills-5 questions; Digital learning- 4 questions; Functional literacy- 2 questions; Functional numeracy- 2 questions; General Knowledge- 2 questions

Figure 13: Basic skills assessment scores



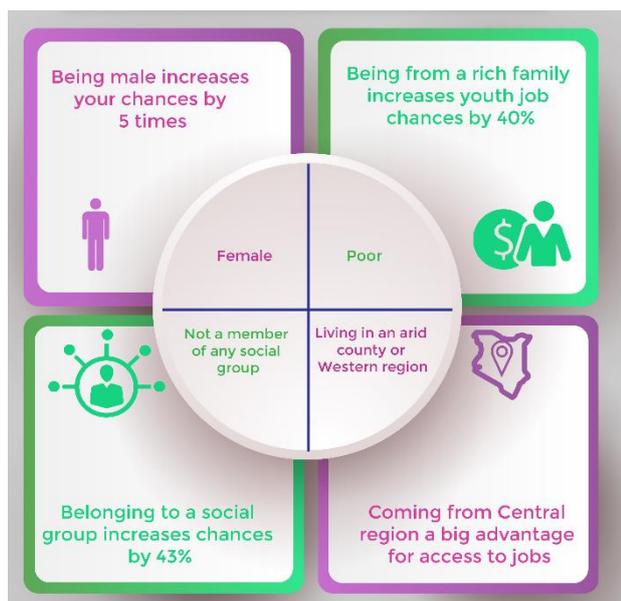
**Youth NEET recognize subjects such as electrical engineering, computer science, farming/ farming management, business and financial management and mechanics as valuable capabilities.**

Perceptions around electrical engineering and computer science are driven by construction in the country and the universality of technology respectively. Meanwhile, youth that are interested in self-employment perceive business and financial management skills to be valuable as they feel they lack the skills required to operate a successful business. Youth in rural areas recognize the need for modern farming methods and proper farming management skills, but interest in this industry is dependent on region. Youth in Nairobi view driving and servicing of vehicles as the viable option for work, but there is a high level of competition amongst such businesses in slum areas such as Kibera as found in the HCD research. For youth in places where the local economy is dominant, many youth believe becoming entrepreneurs in the informal economy is a more feasible and promising route towards sustainable livelihoods. Youth identified apprenticeship, formal training and self-training as the main pathways to achieving technical capabilities.

**Youth NEET also generally identified a required set of capabilities based on their perceived impact on certain outcomes.** For example, youth who aspired to be politicians, business owners, entertainers and humanitarians identified soft capabilities as valuable and identified emotional intelligence as a crucial factor for success. Youth have reasonable confidence in their soft skills, with many citing that they have a high skill set in intrapersonal, decision-making, interpersonal and resourcefulness and entrepreneurship skills. Skills such as public speaking and communication, social intelligence and creative problem solving are valuable skills that enable youth to market their skills, access opportunities through social networks and tackle the challenges of their daily lives. In terms of life skills, youth scored themselves high on self-esteem, empathy, curiosity, leadership and professionalism.

The figure below provides the key determinants of employment in Kenya, i.e. the connection between employment and gender, socio-economic status, social capital and geography.

Figure 14: Connection between employment and gender, socio-economic status, social capital and geography



### 4.3 View of youth on assets, attitude, values and influencers

Youth have varying assets, attitudes, values and influencers which determine their progress in life. Assets such as financial and social capital are important to the youth, as such, influencers like family and mentors play a role in their life. Values such as spirituality, conviction and self-confidence are important to youth. They recognize that certain attitudes can help them in their careers, and the attitudes they hold are largely influenced by the events in their lives.

#### 4.3.1 Assets

**Youth rely on the assets they possess to progress in life, but the necessary assets are not available to all youth.** Assets available to youth include social capital, financial capital, physical capital<sup>21</sup>, guidance from mentors, a landscape of opportunities, and social media and technology. Youth acknowledge that they may have the right capabilities, attitudes, and qualifications, but without the right social connections or money, it is difficult to access opportunities. They believe that social connections both vertical and horizontal can unlock resources, create a safety net, and enable exposure to opportunities that otherwise would be out of reach. These connections are not only valuable because they help youth to access opportunities but also come in handy when searching for a job in another town and need a place to stay or advice about business or career. Some youth have put in place different strategies to build their assets, such as taking odd-jobs to generate financial reserves quickly.

#### 4.3.2 Attitude

**Youth acknowledged that positive attitudes such as optimism, persistence and taking advantage of opportunities could build a good reputation, but they face challenges in adopting these positive attitudes.** Youth believe that it is important to have a good attitude for success in business and social circles. However, those who have experienced negative/traumatic events are sometimes overcome

<sup>21</sup> Refer to Definitions in Annex

by fear, suspicion and rejection, and tend to be more sceptical and suspicious of opportunities and people in general. These negative attitudes embodied by youth can be a barrier to pursuing life goals.

### 4.3.3 Values

**Youth place high value on persistence, family orientation, hope and trust. They perceive these as important to build a community to support in finding employment opportunities. These values are often derived from their religious orientation and spirituality.** 98% youth reporting that they that they prescribe to some form of religion. 89% youth identified with Christianity as their religion. Youth who come from religious backgrounds list God as an important force in their lives, and a strong enabler on their road to success.

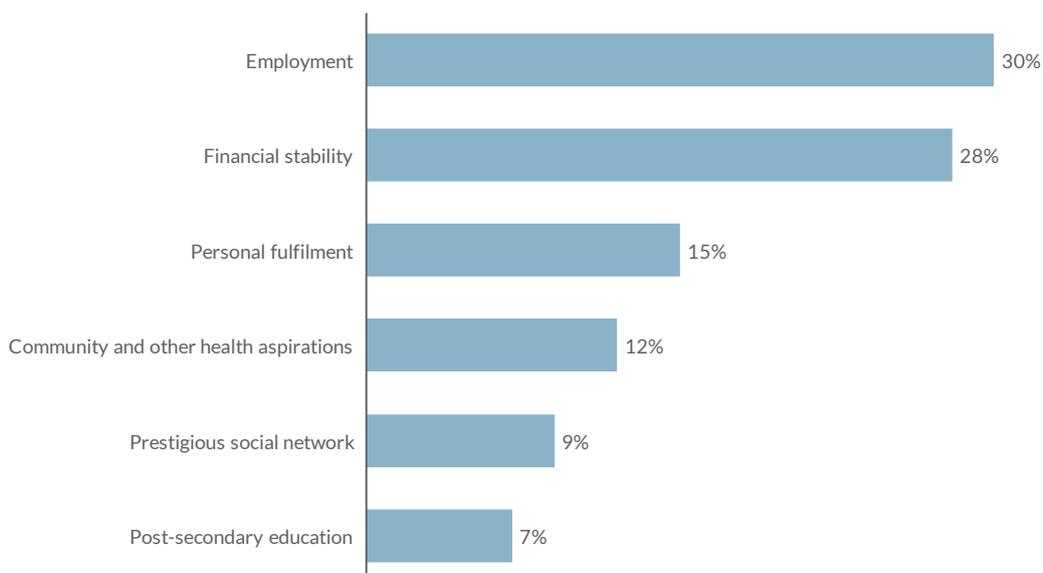
### 4.3.4 Influencers

**The closest influencers identified by youth are people who support them financially through paying for school fees, bills and other types of financial support.** People like parents, siblings, sponsors and well-wishers are influencers in the lives of youth. The other types of influencers are people who leave a lasting impression on youth because of their values, lifestyle, popularity and success. These influencers can be public figures who are not easily accessible to youth. Youth feel they relate with their role models, especially those who come from a similar economic background.

## 4.4 Youth NEET aspirations

**Youth NEET have different backgrounds that determine which unmet needs they face, and which outcomes they strive towards.** In terms of livelihoods, approximately 30% of youth aspire to get a job and 28% aspire to be financially stable through business/self-employment. In terms of education, only 7% aspire to obtain a post-secondary education. The priority for youth is to meet basic needs such as safety and security before they can focus on more aspirational needs, and this principle underlies the work outcomes youth are working towards at any given time.

Figure 15: Youth NEET goals



**The aspirations of youth include becoming an informal entrepreneur/business owner, working for a large formal company, having a technical trade and joining the family business.** Youth dream of

becoming entrepreneurs/business owners because they believe they can make more money, and quickly grow through owning a business. Informal entrepreneurship is also perceived to be the lowest barrier to entry amongst career pathways. However, there is a gap in knowledge between what it takes to run a business and what youth know about running a business. Youth find working for a large formal company appealing, because of security through regular pay checks. However, many youth think this outcome is out of reach because of high requirements, such as qualification papers and referrals. Having a technical trade is perceived to be a low barrier to entry, but it requires a mastered skill set. If a youth comes from a family that has an existing business, they will likely see the family business as an easier pathway to economic security.

# Barriers

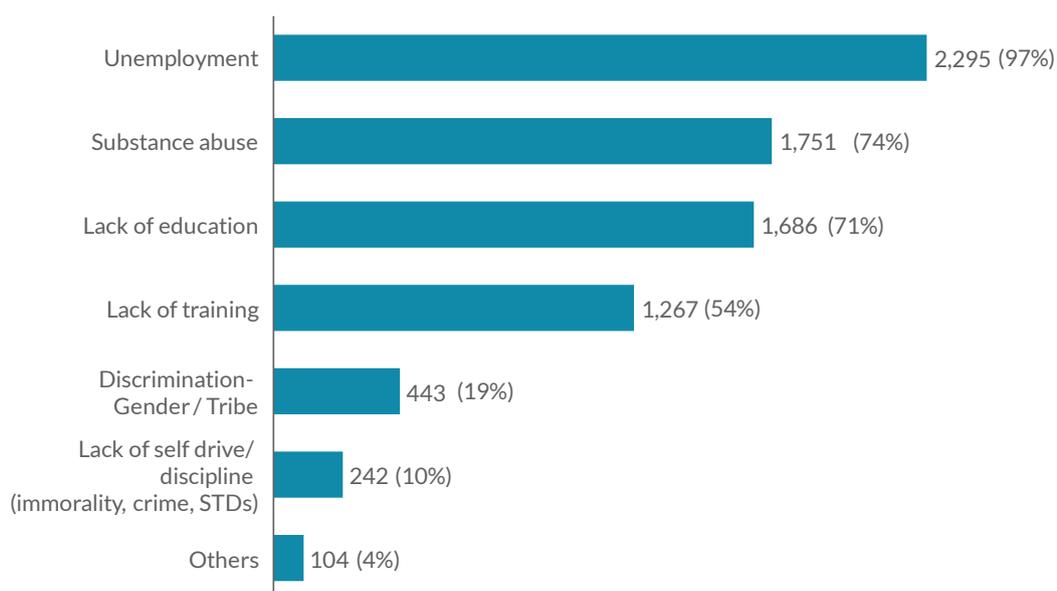
## SECTION V



## 5 Barriers

**Youth face several challenges in securing a stable source of livelihood either through formal or informal employment.** These barriers include macro-economic trends, shocks and stresses – primarily due to personal circumstances, and contextual challenges. The figure below lists the key challenges that youth expressed in the survey. There are several root causes for the challenges, which we have categorized into three broad categories in this chapter – 1) macro-economic challenges, 2) shocks and stresses, and 3) contextual challenges.

Figure 16: Challenges faced by youth<sup>22</sup>



### 5.1 Macro-economic challenges

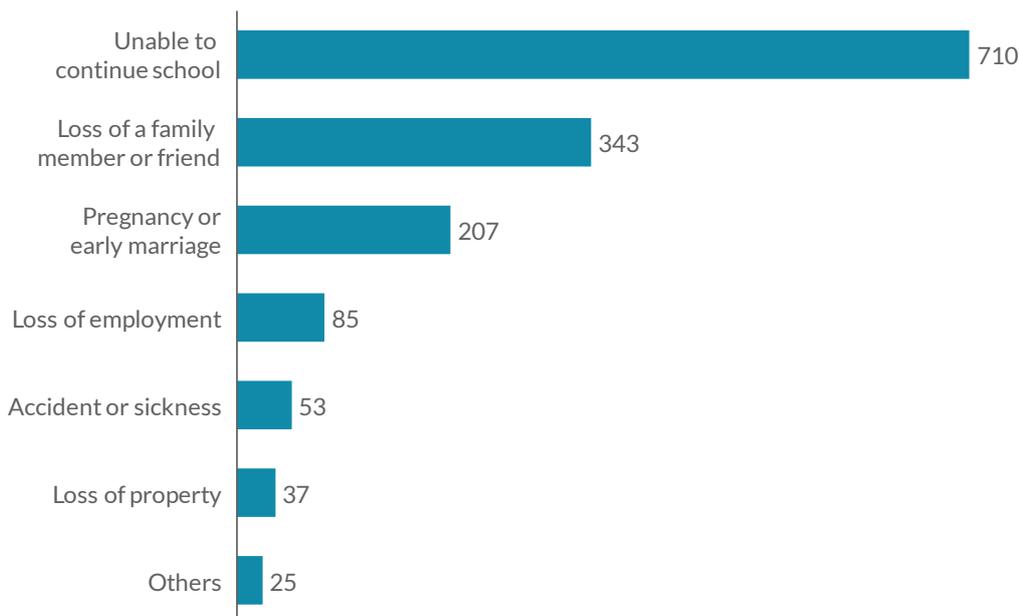
**With the youth population growing faster than the creation of new employment opportunities, unemployment is the single biggest challenge.** The skill gap between jobs and applicants, mindset to be job seekers rather than job creators, and increased migration to urban centres leading to competition for jobs are contributing to joblessness of the youth. Job creation is an important agenda for governments. Several programs and policies of the government, multi-lateral agencies and organisations have been introduced to respond to this evolving market. The big 4 agenda of the President acknowledge manufacturing as a key pillar to transform the nation and contribute to job creation in the economy. This will spur consistent growth of jobs in the longer term.

### 5.2 Shocks and stresses

**Situations over which youth have limited, or no control comprise shocks, and stresses are long term trends which undermine the potential of youth and increase their vulnerability.** However, shocks and stresses also contribute to youth's resilience. They sometimes expose the vulnerability of individuals which forces youth to respond effectively and improve their condition.

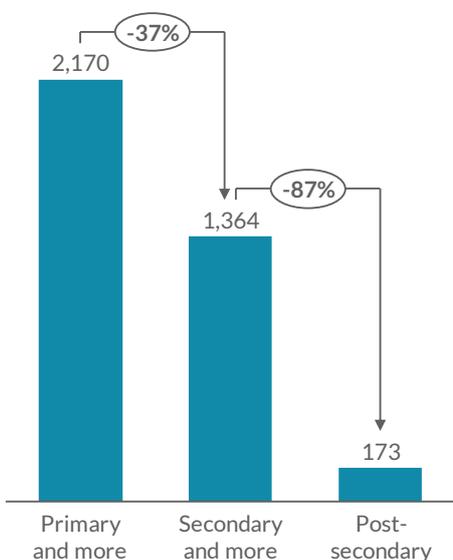
<sup>22</sup> Refer to Table 1 in the Annex

Figure 17: Shocks and stresses identified by youth<sup>23</sup>



**Frequent exposure to traumatic situations in the form of shocks and stresses, can impact and hinder growth of a youth.** It can drive changes in attitude, outlook, career paths and dreams. The figure below provides the shocks and stresses expressed by youth in the survey.

Figure 18: Drop-out rates among 18+ respondents



**Youth identified inability to continue school as the top shock that they faced because of the considerable negative impact on their life and career goals.** However, this was a response to a root cause such as academic inability, financial capability, family migration for jobs or other personal causes. Out of 2170 respondents who reported some level of formal education only 8% reported some level of post-secondary education. Loss of a loved one not only leads to a breakdown of a support system but often leads to a condition of heightened responsibilities at an early age. Youth who have faced the loss of a loved one, especially a parent or guardian, tend to drop out of school in

<sup>23</sup> Refer to Table 2 in the Annex

order to look for work and provide for their families. In such situations, education becomes more of a luxury than a necessity. Personal injury or accident can impair ability. These conditions can lead to school drop outs, engagement in odd jobs and suffering abuse, significant impact on mental health which may lead to substance abuse. Sometimes, financial and physical assets are drained due to these conditions.

*“How am I supposed to go back to school and study when there is no food on the table?”-  
Female in Nairobi*

*“The chicken and goats help us when we don’t have money, and someone gets sick. Not for school fees, that is too far.”-Female in Bungoma*

**Often due to cultural norms, women are married at a young age and become child bearers quickly.** Marriage and early pregnancy can put women out of the workforce quickly as they take on domestic responsibilities- both household and child care. A disproportionate burden on women for child care leads to a halt on education and employment as women take on these familial jobs.

**Loss of property and theft are an asset loss but also a constant reminder of the dangers in the society that one can be exposed to.** It can have a negative impact on the purchase of simple tools for technical trades such as plumber, mechanic and electrician, which has consequences on livelihoods. Focus group discussions brought out the dismay of youth and the difficulty they face in trusting the people around them after such incidents. Youth in such environments may become more isolated and shrink their social circles in order to avoid further disappointment. This in turn reduces their exposure to education and employment opportunities.

*“Sometimes I want to buy another machine for welding which can help me get more customers. But when I remember the last machine I lost to theft, I’m afraid. So, we just eat the money.”- Male in Naivasha*

**Bureaucratic hassle leading to harassment and bribery is often an irritation and constant strain** in securing a job. This leads to confrontations, a feeling of perpetual struggle and lack of support from the system. Bribery to obtain a bursary for education expenses, capitation fees for training institutions and bypassing gatekeepers to secure jobs, is often detrimental to the self-confidence and persistence of youth. Such practices indicate a lack of meritocracy in employment. This demotivates job seekers who shy away from pursuing advanced education or skills and works against a value system of fairness, meritocracy and ethical behaviour that education promotes.

*“Even if I have the papers, I still get asked for money and I am looking for work because I need money not because I have it!” - Female in Bungoma*

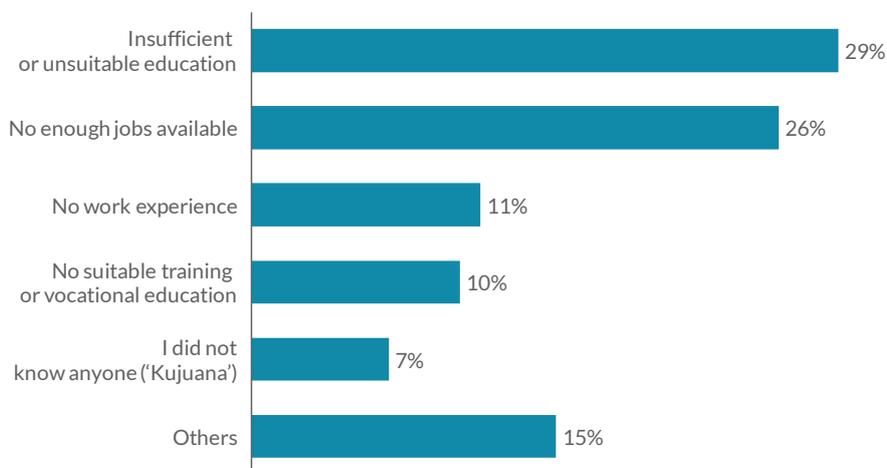
*“When I go to ask for a job, it’s like a game of cat and mouse. They keep telling me to come back the next day and then eventually they tell us they filled the position.”- Male in Naivasha*

### 5.3 Contextual challenges

**Generally, employed youth feel that insufficient or unsuitable education, limited opportunity and work experience are some of the main impediments to finding employment** as represented in the figure below. Merely having vocational skills and training is not considered adequate to find

opportunities. Employed youth attribute their obstacles to finding employment to lack of formal education at university or college.

Figure 19: Obstacles faced by employed youth in finding a job<sup>24</sup>



**Increasingly, employers demand a formal document certifying the ability to perform a job, skill or training possessed.** The focus group discussions with youth highlighted that lack of “qualification papers” restricts youth who have gained technical skills through on the job training or a technical training institute to access relevant opportunities. For instance, skills such as tailoring which may have been acquired through learning and practice at home over the years are not formally acknowledged by employers. The process of acquiring the certification or paper is a financial burden which keeps skilled individuals out of the workforce.

*“I have been making clothes since I was 13 but when I go to ask for work, they want to see the paper, but I could not finish school due to lack of school fees.”- Female in Bungoma*

**With varied backgrounds with respect to familial setup, education, aspirations and environment, youth face challenges in navigating these complex situations.** Contextual challenges include those arising from cultural and social environment, location barriers, information gap, expectations mismatch and financial categories.

### 5.3.1 Cultural and social challenges

**Cultural devaluation of education in some societies results in elimination of educational opportunities altogether.** For instance, as per the HCD research, the first-born son is raised to take care of the family farm while the girl child is seen as a source of income from dowry. Additionally, the pressure to start a family and unequal gender dynamics play a role in putting women out of the workforce. Women also face a challenge in the kinds of courses or careers that are traditionally acceptable for them to pursue. Women tend to be encouraged towards careers such as catering, hospitality and tailoring more than engineering, management or ICT. This holds women back from exploring their full potential and often leads to disillusionment about their life choices.

**Sustenance often pushes youth to take up family activities such as cattle herding.** This is also considered culturally prestigious than taking up trades such as plumbing or motor vehicle mechanics. With 67% of respondents living in a family of 1-5 persons and 79% of those having up to 4 dependent

<sup>24</sup> Refer to Table 3 in the Annex

members, being able to earn a living is critical. Additionally, HCD research revealed that familial responsibilities force them to find ways of making a 'quick buck' and deprioritize long term and more sustainable paths.

**As per the HCD research, youth, primarily in urban areas, face peer pressure to engage in substance abuse.** 28% of urban youth and 12% of rural youth acknowledge being impacted by substance abuse. 74% youth acknowledge substance abuse as one of the key challenges facing them. Those who fall prey to the vice often drop out of school and are unable to seek or keep a job.

### 5.3.2 Location challenges

**Lack of exposure and knowledge penetration has affected youth from rural areas significantly.** Youth's ambitions, competencies and social skills are largely ascribed to the exposure they have. The types of opportunities available in a location will guide the acquisition of the respective skills in the vicinity and affect the migration of workforce with the requisite skills from neighbouring regions. A dearth of opportunities commensurate to the skills, especially in rural areas combined with isolation continues to be a challenge. This limits the opportunity to develop interpersonal skills and social networks essential for formal employment.

**Job opportunities in rural areas are fewer as compared to urban areas.** Youth in rural areas are mostly exposed to government jobs or factory jobs, such as sugar factories in Bungoma or flower farms in Naivasha. These openings are usually in high demand and often inaccessible to youth who do not have the right network or money to pay for bribes. On the other hand, youth in urban centres such as Nairobi are exposed to many more opportunities. These job opportunities in urban areas are constantly driving the migration of youth from rural to urban areas to seek employment which has not only increased competition for jobs but also the qualifications required for these jobs. Additionally, development of rural areas is restrained due to this shift.

Figure 20: Willingness to relocate

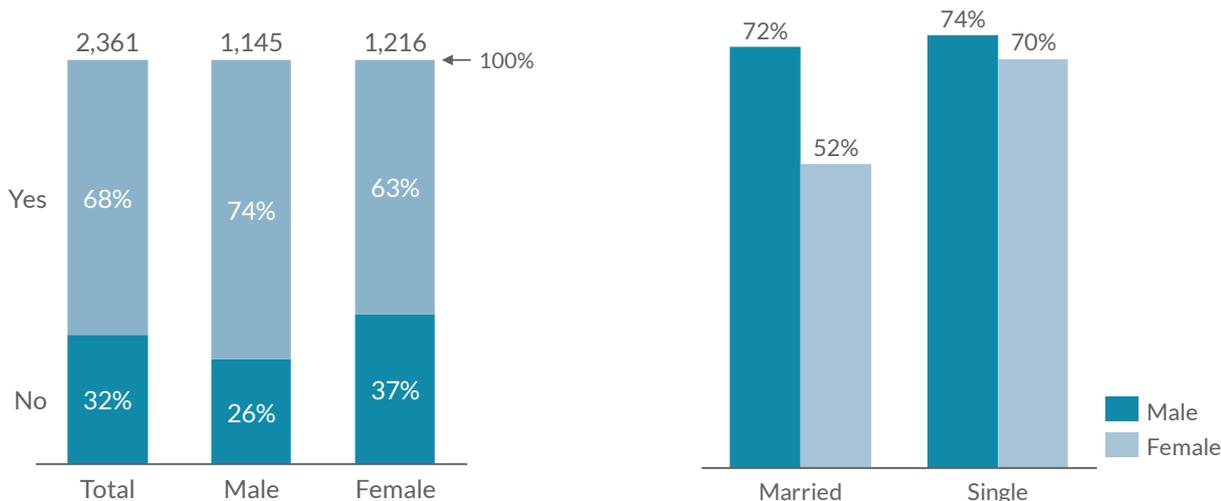
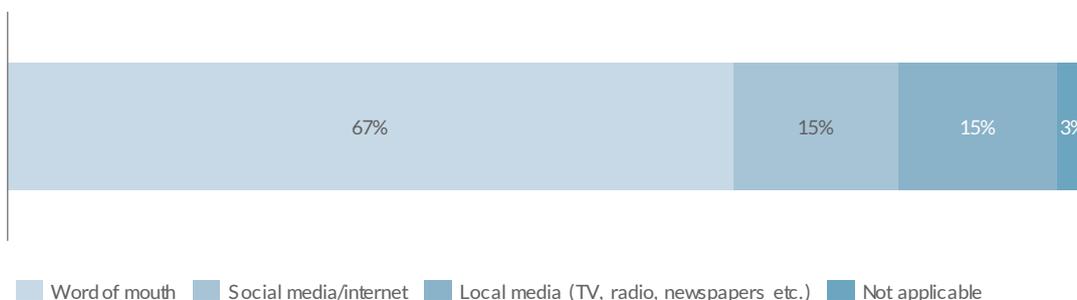


Figure 21: How youth NEET access information on available job openings



**Sometimes family responsibilities do not permit re-location which can be an added complexity in securing a job.** Youth who are a farther distance from skill development and employment opportunities have low awareness of the different options they could tap into in order to improve their lives. As a result of domestic responsibilities, women are more reserved about relocation for employment opportunities. Men were generally more comfortable with relocating. 72% of the married men were willing to relocate as compared to 52% of married women while the difference was marginal in case of single men and women. Additionally, the surveyed youth show willingness to relocate to a major town or city within the country.

### 5.3.3 Financial constraints

Youth NEET face financial constraints by virtue of lower socio-economic status, difficulty in accessing credit and inadequate knowledge about financial management.

**The absence of financial support is an impediment to starting own business or transitioning to education for employment.** Business capital, school fee, school upkeep, transport, food and rent are some of the expenses that contribute to the growing list of financial needs. High costs of tools are often prohibitively expensive for trained youth (i.e. electrician, plumber, carpenter, etc.) to obtain opportunities.

*“My mum couldn’t sell her last cow for me to finish school. I ended up learning how to braid hair to survive. One day, when there is money, I hope to go back” - Female in Naivasha.*

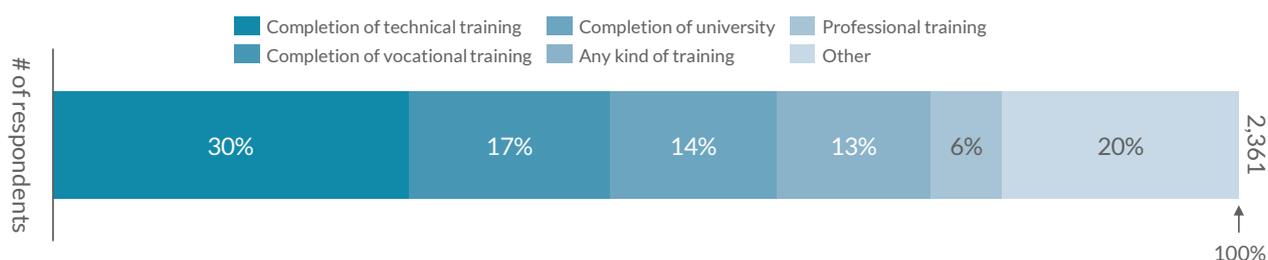
**Youth who wish to continue with their studies at TVETs or Universities rely mostly on financial support from family, sponsor or student loans.** Youth from poor economic backgrounds are unable to get financial support from their families. Moreover, awareness about loans available for youth is low. Only 26% of the youth surveyed were aware about government funds and loans that they could access. For instance, youth were uninformed that capitation loans are easier to access and have relatively less pre-requisites as compared to Higher Education Loans Board (HELB) student loans. However, delays in disbursement of funds and complex application procedures remain a concern amongst the youth.

**Lack of business and financial management skills is perceived by self-employed youth as a significant challenge** in operating and scaling their business. Those who want to start a business generally lack capital and knowledge on financial management in order to start and successfully operate own business. Some who have set up businesses, have relied on soft loans from friends and sponsors, chamas or digital credit platforms like Tala to get the initial capital. Bank and SACCO loans are usually out of reach because of absence of bank accounts, membership or collateral. Even with the right capital, inability to manage the costs of running a business and build the right ecosystem of customers, investors, vendors, distribution networks, and talent can be a pitfall for many young entrepreneurs.

#### 5.3.4 Connection between employment and business activity

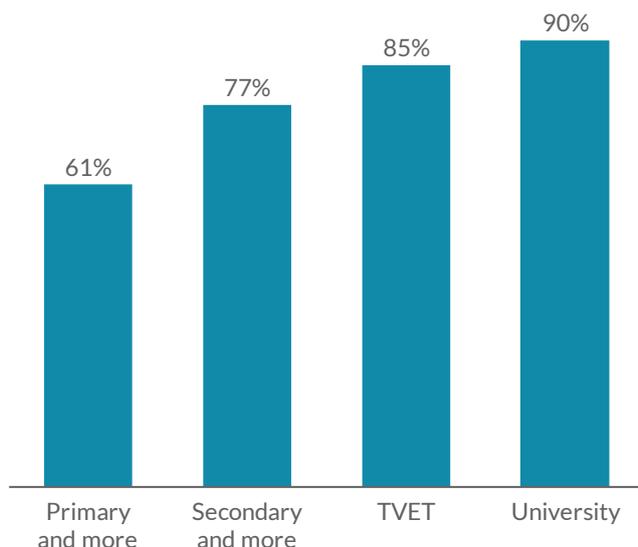
**From the survey and location analyses, employment is found to be more closely related to the business activity in a region.** While education drives the adoption of skills, education had little impact on employment status. This mismatch may cause some youth to feel that investing in education could be a lost investment as they do not see value in training courses or feel that the capability requirements for the job are different from the courses. Still, technical and vocational education was considered most useful in finding a job, in comparison with university and other types of education.

Figure 22: Training found most useful in finding a job



**Employed youth have found education or training to be useful in finding employment opportunities or setting up a business.** Youth value vocational and technical training as a stepping stone to finding a job. As per the survey, 85% and 90% of employed youth with TVET and University education found the education very or somewhat useful.

Figure 23: Usefulness of education or training (employed youth only)



### 5.3.5 Expectations mismatch

**Many youth cite lack of parental guidance and advice as a limiting factor to their development or improved livelihood.** Based on the HCD research, while some parents are involved in their children's education and assist them in seeking work, some parents are overwhelmed with responsibility and leave the youth to find their own way.

**On the other hand, several who have transitioned to education or have finished but lack employment, complain about the pressure from family and sponsors to undertake a course that is not aligned with their aspirations.** Parents need to balance between support, which is beneficial to youth, and pressure to undertake a specific course, which can sometimes be detrimental. The mismatch between parents and youth aspirations usually leads to frustrations among youth and eventually due to lack of motivation they switch to pursue skills, opportunities aligned with their goals. An alternate career path which may have been pursued from the beginning is often let go, which has an opportunity cost.

*"Parents these days are digital. They do not sit down and talk to us or give us advise." - Male in Nairobi*

*"My parents wanted me to study education and become a teacher, but I have no interest in education. Even if I choose something else, they will refuse to pay school fees." - Male in Bungoma*

**The journey to employment that is suitable for the skills that have been acquired can be long, grueling and unrewarding as a result of which many opt to alter their pathway to seek out more reachable opportunities.** Sometimes the balancing act between short-term and long-term opportunities can change paths that the youth pursue and deter them from investing in a better future. Inadequate compensation when interning is a challenge that sometimes drives youth to look for other alternatives that are not aligned with their preference.

### 5.3.6 Information Barriers

**Especially in rural areas, youth cite a lack of information on the sources of work opportunities as a barrier to finding employment.** They have limited access and usage of technology that could be used to get the information. In areas with low economic development, youth are hindered from getting information on work opportunities by low smart phone penetration (38% in rural, compared to 58% in urban), low access to the internet and computers. Youth have also found it challenging to determine the job requirements from an employer.

*“We may not know the skills the job market needs or wants, we just train the students.” –  
Trainer at an institution in Bungoma*

**The youth are generally not aware of TVETs located within their proximity.** Approximately 46% of the youth are not aware of any TVET institution nearby. 59% of the youth in Nairobi were unaware of the a TVET in the vicinity which was worse than the national average. However, over 82% of youth expressed the willingness to continue their education, presenting opportunity for TVET.

Figure 24: Percentage of youth NEET who knew of a TVET within proximity

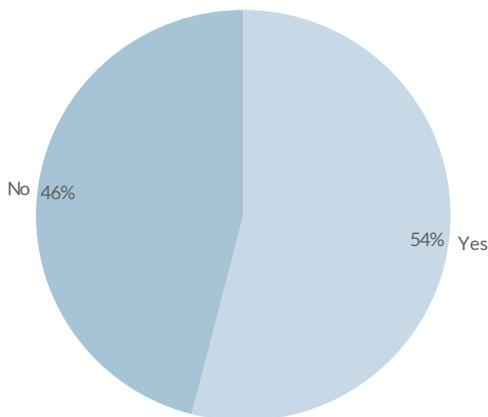
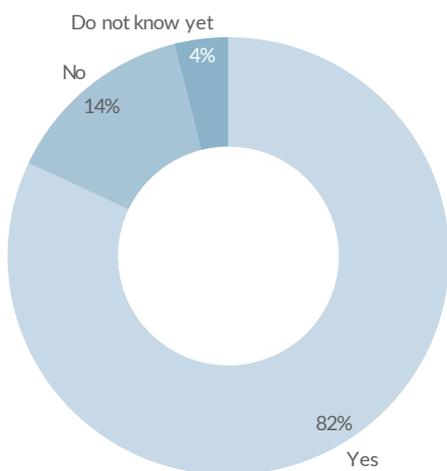


Figure 25: Youth NEET that plan to continue education/ training at a later stage



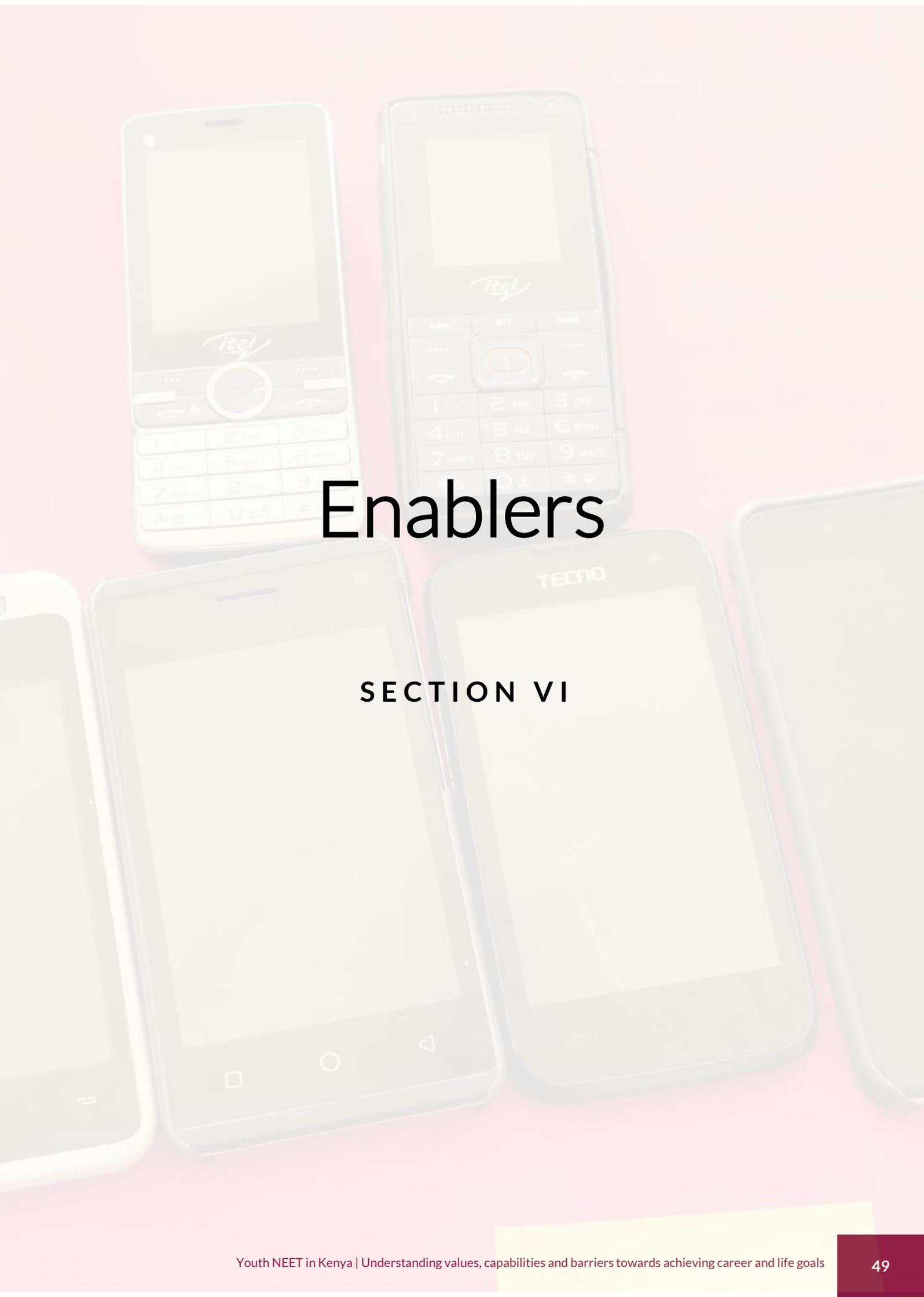
### 5.3.7 Others

**Due to a supply and demand mismatch, competition for jobs is considered high.** This can result in corruption, abuse and harassment from the employers because of the ‘desperation’ of the youth.

**Sustained discriminatory prejudice such as gender, religion, tribe, disability or physical appearance can also deter youth from finding a placement and thus impact their outlook on life.** Some youth who have experienced such discrimination have lost hope and have opted to remain in their location despite the lack of employment opportunities. Further, the unfavorable perception of TVET-going youth is restrictive to those willing to explore such opportunities. The HCD study found instances of youth preferring TVETs far from their homes to avoid communities forming an unfavourable perception. The notion that youth who did not perform well in schools have chosen the vocational path instead of a university education drives the perception.

**Lastly, formal jobs require social networks and have high power gatekeepers.** This is a limitation as qualifications do not support career paths for youth, rather the 'right' connections do.

*"Most of the 'call for applicants' are not transparent. You will never know who got the job or how or when. In fact, they have already chosen 'their people' we are just queuing for decoration." – Male in Nairobi*



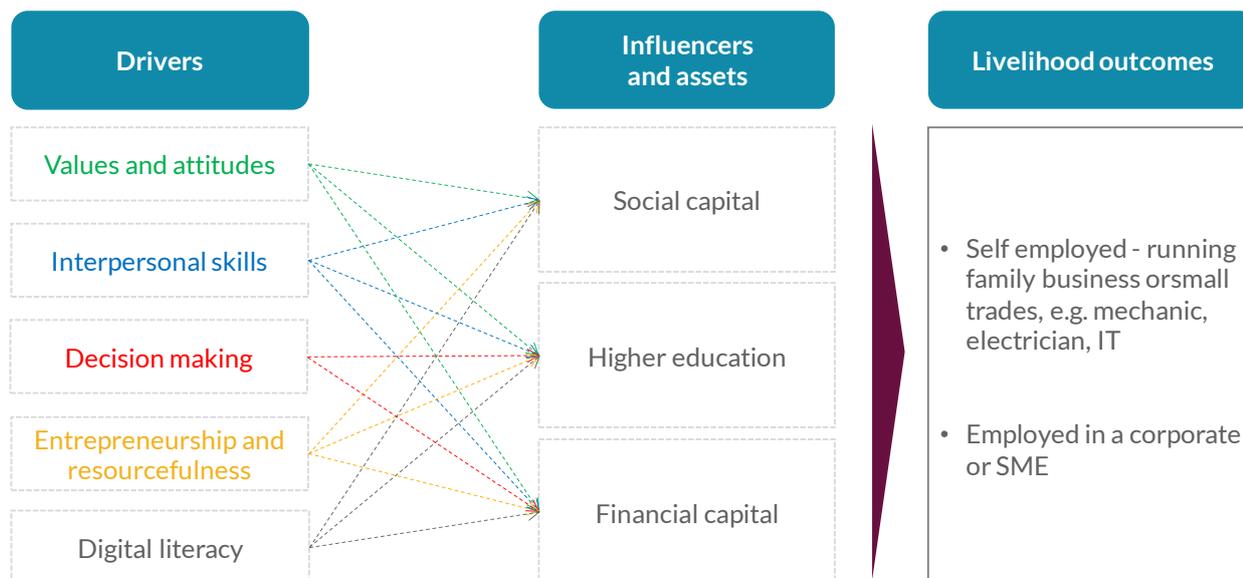
# Enablers

## SECTION VI

## 6 Enablers

**While barriers have a negative effect on youth, there are also some enablers that help youth achieve positive livelihood outcomes.** They are the result of both internal and external drivers, which influence their day-to-day lives at home and in the community. The figure below provides the linkages between the drivers and influencers and assets that showed relatively high correlations in the survey data analysis.

Figure 26: Correlations between drivers, intermediate outcomes and the livelihood outcomes

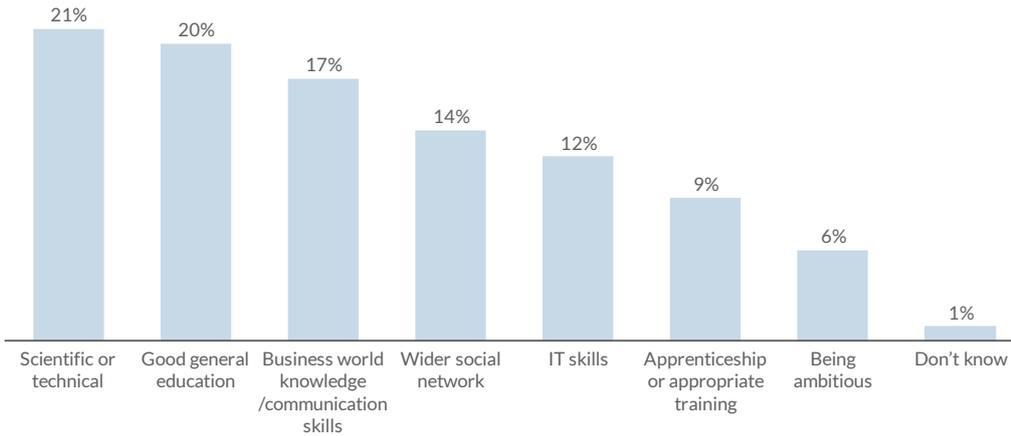


### 6.1 Drivers

**Drivers are personal motivations based on values, attitudes and capabilities developed over the course of time which support the influencers and assets that the youth can use to acquire education and employment opportunities.** These factors together lead to support from the ecosystem, the network, capabilities, opportunities and the financial capital, which further support the sustainable livelihoods for youth.

**Youth understand the competencies required to succeed in a career path.** The type of livelihood outcome that a youth desires usually drives the types of skills they find valuable and actively seek to learn those skills. They classify capabilities in soft and academic and technical skills. For instance, youth who want to become politicians, business owners, entertainers and humanitarians tend to identify soft capabilities and emotional intelligence as factors for success. Others who wanted to become technicians, engineers, computer scientists, and athletes value academic and technical capabilities and natural talent over soft capabilities. They understand personal motivations such as ambition and role of formal training in looking for employment.

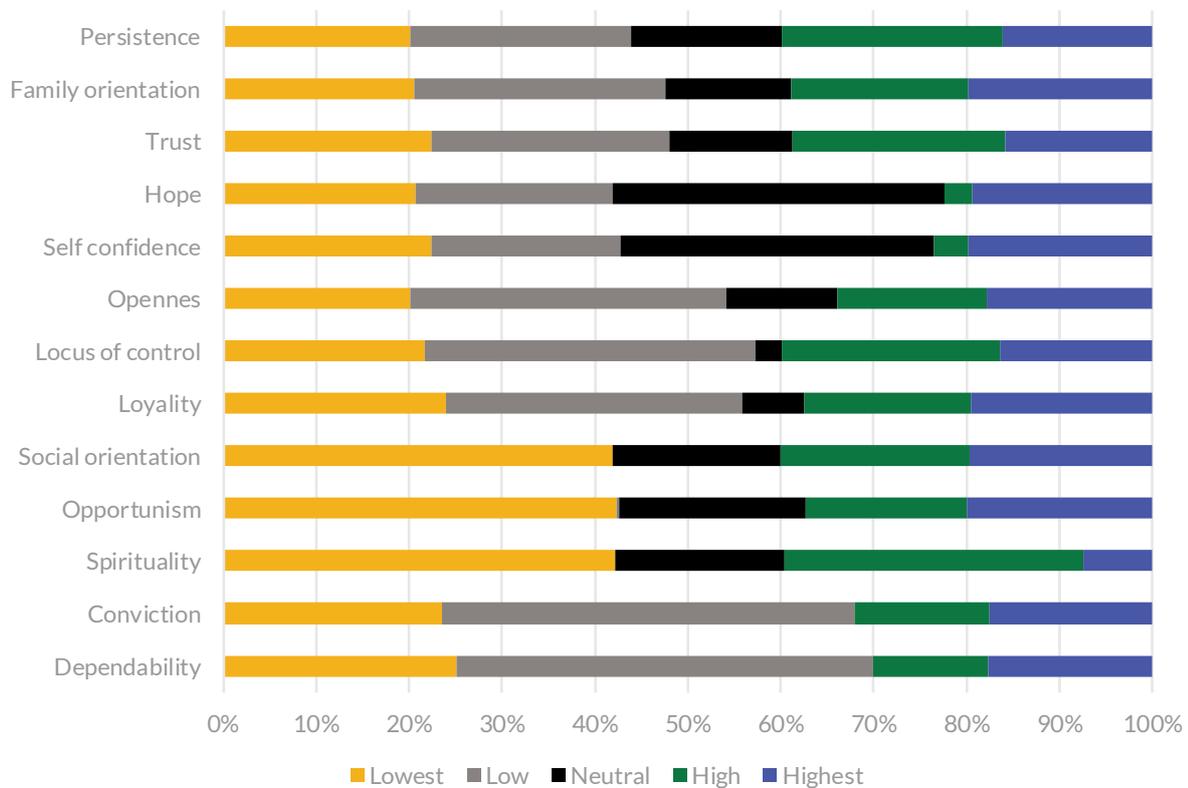
Figure 27: Qualities youth find useful in finding a job



### 6.1.1 Values and attitudes

Youth acquire values through the environment they live in. In the development years, a person interacts his/her with parents, relatives, community, teachers, friends, religious leaders which in turn influence their experiences. Positive or negative environments can create similar impacts on impressionable youth. The figure below shows the values that youth in the survey listed as the ones they possess.

Figure 28: Youths' self-assessment on the values they possess (highest on top)



Family values are considered important and play a pivotal role in influencing youth attitudes and outcomes. Gender norms followed at home for instance, are inculcated as children grow up and unconsciously or consciously adhered for the most of their lives. Families with highly cultural value systems are likely to marry their girl child at a young age, which impacts the woman's ability to gain

education or employable skills. Support from family is found to be one of the influences in times of difficulty and therefore impacts the ability to recover from challenges. Social and contextual environments shape attitudes in favourable and unfavourable ways. Youth acknowledge that positive attitude leads to a 'good' reputation in social- both personal and professional networks. However, negative attitudes due to failure or traumatic events hinder achievement of career and life goals.

Some of the characteristics which contribute to youth's attitude in a positive manner are self-confidence, openness and hope. While youth who exuded these traits were educated better, they were also in a leadership position in the past and more aware of financial resources they could access. Those with high dependability were likely to have a group of friends who they could reach out to in the times of need. A combination of these factors<sup>25</sup> creates a positive persona which gives youth the strength to face challenges.

Limited opportunity to achieve sustainable livelihoods through the private sector has introduced a 'hustler' approach and young people are exploring multiple roles to make ends meet. World Bank report and official government statistics show that of the 800,000 jobseekers who entered the labour market in 2011, only 50,000 (6.25%) could find employment in the formal private sector of the economy<sup>26</sup>. A young man from Kibera, Nairobi could do an average of three jobs- car washing, garbage collection and selling wares- through the day. This attitude of 'carpe diem' or 'seize the day' allows for finding opportunities in most places.

On the other hand, some young people fall into a trap of hopelessness after experiencing multiple failures despite technical education or degrees. A positive attitude and support group can make youth more resilient. This results in favourable outcomes in the form of education, group of friends, ability to save and awareness about financial resources, leadership and employment.

### 6.1.2 Interpersonal skills

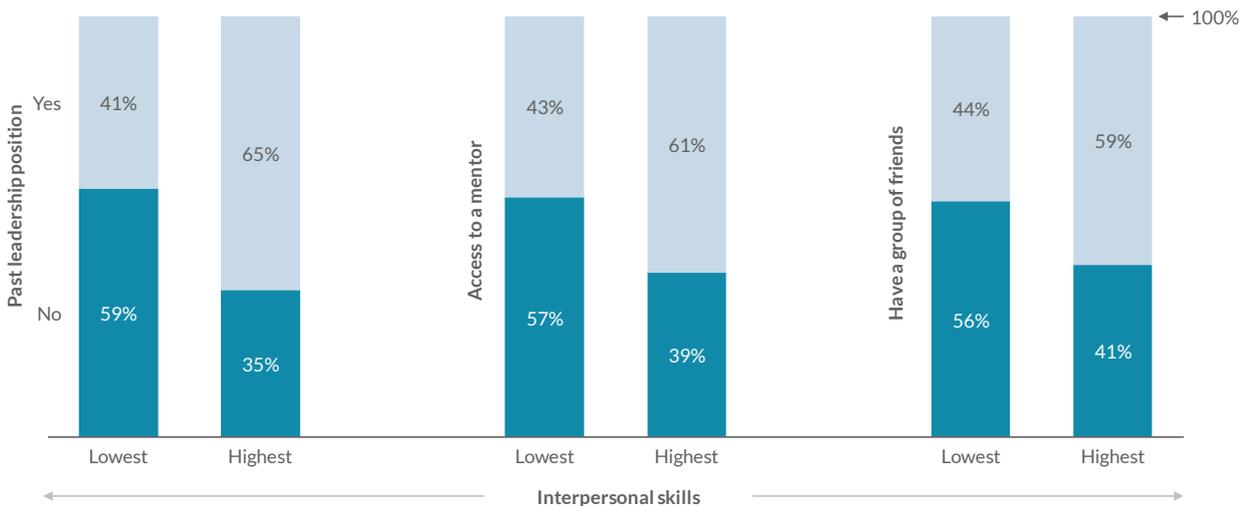
**Communication skills were an important skill with spillover effects.** Youth perceived it to be valuable to network with individuals to explore career opportunities, articulate their thoughts and perform effectively in interviews, and negotiate for benefits. Interpersonal traits such as empathy, negotiation skills, effective communication, assertive demeanour enable not only a social circle in the community and friends but also makes an effective leader (those with highest interpersonal skills have a higher likelihood of being a leader, having a mentor and friends as represented in Figure 19). A combination of these skills and subsequent outcomes is likely to lead to better opportunities for the youth.

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<sup>25</sup> These factors were found to have a relatively higher correlation. Other traits such as loyalty, hope, conviction, persistence are included in the combined psychometric scores.

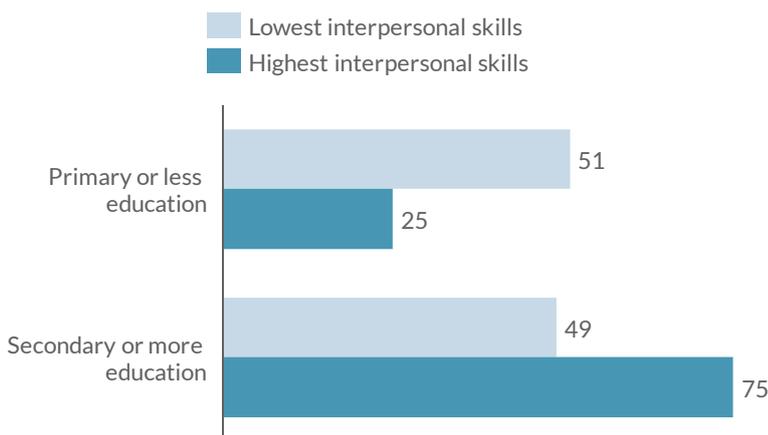
<sup>26</sup> The Kenya Youth Survey Report 2016

Figure 29: Interrelationship between interpersonal skills (highest/lowest) and aspects of social capital<sup>27</sup>



While those with low interpersonal skills were almost equally distributed between low and high education level, it was evident that those with higher interpersonal skills had higher education.

Figure 30<sup>28</sup>: Level of education by level of interpersonal skills



The data shows that effective interpersonal skills have an impact on a youth's engagement in the community through community groups and activities. This allows for relationships to be fostered and leads to a social network which youths identify as an asset. Access to mentors not only helps to guide youth but also acts as a solid support system and network. Lastly, as expected, a higher level of interpersonal skills correlate with a youth's leadership experience and a higher level of formal education. Broadly speaking, interpersonal skills lead to favourable outcomes with respect to social and financial assets. Survey data also showed that interpersonal skills amongst employed youth are generally higher than those amongst unemployed youth.

<sup>27</sup> Refer to Table 4 in the Annex

<sup>28</sup> Refer to Table 5 in the Annex

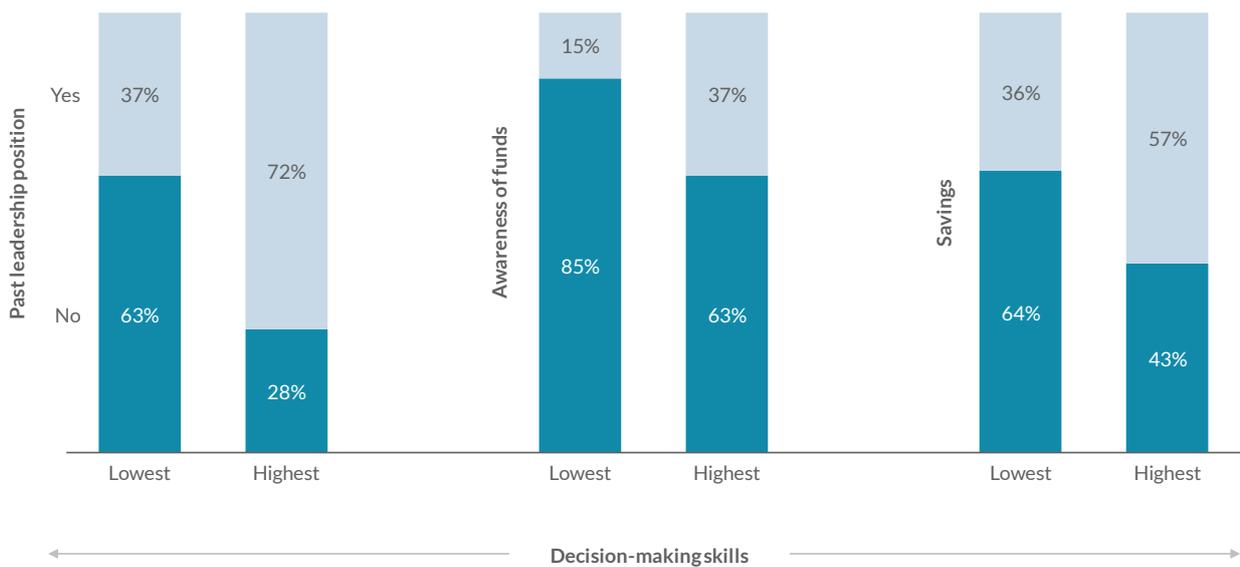
Figure 31: Youth having high or highest levels of interpersonal skills by employment type



### 6.1.3 Decision-making skills

**Decision-making skills such as curiosity, critical thinking and problem solving have a positive relationship with the level of education, leadership experience, ability to save and awareness of loans and funds.** Higher decision-making skills were associated with higher likelihood of past leadership, awareness of funds and savings as represented in the figure below. These outcomes by virtue of positive relationships with social and financial assets can lead to sustainable livelihood opportunities.

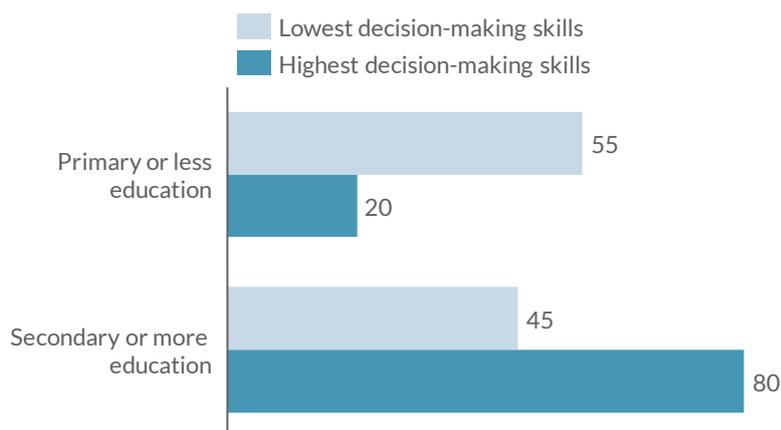
Figure 32<sup>29</sup>: Decision making skills and leadership position, awareness of funds and savings



Youth with higher education were more likely to have better decision-making skills as shown in the figure below.

<sup>29</sup> Refer to Table 6

Figure 33<sup>30</sup>: Level of education by level of decision-making skills



**Youth acknowledge the value of having good decision-making skills, they see decision-making skills as important for making meaningful choices in life, work and business.** Many youth, especially in informal settlements, find themselves in a vicious downward cycle due to poor decisions. Substance abuse and teenage pregnancies are driving youth to drop out of school and engage in criminal activity or generally be inactive. The youth who acknowledge having good decision-making skills can easily recall situations when they made a choice which led to a better outcome. A 22-year-old male in Kakamega shared his story during the HCD research. He is married with two children and had dropped out of school in form one, due to lack of school fees. However, cognizant of the expectations and pressures of being the provider of a young family, he was challenged to do better. Through reflection, planning, and seeking advice, he was able to utilize their family land to farm sugar cane and sell to Kabras sugar company, in return making enough money to build a traditional house for his young family and putting himself through driving school.

Youth who are able to build strong good decision-making skills have been able to tap into various business-related opportunities and get support along the journey. They are better able to set goals related to education or employment opportunities. They are also better planners for their finances and available resources.

#### 6.1.4 Entrepreneurship and resourcefulness

**Youth who have are resourceful, have a 'hustler' attitude, leadership capabilities, and are socially intelligent are likely to have higher education and a sounding board in the form of a mentor.** These skills are positively related to networks and access to financial assets which can support employment. These entrepreneurial youth mostly thrive in urban areas where there are various opportunities to explore. They usually want to start a small business such as video games, movie rental shop, salon or barbershop. Focus group discussions indicate lack of capital, business management, financial literacy and mentorship as hurdles to successfully navigate the stages of starting and operating a business. However, some youth who have started a business have used soft loans and partnered with like-minded individuals. These entrepreneurial youth acknowledge that soft skills - respect, trust, dependability, and functional skills - numeracy, literacy, time-management and decision making, are key to the successful operation of their business.

<sup>30</sup> Refer to Table 7

*“If you don’t speak with your customers respectfully, they will go to a competitor” – admits one of the youth entrepreneurs.*

Youth have learned these skills through experience, religious education and life skills training. They do not usually credit the skills they received in compulsory schooling to be able to run their business. Majority of these youth are also involved in group savings for business and personal use, they use the money earned from such saving groups to re-stock, scale and pay business debts.

*“The soft loan we received to start this business was very helpful, we are still paying it off but without it, we would not be here” – A youth movie shop owner.*

**Entrepreneurial skills are rising in demand due to lack of employment opportunities, many private and public TVETs are now offering entrepreneurial, life skill and communication as common programs.** Students find these courses to be valuable because it offers alternatives in case formal/informal employment fails.

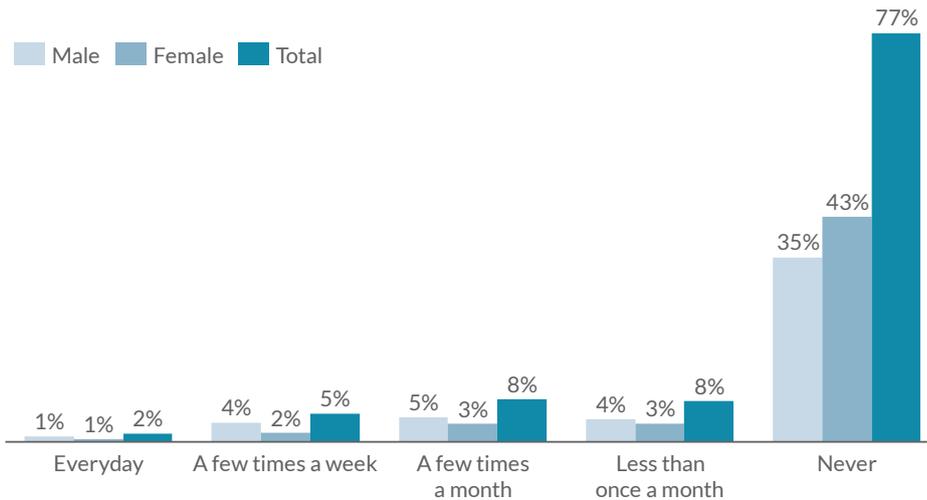
*“Sometimes you don’t even know where to start when you try to find information from other similar business owners, they are not open and most of the time give you misleading information” – A youth who wants to start a salon business.*

#### 6.1.5 Digital literacy

**Digital literacy in the form of social media and engagement on community groups can open new doors.** Access to the internet has become a key need for the urban youth and ‘free wi-fi’ is now used as a marketing tool by establishments to attract young customers. 42% of urban youth used internet daily as compared to only 22% of rural youth. Such a high demand for connectivity drives the acquisition of tools and skills to enable individuals to stay connected.

**Digital literacy unfortunately is limited to the use of a mobile phone and has not fully extended itself to computer literacy.** Outside of major towns and cities (Nairobi, Central and Coast), use of computers is relatively low. 77% of the respondents had never used a computer. The need for computer skills is however, growing. As evidenced in the HCD study, the lack of computer skills especially in rural and informal urban settlements is visible by the number of youthful job seekers streaming to cyber cafes to apply for jobs, however, they usually require the assistance of the operator to create or edit their resume or portfolios.

Figure 34: Frequency of use of the computer



**The acquisition of digital skills is largely driven through the penetration of smartphones in both rural and urban settings.** Youth are successfully navigating complex digital interfaces, mostly through trial and error. However, they largely remain unaware of the potential of the internet as an income source or for learning new skills or upskilling. Social media-based community groups are now serving as platforms to experiment with learning new entrepreneurial skills, motivators to save, share knowledge and ideas on being an entrepreneur, investing and money management, and generally discuss challenges and solutions. A virtual support group and network is an asset for employability.

**Digital literacy gives access to opportunities to find employment or work as a freelance professional.** Some youth have found tangible value in using the web to learn programming, crafts, do research and or use applications that teach business management or financial literacy. The large network that can be accessed through digital platforms cuts across the boundaries of distance and relationships to allow youth to chase valuable and interesting options of work.

## 6.2 Influencers and assets

**Increasing development in cities and urban infrastructure has led youth to be attracted to jobs which will contribute to the demand for those skills and education.** Youth aspire to acquire skills in electrical engineering, plant operations, plumbing amongst several others to cater to the growing demand in the market. However, traditional gender roles can restrict women from entering the workforce. For instance, raising a child is traditionally a woman's responsibility which requires her to either not enter the workforce at all or leave the workforce. Youth also identify influencers and assets that can be used to transition to education, job opportunities and build the ecosystem. The different types of influencers and assets are explained below.

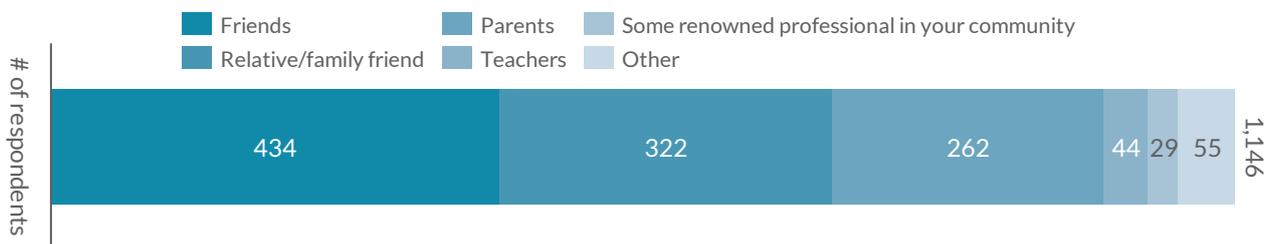
### 6.2.1 Social capital

Family, religious institutions and mentors are important elements of social capital that youth have.

- **Role of family and friends:** Family is a key driver in the youth value system and a major influencer in pathways that youth chooses. Additionally, friends and relatives contribute to

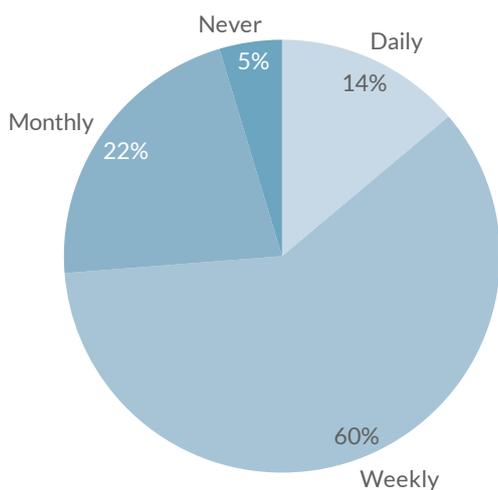
this relationship as well by providing emotional, physical and financial support. Together, this leads to a wide social network that provides youth with information and opportunities.

Figure 35: Sources of advice



- Role of religious institutions:** In some communities, religious institutions play an important role in teaching youth soft skills such as trust, respect, positive communication and conflict resolution which are valuable in daily life. Youth in these communities often seek the advice and help of village elders and church leaders to resolve a conflict or seek guidance on personal and professional matters. This type of informal support system is crucial for some of these youth and often serve as a channel for information sharing and gaining knowledge.

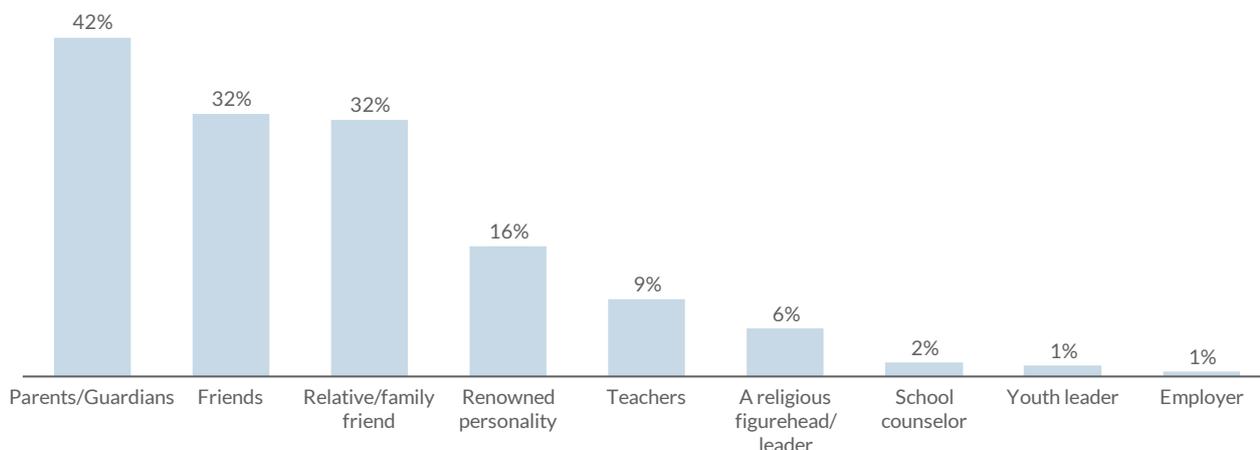
Figure 36: Frequency of participation in religious services or ceremonies



- Role of mentors and role models:** Mentors who are typically people one looks up to, often guide youth. Due to their public image and inspiring stories, they act as role models for youth to imitate. They also play a critical role in helping youth to identify and pursue their talents and skills. Youth have found mentorship support to be useful in helping them to evaluate education and employment opportunities, to select courses that are a good fit for their abilities and in transitioning into the job market. Mentors that have industry experience are pivotal to exposing youth to opportunities and supporting them to develop the right interpersonal skills. Many youths in rural areas such as Bungoma and Kakamega reported a scarcity of such influencers in comparison to youth in areas like Nairobi. Youth in Nairobi are also more aware of support programs initiated by the Kenyan government, NGOs or universities that they can take advantage of towards improving their livelihoods. Youth can seek support and mentorship to improve and realize opportunities. Survey analysis showed

the increased likelihood for having a mentor with higher education and socio-economic status.

Figure 37: Role model / Mentors for youth (multiple responses)



**These influencers not only serve as a social network but also are often sources of financial and moral support.** As a child, parents contribute financially to education and even beyond high school. Similarly, these influencers can be tapped for financial assistance to serve as initial capital for self-employment or buying tools for small trades or software for freelance opportunities. Often, physical assets such as tools, animals, farmland, vehicles can be rented or borrowed from these influencers. This cyclical nature of values, attitudes, capabilities, influencers and assets form the ecosystem that youth interact with daily. It is critical that this ecosystem is strengthened so that youth can access these enablers to achieve their goals.

### 6.2.2 Financial capital

Having monetary assets and physical assets allows youth NEET to access education and employment opportunities. These assets often are family assets which creates a safety net for the youth to experiment and find a suitable career path. During the HCD study, youth commended their parents on their willingness to spend resources to ensure education and training for their children.

Physical assets such as farm land, cattle, house or any tools can also support youth to be self-employed. Especially in rural areas, assets such as farmland and livestock are a major enabler of sustainable livelihoods for the youth. Access to assets such as computers and smart phones improves digital literacy and opens new channels of accessing jobs and networks.

*“Money is everything....with money even with an “E” you can get into university”- Male in Nairobi*

### 6.2.3 Tertiary education

As observed in the survey, while skills had low impact on employment status, education levels did play a role. The figure below indicates that a large majority of those with no formal education were unemployed.

Formal employment was found to be almost only achievable to youth with post-secondary schooling (completion of secondary and further) as we can see in the figure below. Nearly 76% of those formally employed had completed secondary or post-secondary schooling.

Higher education also indicated higher interpersonal skills and better decision-making capabilities which results in better employment outcomes through the social networks one is able to use as a result of these soft skills. Digital literacy which plays a role in access to job opportunities through online portal and e-learning opportunities was also higher for those with higher education (86% of those who performed all activities had completed secondary education or higher).

Figure 38: Employment status based on education level

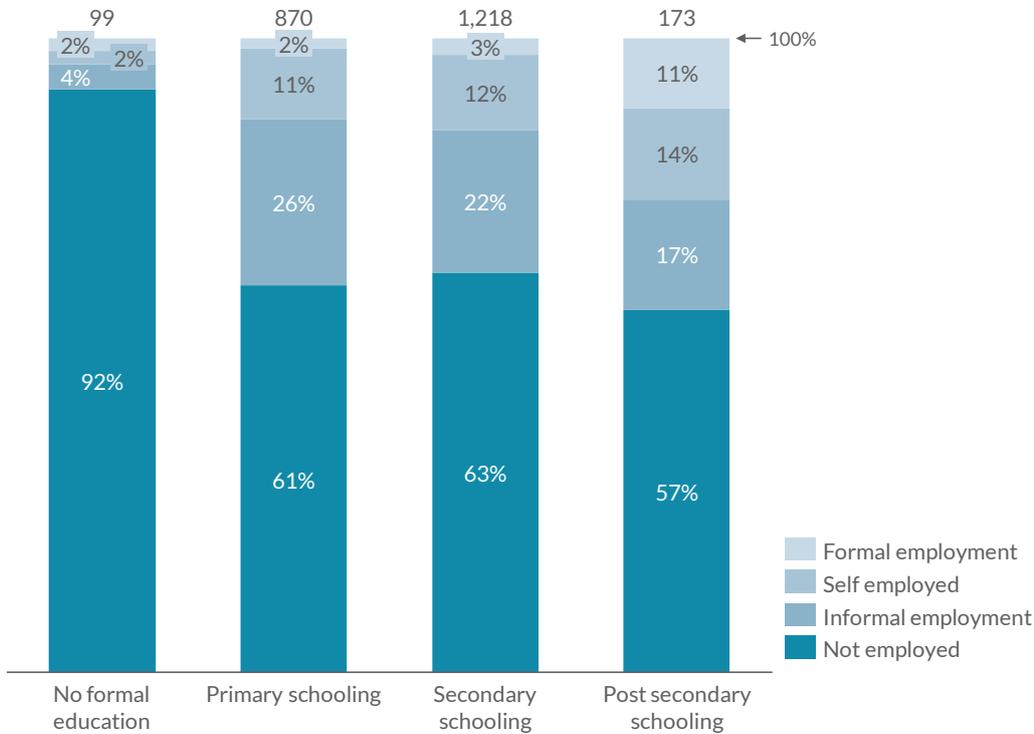
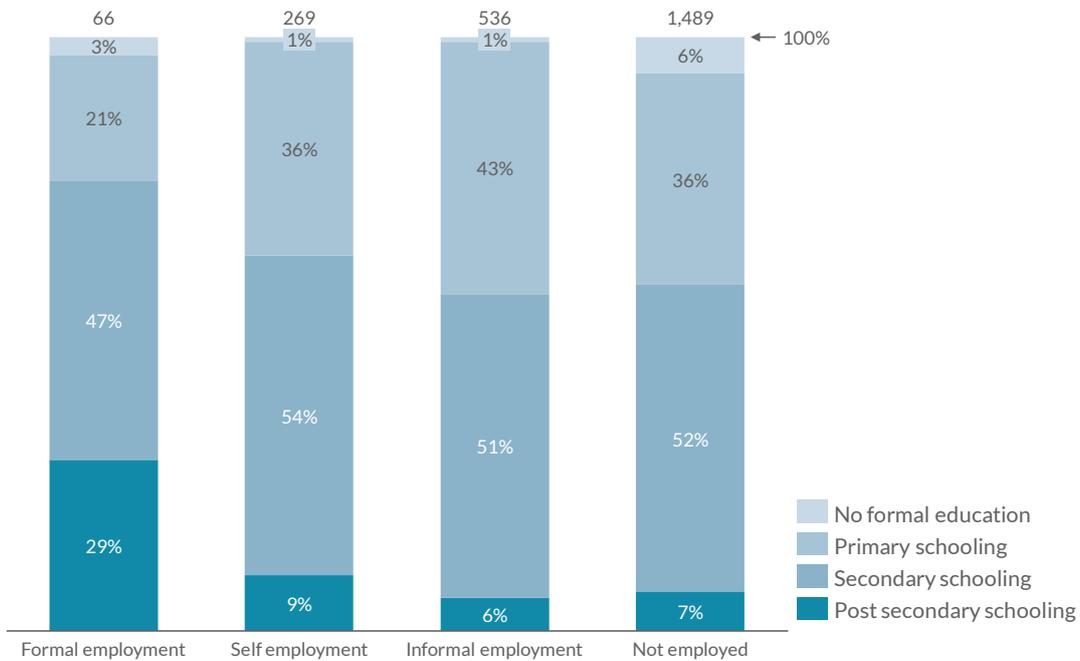


Figure 39: Education levels based on employment status





# Segments

## SECTION VII

## 7 Segments

Using cluster analysis on the survey data, four segments of youth emerged, which helped deeper understanding of the drivers and barriers for the different segments. We have provided names to each segment to capture the key aspect that differentiates the segment.

- **Segment 1: The Careerist** – Best educated, high skill levels, large social network and have access to assets and support systems
- **Segment 2: The Unrelentless Opportunist**– Well educated, savers, self-reliant and have developed social skills and competencies
- **Segment 3: The Early Nesters** – Female, married, low education, less social interaction, less enablers to progress in life
- **Segment 4: The Resigned Self-Sustainers** - Rural, largely unemployed, poorly educated, little access to resources and more self-reliant

### 7.1 Segment 1: The Careerist – best educated, high skill levels, large social network and have access to assets and support systems

Major characteristics of The Careerist are following:

- Urban youth, higher socioeconomic status
- The highest education levels among the four segments
- Prioritize having a skill or education that is in demand
- Higher smartphone ownership & technology use

#### 7.1.1 Outcomes

**Proximity to education and employment opportunities has enabled this segment of youth to improve their lives.** This contributes to their high employment status. They aspire towards financial independence achieved by being successful entrepreneurs. They are motivated to see their friends and family improve their standard of living.

#### 7.1.2 Barriers

**A challenge facing youth in this segment is social pressure common in urban areas.** They feel that these pressures are most likely to derail them from their goals in future.

#### 7.1.3 Enablers

**The Careerist youth are largely urban which gives them access to education and employment opportunities due to closeness to business centres.** It gives them easy access to explore training centres and find information to ensure they make the best choice for their future. Better digital connectivity because of smartphones, social media and technology continually strengthen the network for them.

*“I heard about Kabete Polytechnic from my friend and I decided to go visit and get more information. They helped me understand which course is best for me and which one is marketable.” - Female in Embakassi*

**They have a social network and mentors to guide, employment opportunities as well as moral and financial support.** They are not only able to use family income to support their business investment but also access formal sources of credit through banking and micro-saving products. The Careerist have high confidence and effective intrapersonal and interpersonal communication. They can articulate their needs and aspirations for the future as well as the skills they have to offer. As such, they also value soft skills for personal growth.

*“One of the most important things in life is knowing how to talk to people well. If you can do that, even when you start a business, customers will come and stay with you.” - Male from Langata*

**They have a high appetite for risk which allows them to try out new opportunities or start a business.** Most of them hold down and prefer several jobs, as a strategy to diversify their chances of making ends meet. As they have a good support system in the form of family and community support, they have a safety net which allows them to take more risks.

## 7.2 Segment 2: The Unrelentless Hustlers – educated, savers, self-reliant and have developed some social skills and competencies

Major characteristics of The Unrelentless Hustlers are following:

- Education levels are relatively high
- High social media penetration and high digital literacy skills
- Middle socio-economic status
- Higher self-reported levels of intra- and interpersonal skills as well as decision making skills
- Highest proportion that was able to save some money

### 7.2.1 Outcomes

**Their ability to problem-solve, build network, save, and use youth programs and groups allows them to access opportunities that would have otherwise been out of their reach.** Youth in this group tend to gravitate towards working in formal sectors such as information technology, network operators, service delivery and marketing or self-employment. Even though the youth in this group tend to be opportunists, they usually have other aspirations in mind such as studying to obtain a certificate or starting their own business. Some of the youth in this segment wish to continue with education by joining a TVET or university as they consider it as crucial in applying for jobs and earn more.

### 7.2.2 Barriers

**Lack of financial support is the main barrier to either continuing with education or starting a business.** Household expenses such as rent, utilities, groceries and occasional support to a family member means that whatever money they make in their daily hustle is usually not enough to go beyond their financial needs. They feel like the lack of time management, planning and financial literacy are hindrances to managing their money well. Lack of a mentor who can guide them in setting up and running a business is a major barrier they face.

### 7.2.3 Enablers

**The unrelentless opportunists are typically determined, self-motivated, and tolerant which drives their positive attitude.** These youth are usually self-reliant and believe in their skills to make ends meet. They are opportunistic and would switch jobs or do multiple jobs during the day. As they are concerned about any unforeseen circumstances that may arise, they also tend to have better ability to save and work with informal savings groups or formal banking systems to save. They actively participate in community activities and social groups, supporting them both emotionally and financially. However, it is not strong enough for supporting transition to employment or education. Some of the youth who have transitioned to employment, entrepreneurship and or education in this segment, have used student loans, and or partnered with like-minded friends to pull resources together to start a small business.

## 7.3 Segment 3: The Early Nesters – female, married, low education, less social interaction, less enablers to progress in life

Major characteristics of The Early Nesters are following:

- Married female youth aged between 22-25
- Low education levels and high unemployment levels
- Low technology access, limited use of social media and computers
- Low literacy levels
- Smaller social networks
- Shy and less outgoing
- Primarily agricultural income

### 7.3.1 Outcomes

**Early Nesters have low education and a narrow range of enablers to improve their livelihoods.** The Early Nesters like to receive mentorship and guidance from professionals in discovering their talents as well as opportunities to develop those. They aspire to go back to school to advance their education through technical training certification. Some of them have taken artisan courses and desire to get a certificate and diploma for their skill set. With this, they look forward to finding additional employment opportunities related to their skills and talents.

### 7.3.2 Barriers

**As the women in this segment are primarily from rural and less economically developed regions, the opportunities for education and employment are also limited.** Due to lack of social networks, digital literacy and technology, this isolation is further aggravated. Relocation is also a challenge as they are expected to have family responsibilities and domestic chores to tender to. Given their reliance on agriculture, the segment has unreliable income flows and possibly frequent income shocks from emergencies related to health, school fees or household needs. Youth in this segment do not feel as though they are in control of their own lives and have a weak sense of agency. They are more risk averse, tending not to explore many opportunities beyond their comfort zone or location. This is possibly a contributing factor to their low progression in life, especially for their own interests or ambitions.

### 7.3.3 Enablers

**As the segment is mostly female, it is usually limited to home-based activities, the primary source of income is agriculture.** Due to the seasonal nature of the sector and more conservative spending patterns associated with women, the Early Nesters can save which can protect them from temporary financial crises. Due to lack of confidence and social networks, they tend to favour pursuing certification in technical skills in the hope that having the certification will aid them in accessing better opportunities.

## 7.4 Segment 4: The Resigned Self-Sustainers - rural, largely unemployed, poorly educated, little access to resources and more self-reliant

Major characteristics of The Resigned Self-Sustainers are following:

- High unemployment rates and low education levels
- Largely rural
- Low socio-economic status
- Low inter- and intra-personal skills, and decision-making skills
- Limited use computers and have low social media penetration
- Low social interaction

### 7.4.1 Outcomes

**The youth in this segment usually end up in low entry barrier jobs, for instance farming, family business or informal sector.** Their lack of education, skills and proximity to work opportunities significantly limits their exposure and competency to perform in complex work environment. Due to lack of education and skills, youth in this group are usually attracted to low barrier entry jobs, this means joining the family business, become a farmer or train to be a hairdresser, driver or plant operator. This group does not usually have the ambition or support to join a TVET, however, they acknowledge the value of joining a TVET. For them, access to training for some of the skills they aspire to, for instance, hairdressing or driving is usually through sponsored training or apprenticeship.

### 7.4.2 Barriers

**Youth in this segment have resigned to their circumstances due to lack of education, skills and drivers to inspire and aid in succeeding.** A key characteristic of this group is their low social interaction. Furthermore, they have rarely been in leadership positions, and are hardly engaged in politics. Low proximity to economic activities or having a thinly spread network limits the types of opportunities or ideas these youth are exposed to. Strict cultural and familial expectations also play a pivotal role in shaping their values and beliefs.

**The youth in this group usually have a limited network for support and advice.** The resources available to them usually have high demands and sometimes competes with other pressing priorities, e.g., joining a community sponsored training vs. washing cars for some income to support family. The youth in this segment usually are not able to save due to lack of sufficient and stable income or sometimes basic money management skills. Youth in this group usually have low self-confidence / belief in their abilities to problem solve and take initiative.

### 7.4.3 Enablers

**The resigned self-sustainers are active in the community and hold religion close to their heart.** This gives them a circle of support, both emotionally and financially. Member and leaders of the group are influential individuals who can create avenues for the growth of this segment of youth. They tend to value literacy and numeracy skills, they see it as key enabler to being competent in life and work.

A person wearing a red long-sleeved shirt and dark pants is standing in a cluttered kitchen area. The kitchen has wooden shelves filled with numerous metal pots and pans. In the foreground, there are several plastic containers, including a large yellow one with a blue lid and a purple one. A blue plastic chair is visible on the left. The overall scene is somewhat dimly lit and appears to be a modest, lived-in space.

# Recommendations and conclusions

## SECTION VIII

## 8 Recommendations and conclusions

**Different levers can address the challenges of youth to allow them to build their skills, capabilities, and find sustainable employment.** The recommendations in this section include creating policies that would allow actors to improve the lives of the youth, increasing the awareness of TVETs and quality of education they offer and helping youth access to employment. Most recommendations require a level of collaboration between actors in government, educational institutions and private firms. There are initiatives or plans already in motion that align with recommendations.

### 8.1 Increase engagement by TVETs in their catchment areas

**We know that youth are generally not aware of TVETs located within their proximity.** Improving awareness and disseminating the correct information about TVETs will allow youth to attend institutions and build the necessary skills. This applies especially to youth in the north-eastern and western regions as they are relatively more excluded from the opportunities. A communication strategy led by the Ministry of Education's Directorate of TVETs which accounts for regional courses, gender, employment opportunities, etc. can reduce the information gap and improve employment outcomes for youth.

**TVETs can create awareness by being an integral part of their county.** This can be done through TVETs engaging with key institutions at the county level and involving actors such as churches, schools, local youth programs, and local government. Interactions with local actors can include providing scholarships to students from the surrounding areas, involvement in events of churches and schools, hosting of community events and setting up information days or information talks.

**The three levels of TVETs (national polytechnics, technical training institutes and vocational training centres) enable students with various performance levels to access a post-secondary institution.** Students who have not completed high school could attend vocational training centres and students who qualify for university can attend national polytechnics.<sup>31</sup> Students who get discouraged from pursuing post-secondary studies due to marks can benefit from being aware of these TVET varieties. There are National Industrial Training Authority (NITA) courses for those who had only attained their primary school education. TVETs could also tailor their interactions with secondary schools to encourage them to perform well and complete their secondary education, as youth with less formal education need more time to develop capabilities. TVET activities in the county would allow for the different communities to be aware of institutions at proximity to them, know the courses they are offering, and the careers available to them after acquiring their certificates.

### 8.2 Training improvements in TVETs

**Improvements in curriculum and other training resources in TVETs can improve the quality of training and the employability of TVET graduates.** 58% youth NEET see vocational training as the most useful in finding a job and only 15% see university training as most useful in finding employment. It can also improve the perception students have of TVETs. Curriculum improvements are already underway with the development of Competence-Based Education Training (CBET)

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<sup>31</sup> Dalberg analysis

framework and other programs which aim to improve the content of courses offered. Extra-curriculum improvements can also strengthen the offerings of TVET institutions by enabling students to do attachments at different places, encourage young women to enrol in more courses and counselling for students' wellbeing.

**Several activities are in progress to improve the current TVET curriculum.** The Competence-based Education and Training Curriculum (CBET) is a government implemented a program which aims to improve the curriculum in TVET colleges by involving industry in all aspects of training. Programs focused on education for employment which strengthen and support technical and vocational education and training in Kenya are being implementation. Training of trainers will be a key component to improve quality of teaching and the implementation of the CBET curriculum.

### 8.2.1 Update curriculum

**The quality of the curriculums offered at post-secondary institutions needs to be more comprehensive to ensure that the youth NEET have the skills required by employers.** Curricula of TVETs and other post-secondary institutions should also enhance soft skills, offer multidisciplinary skills training, and offer mandatory business management and financial skills training.

- **Enhance soft skills training:** Soft skills such as intrapersonal, decision-making, interpersonal skills, respect, trust, dependability, time-management, resourcefulness and entrepreneurship also need to be included as part of the curriculum or offered as extra courses in institutions. Youth view soft skills as valuable to succeed in their careers. Making sure students have access to learning about these skills can help them obtain and maintain employment.
- **Offer multidisciplinary training:** The TVET curriculum could be expanded to allow youth to diversify their skills by allowing students to pick more than one subject/skill, e.g. plumbing and agriculture. Many youth hustle and try to get multiple sources of income, and multiple skillsets will help achieve that objective.
- **Offer mandatory business management and financial skills training:** Business management and financial skills training would equip youth with the skills required to run small businesses on the side (to study or work) or eventually full-time. Youth that are interested in self-employment especially value business and financial management skills. Also, informal entrepreneurship is perceived to have a low barrier of entry. Business management and financial skills training could help this segment of youth, who are attending TVETs and have these aspirations and small businesses.

### 8.2.2 Extra-curriculum improvements

Improvements in student experience in TVETs, outside the curriculum, could affect student success at TVETs. Offering students real-world earning experience, helping students diversify their attachment, integrating coaching and counselling into TVETs and increasing the number of women trainers are non-curriculum changes that can help youth NEET.

- **Industrial attachments need to be diversified and completed across the large, medium-sized and small-sized firms:** Industrial attachments form an important component of TVETs as it gives students the work experience required for them to enter employment. However, as observed in the HCD study, youth prefer attachments at larger firms, due to their brand recognition and size, and eventual possibility of permanent employment. Attachments at larger firms are more competitive and sometimes the large bureaucracy can limit practical

learning. Small to medium-sized firms expose students to a wider range of responsibilities and close contact with key actors in the business. This proximity facilitates greater learning for students and equips them with skills related to many aspects of a business. Along with Dual Training System which is being practiced in some locations, a diversification in industry attachments will likely improve employment opportunities.

- **Coaching and counselling in TVETs could be integrated with the formal activities:** Mental health wellness is an important factor in building resilience in youth and ensuring that they can succeed despite negative events in their lives. Youth that has experienced negative/traumatic events could be assisted through coaching and counselling and build their positive attitudes required for success.
- **Increase the number of women trainers in TVETs:** Gender equity in staffing can encourage participation across courses and change perception of societal conventions of jobs for men and women. Youth across gender have similar levels of education with 9% of males reporting that they have a post-secondary qualification and 7% of females reporting a post-secondary qualification. However, males and females tend to pursue different types of courses due to cultural and social expectations and challenges. For instance, women are encouraged to pursue careers that are considered less technical such as catering, hospitality and tailoring, whereas men are encouraged to pursue more technical careers such as engineering, management and ICT. More women trainers instructing male-dominated courses could create role models for female youth who would have been discouraged or would not have considered pursuing certain career paths. In addition, students that are married and those with children require specific adaptations to enable successful education in TVETs.

### 8.2.3 Policy changes

**The following policy changes can be used to improve the access and quality of education in TVETs and help youth find jobs in the market across the country.**

- **Tax rebates to industries that offer more internships and entry-level jobs:** Tax incentives for businesses could encourage them to offer more internships. Employing inexperienced youth is an expensive activity as new workers require training and are not productive enough to cover the cost of their salary. Thus, high costs usually act as a deterrent to employing inexperienced youth for internships. Employed youth cited insufficient education and lack of work experience as barriers to finding employment and such a tax can tackle this issue. Tax rebates can partially offset the costs businesses experience in offering internships to youth. Tax rebates can also allow medium and small-sized businesses who could not afford the cost of hiring youth to increase their intake of youths. Developed economies such as France have statutory training levies and an apprenticeship tax from which employers are exempted when they train apprentices<sup>32</sup>.
- **Improve financing for TVET courses:** Increasing the financing for TVET bursaries and loans through government fund allocation, financing schemes for youth, or policies around work-pay programs could increase enrolment in TVETs. Most youth reported lack of financing as the main reason they were not able to continue pursuing formal education. There should be earmarked financing allocations for women to encourage more young women to take up post-secondary studies or pursue skills that are more likely to be pursued by men. Student

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<sup>32</sup> Costs and Benefits of Vocational Education and Training 2008, OECD

loans could have their loan terms extended to allow youth to pay off their debts. These interventions could give access to more youth NEET to pursue post-secondary education.

- **Standardize TVET quality:** Access to technology and improving the capacity of trainers can improve TVET quality. Additionally, implementing regulation to standardize the quality of TVETs will improve the quality of training. It could also help youth trust the courses provided by TVETs.
- **Monitoring & Evaluation (M&E) of TVETs:** Regular M&E of TVETs can help in tracking the status of the equipment/amenities and improvements in those. Implementing M&E can improve TVET quality across the country as well as reduce quality disparities between TVETs.

### 8.3 Assist youth in the transition from education to employment

**Most youth NEET find the transition from education to employment to be difficult.** This difficulty is due to youth not having the right skills or experience that companies need, the lack of information on where to find a job, lack of access to employers in the market. Addressing these problems would improve the transition of youth from educational institutions to meaningful jobs in industry.

#### 8.3.1 Helping youth gain employment post TVETs

**Youth require assistance in gaining access to the job market.** They often find it difficult to transition from education to employment. Formalizing informal skills by recognizing prior learning and work experience, exporting labour, and providing linkage platforms in TVETs could make it easier for youth find employers, and help employers meet their needs.

- **Formalizing skills and work experience:** Micro-credentialing of skills attained through informal means can be key to get youth in employment and education. The lack of certification is often a hindrance to youth who have gained some experience and skill through short term employment but cannot prove it with a qualification. In the survey, 13% of young women and 10% of young men cited the lack of formal education as a key barrier to finding a job. Learning from other countries can help, e.g. the Skill India program addresses this challenge through the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), a reward-based skill development and training scheme. PMKVY assesses and certifies youth not formally certified in their existing skillsets under the Recognition of Prior Learning (RPL) initiative. In 2018, the RPL enrolled 940,000 people across 34 sectors.<sup>33</sup>
- **Improving the linkage function of TVET colleges:** Career centres within TVETs could play an important role in providing unemployed youth with information about jobs and helping them apply and prepare for positions. Career centres could connect students with internships and jobs after graduation. They could also help students write up their resumes/curricula vitae, practice job interviews and provide career counselling. These centres should advertise job openings and encourage students to apply to employers of different sizes. TVET centres would increase the distribution of information for jobs and programs further than just social networks and would help with the process of seeking employment.
- **Exploring labour export to foreign countries:** Labour export to countries in different regions, e.g. the Middle East, will help absorb the youth labour supply. If youth could train in the skills required for the job markets outside of Kenya, they would be able to seek meaningful

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<sup>33</sup> Ministry of Skill Development & Entrepreneurship & Skill India, Skill India strengthening new India, 2018

employment. The oversupply of labour within the youth population could subside until the country can absorb the labour force. However, youth would have to be willing to locate to a different country for employment.

# Annex

## SECTION IX

## 9 Annex

### 9.1 Youth NEET profile

73% of youth NEET spend their time staying at home whilst they look for a job. 60% of these stay at home and are also responsible for household chores. Only 2% were spending their time farming. Nearly three quarters of youth NEET depend on others for their livelihood, 46% stated that they were dependent on others for their livelihood. 22% of youth NEET get their livelihood from informal employment and only 11% have their own businesses.

Figure 40: Activities of youth NEET whilst they were looking for a job <sup>34</sup>

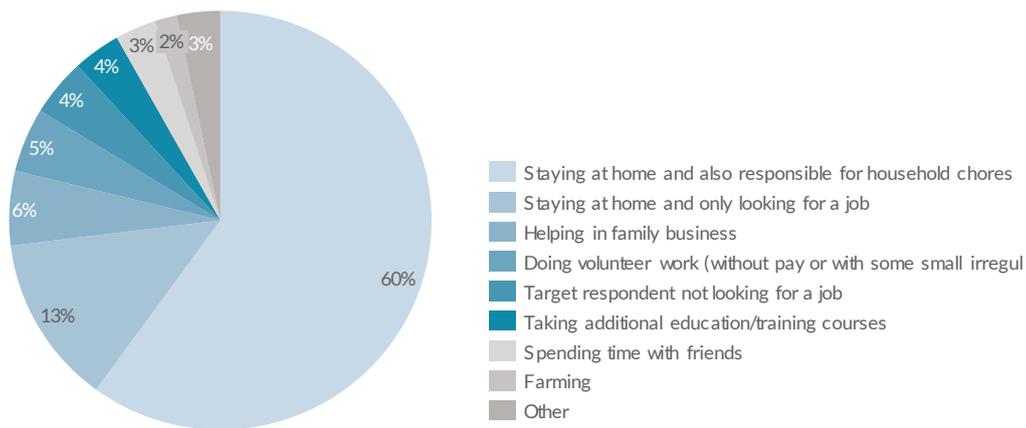
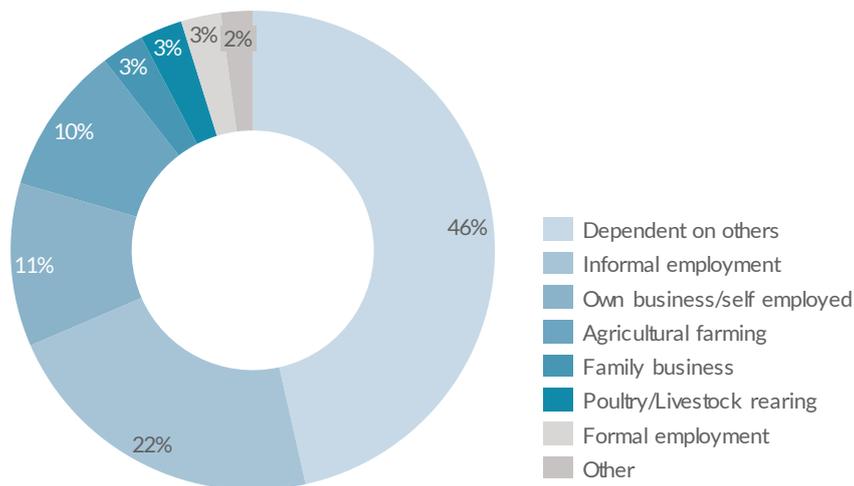


Figure 41: Main source of livelihood for youth NEET <sup>35</sup>



<sup>34</sup> Other includes training in games, e.g. football, etc., planning to start own business, had my own business, sand harvesting, praying, manual jobs, burning charcoal, hair dressing

<sup>35</sup> Other includes contracts and seasonal employment, target respondent is not working, savings, sand harvesting, work on a private firm, currently working as a volunteer, target respondent does any job

## 9.2 Youth NEET employment

Most youth had not been employed in the past 12 months, but 71% those who had a job in the past year were employed by a private individual. The second biggest employers were private companies, followed by self-employment. 3 out of 5 youth reported that they had not already started looking for their jobs. The most popular way of looking for a job was through seeking assistance through friends and family.

Figure 42: For youth NEET employed in the last 12 months, main employer over the last 12 months

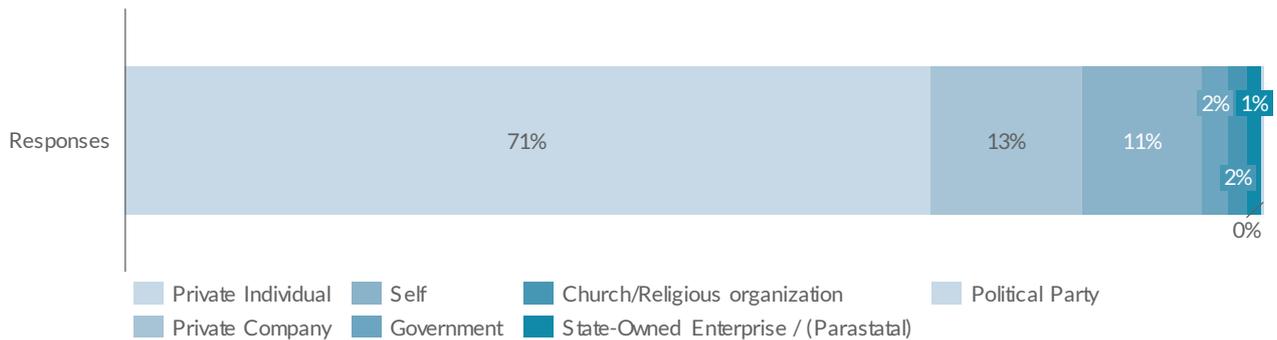


Figure 43: Youth NEET that have already started looking for a job

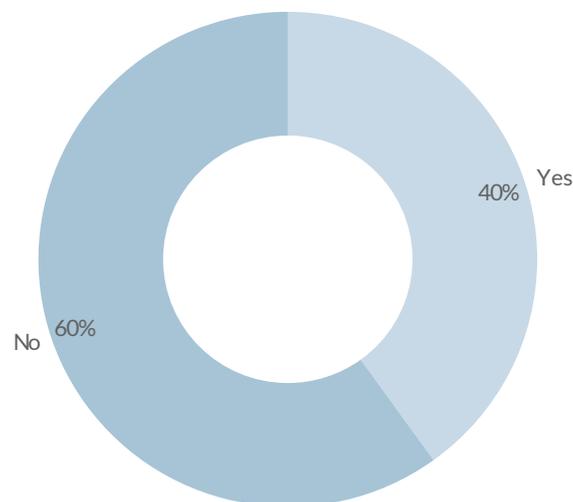
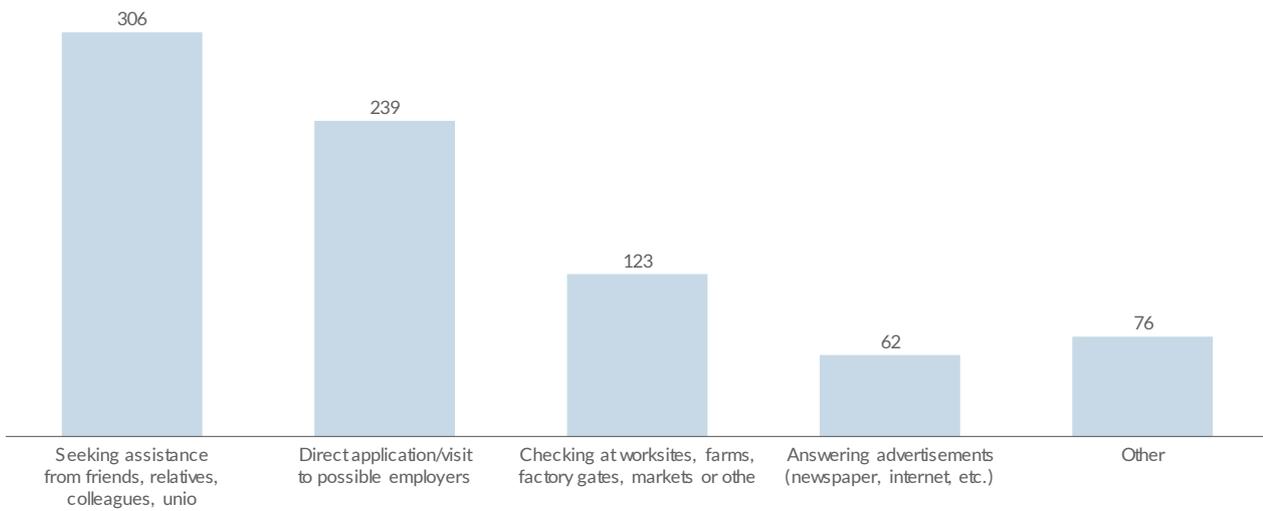
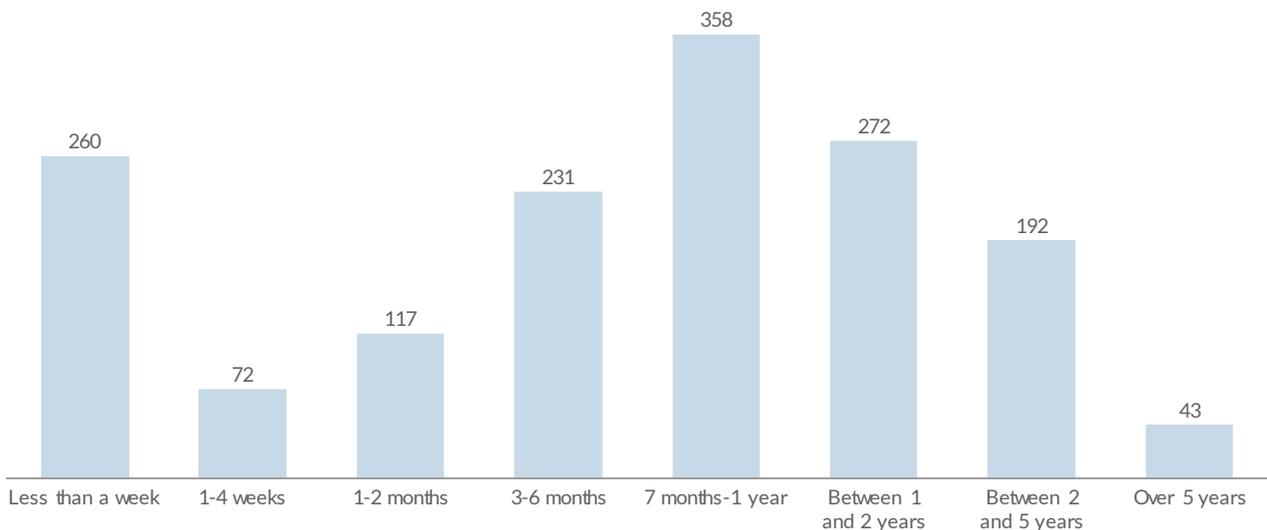


Figure 44: Ways of looking for a job<sup>36</sup>



The amount of time youth NEET spend varies. Most have spent seven months to a year searching for work. 55% of respondents stated that they were looking for any job, whilst only 19% stated that they sought professional work. However, when asked about their ideal job, most youth NEET stated that they would prefer to start their own business because they believed it paid well and they could also be their own boss.

Figure 45: Length of time youth was availability for work and actively seeking work



<sup>36</sup> Other includes through education/training institution; attending job fairs; registration at a public employment office; registration at a private employment office; arranging for financial resources; participation in competitions; looking for land, building, machinery, equipment to establish a business; applying for permits, licenses; phone calls

Figure 46: Type of job youth NEET are looking for

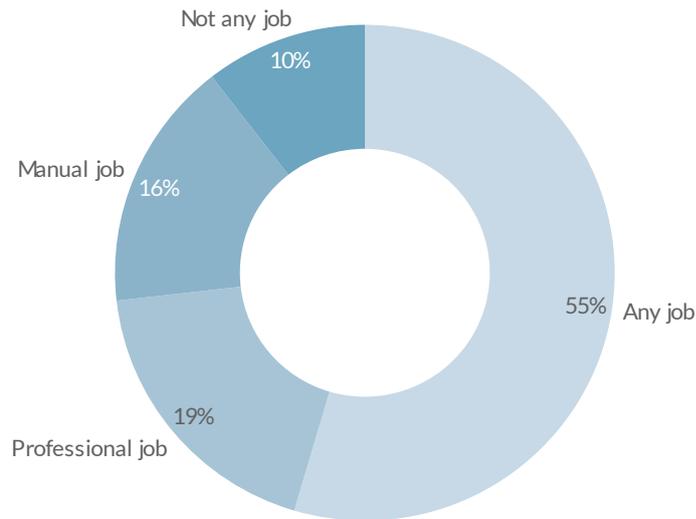


Figure 47: Type of work youth NEET prefer the most<sup>37</sup>

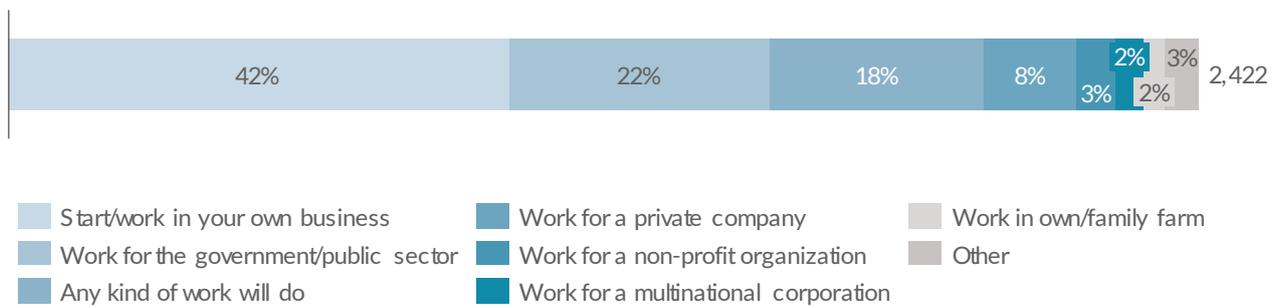
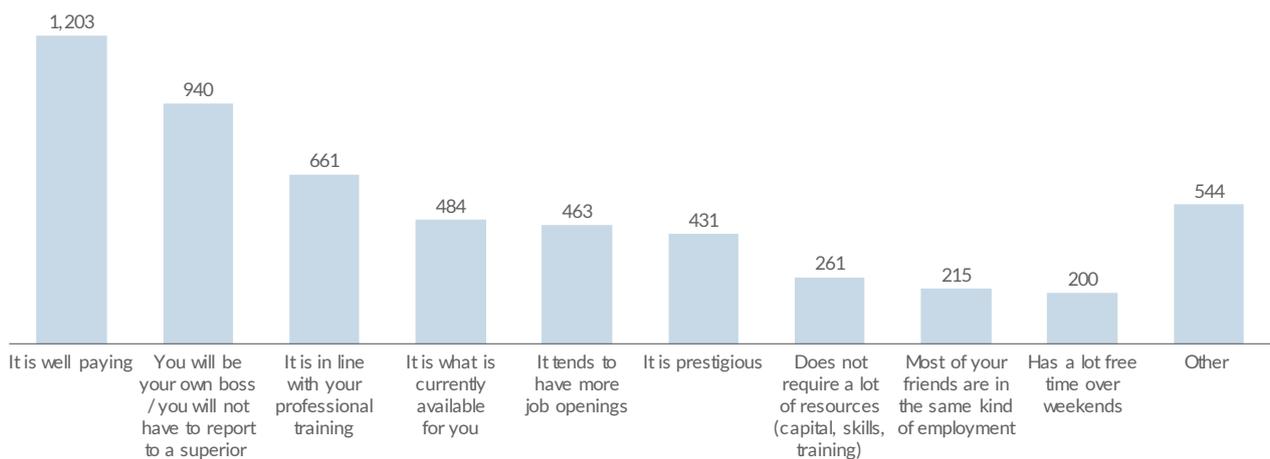


Figure 48: Reason the type of employment was sought<sup>38</sup>

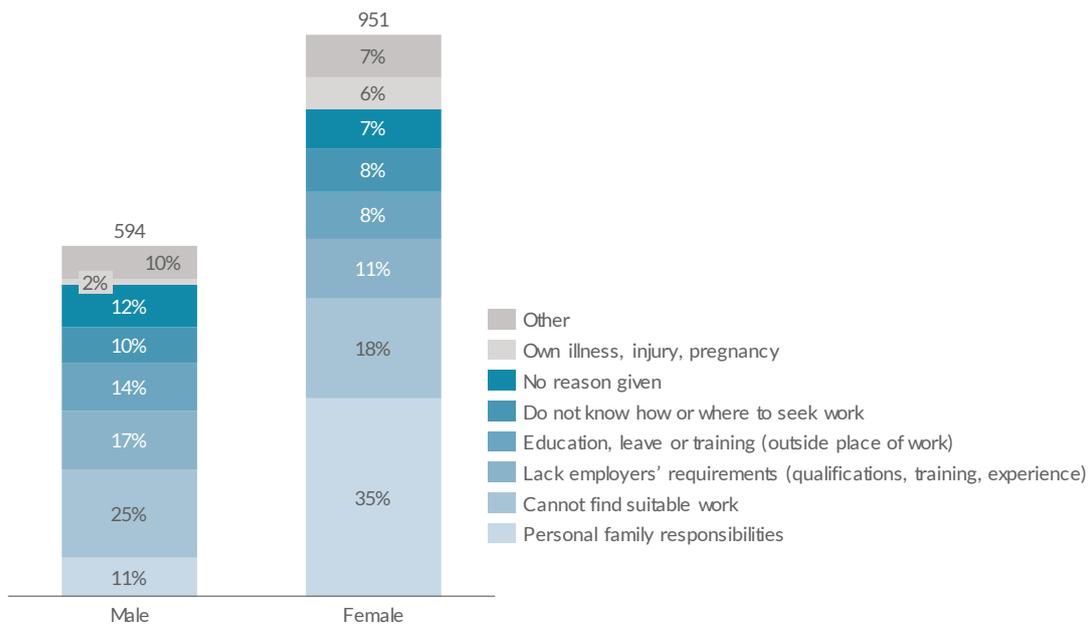


<sup>37</sup> Other includes don't know, work in a family business, work in a private technical sector, work in someone else's farm, do not wish to work

<sup>38</sup> Other includes provide easy access to loan facilities, you were advised by parents/ teachers/mentors, etc., you would like to be like your role model, none, other

The main reasons youth are not currently working slightly differ by gender. 35% of young women were not working due to family responsibilities, whereas only 11% of men stated that as a main reason they were not currently working. A quarter of the men stated that the difficulty in finding suitable work was the main reason for not currently working. The third most prominent reason for not working for both men and women was the lack of employer requirements.

Figure 49: Main reason for not currently working by gender<sup>39</sup>

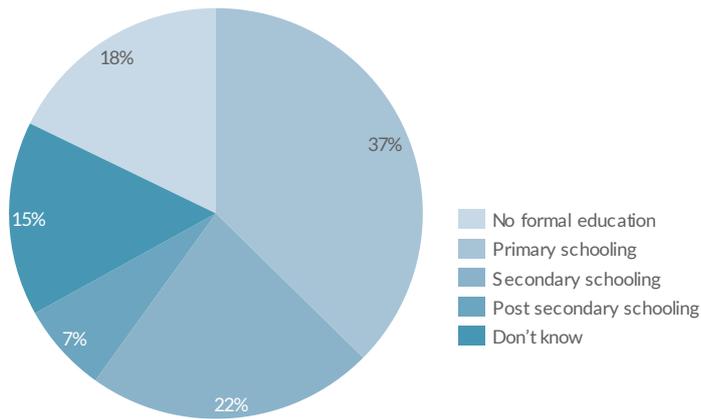


### 9.3 Youth NEET education and training

Whilst approximately half of youth NEET have secondary education, their parents' education consists most of primary schooling. 18% of their parents do not have any formal education.

<sup>39</sup> Other includes believe no suitable work available (in area of relevance to, Still underage (below 18 years), already made arrangements for self-employment to start later, holiday/vacation, already found work to start later, temporary disorganization/suspension of work (due to bad weather), target respondent is still looking for a job, awaiting recall to former job (without formal job attachment), awaiting busy season / it is slack period, temporary lay-off, poor wages and delays, target respondent is still working, farming, I have to stay at home and help in household chores

Figure 50: Parents/ guardian's highest level of formal



Over 80% of youth NEET have never had the opportunity to attend short trainings at a community level and 83% have no knowledge of youth capacity building programs. Most youth think that qualifications acquired through apprenticeships would be satisfactory for the public. Even though most youth NEET did not have any ideas as to how capacity building programs should advertise themselves, ideas such as employers undertaking regular talks on apprenticeship and availing more apprenticeships, parents encouraging kids to take more apprenticeships and training programs to embed apprenticeships/internships in their programs.

Figure 51: Youth NEET that have had opportunity for short trainings at community level

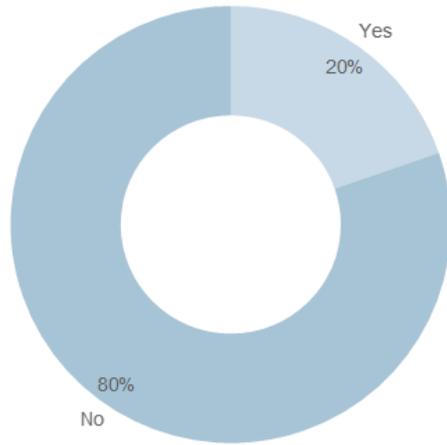
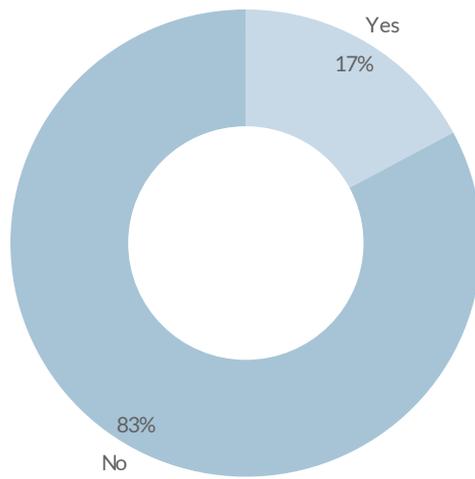
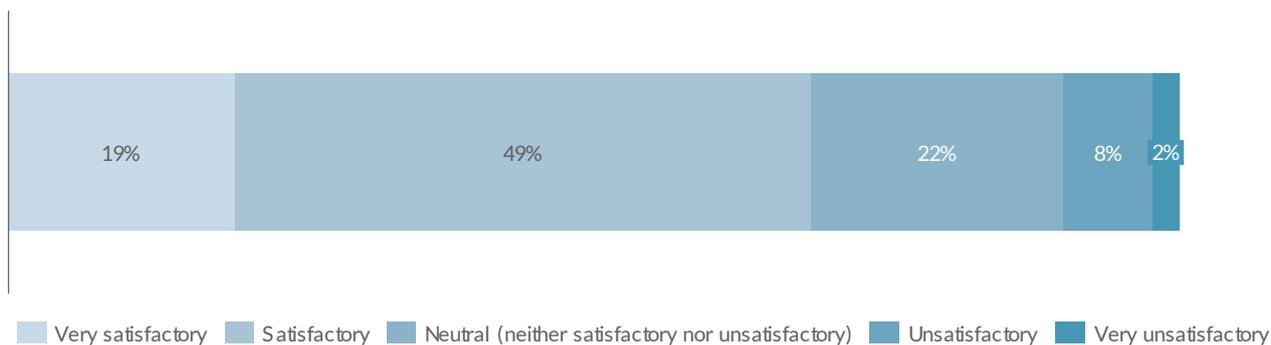


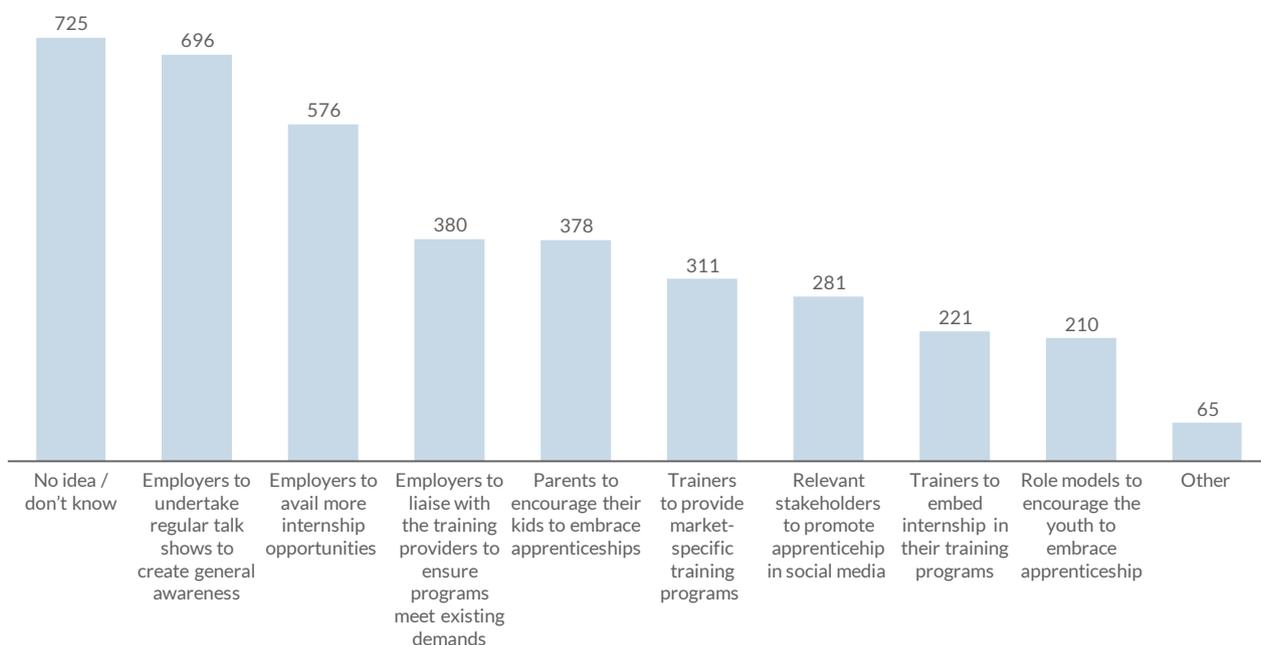
Figure 52: Youth NEET knowledge of programs/projects aimed at building youth capabilities



**Figure 53: Youth NEET opinion on how qualifications acquired through apprenticeships are perceived by the public**



**Figure 54: Youth NEET opinion on how to create awareness on internship, apprenticeship or capacity building programs<sup>40</sup>**



<sup>40</sup> Other includes alumni to get back to their old schools and evangelize apprenticeship, not applicable, internships to be paid, youths with similar skills to get together so that they can be reached easily {form groups}, none, bring training centres closer to the youths

Table 1: Shocks and stresses faced by the youth:

Description	# of respondents
<b>Unable to continue school</b>	<b>710</b>
Dropping out of school	387
Being unable to proceed with my education due to lack of school fees	323
<b>Loss of a family member or friend</b>	<b>343</b>
Loss of a provider	229
Losing a close friend through crime, accident, sickness, etc	77
Seperation	20
Losing a partner	17
<b>Pregnancy or early marriage</b>	<b>207</b>
Pregnancy	147
Early marriage	60
<b>Being rendered jobless/ losing employment</b>	<b>85</b>
<b>Accident or sickness</b>	<b>53</b>
Being involved in an accident/personal injury	31
Being critically sick	22
<b>Loss of property</b>	<b>37</b>
Loss of property (own or for the family) through theft	22
Loss of property (own or for the family) due to acts of God	15
<b>Others</b>	<b>25</b>
Lose of large sum of money	6
Strained relationships/ Conflicts with people close to you	5
Being caught up in post election violence	4
Being arrested by police	3
Being discriminated (Because of religion, tribe, health condition etc)	3
Lacking a basic need ( Clothes, housing, food)	2
Refused to answer	1
Not Applicable	1
<b>None</b>	<b>1026</b>
Total	2361

Table 2: Challenges faced by the youth

Description	# of respondents
Unemployment	2295
Drug and substance abuse	1751
Lack of education	1686
Lack of training	1267
Lack of self drive/ discipline (crime, immorality, STDs)	242
Gender discrimination	232
Tribalism	211
Others	104
Poverty	40
None	33
Lack of parental love/ guidance	15
Insecurity	10
Don't Know	3
Engaging in politics	2
Lack of legal documents	1

Table 3: Obstacles in finding a job (Currently employed)

Description	# of respondents	%
Insufficient or unsuitable education	256	29%
Lack of any formal education	104	12%
Unsuitable general education	96	11%
Mismatch between education requirements and that received	56	6%
No enough jobs available	230	26%
No work experience	100	11%
No suitable training or vocational education	91	10%
Unsuitable vocational education	37	4%
No suitable training opportunities	54	6%
I did not know anyone ('Kujuana')	60	7%
Others	133	16%
Considered too young	24	3%
Low wages in available jobs	19	2%
Wasn't looking for work yet	15	2%
Poor working conditions in available jobs	14	2%
Discriminatory prejudices (for example, disability, religion)	12	1%
Don't Know	9	1%
Tribalism	9	1%
Nepotism	7	1%
Lack of required documents ( School certificates, ID)	6	1%
Family responsibilities	5	1%
No obstacles	4	0%
Being male/female	3	0%
Lack of resources	3	0%
Corruption	2	0%
Not Applicable	1	0%
Total	870	100%

Table 4: Interpersonal skills and psychometric indicators

Interpersonal Skills	Leadership Position				Mentor				Friends			
	Yes		No		Yes		No		Yes		No	
Lowest	197	41%	278	59%	204	43%	271	57%	210	44%	265	56%
Low	329	48%	357	52%	352	51%	334	49%	358	52%	328	48%
Middle	154	59%	105	41%	169	65%	90	35%	150	58%	109	42%
High	266	57%	203	43%	273	58%	196	42%	278	59%	191	41%
Highest	308	65%	164	35%	290	61%	182	39%	277	59%	195	41%
Total	1254	53%	1107	47%	1288	55%	1073	45%	1273	54%	1088	46%

Table 5: Interpersonal skill and education levels

Interpersonal Skills	Education									
	No formal education		Primary schooling		Secondary schooling		Post secondary schooling		Total	
Lowest	38	8%	204	43%	217	46%	16	3%	475	100%
Low	34	5%	297	43%	314	46%	41	6%	686	100%
Middle	13	5%	88	34%	137	53%	21	8%	259	100%
High	9	2%	164	35%	256	55%	40	9%	469	100%
Highest	5	1%	117	25%	294	62%	55	12%	471	100%
Total	99	4%	870	37%	1218	52%	173	7%	2360	100%

Table 6: Decision making skills and psychometric indicators

Decision-making Skills	Leadership Position				Awareness of Funds				Savings			
	Yes		No		Yes		No		Yes		No	
Lowest	177	37%	296	63%	73	15%	400	85%	169	36%	304	64%
Low	631	52%	591	48%	306	25%	916	75%	617	50%	605	50%
High	141	58%	104	42%	77	31%	168	69%	134	55%	111	45%
Highest	305	72%	116	28%	157	37%	264	63%	241	57%	180	43%
Total	1254	53%	1107	47%	613	26%	1748	74%	1161	49%	1200	51%

Table 7: Decision making skills and education

Decision-making Skills	Education									
	No formal education		Primary schooling		Secondary schooling		Post secondary schooling		Total	
Lowest	42	9%	216	46%	199	42%	16	3%	473	100%
Low	53	4%	488	40%	603	49%	78	6%	1222	100%
High	3	1%	82	34%	141	58%	18	7%	244	100%
Highest	1	0%	84	20%	275	65%	61	14%	421	100%
Total	99	4%	870	37%	1218	52%	173	7%	2360	100%

We also analyzed “resilience” of youth by determining correlations between loss of a provider and the different life outcomes. Though there is higher and lower likelihood between loss of a provider and the different life outcomes, there were little correlation between the two. Essentially, respondents who have experienced loss of a provider are more likely to

- Have lower education levels
- Have good interpersonal skills

- Have higher decision-making skills
- Be self-employed and in informal employment compared to formal employment
- Score low in digital learning
- Score low in functional literacy
- Score low in functional numeracy
- Score highly in general knowledge

## 9.4 Definitions

- **Social capital:** Youth list “social intelligence” amongst their most valued capabilities, and “giving back to the community” among their core values, given the importance of building and maintaining the social capital necessary to leverage the full power of social networks. Knowing the right people in the right places increases youth NEETs’ exposure and access to opportunities in a competitive job market.
- **Financial capital:** Money that youth can use to pay for education, join TVET, start own business and buy tools to provide services in sectors which they operate. This can be raised via sponsors, savings/ borrowing etc.
- **Physical capital:** Includes physical assets like machinery, buildings, computers etc.. Used as inputs in the process of production. It may also include natural assets like land, labor, animals used in the process of production. For some youth - especially youth in rural areas - inheritance of family assets such as farmland or livestock can be a major enabler for a sustainable livelihood.
- **Socio-Economic Status (SES):** Socio-economic status indicator 1 is the lowest and 10 is the highest. A score out of 100 based on Roofing material, Source of water, Type of shelter, TV ownership, Electricity grid, Post office was used to calculate the SES status