

Assessing the Effects of K-YES Supported Training Programs on Youth Beneficiaries' Employment, Social & Personal Development Outcomes

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INTRODUCTION

Kenya Youth Employment & Skills (K-YES) Program

Kenya Youth Employment and Skills (K-YES) is a \$21.791 million, 5-year program funded by USAID that began in September 2015. K-YES aims to enhance employment opportunities and the overall labor supply in nine concentrated geographic areas and sectors, through both wage employment and self-employment, for unemployed and underemployed youth (aged 18–35) who have not completed secondary education. The program is implemented by RTI International and has included consortium of partners, such as the International Rescue Committee (IRC), Land O’Lakes International Development, GeoPoll and SSG Advisors, among other local private sector and public organizations and agencies.

The long-term goal of K-YES is:

To enhance the employability of Kenyan youth for increased wage employment and self-employment – for unemployed and underemployed youth (aged 18–35) who have not completed secondary school – resulting in increased workforce competitiveness and increased private sector employment in the nine targeted counties of Bungoma, Garissa, Kwale, Kericho, Kisii, Migori, Nairobi, Nyeri and West Pokot.

Research Purpose

The purpose of this research study is to track, assess and compare various effects of different K-YES supported training programs on youth employment, social and personal development outcomes. It will focus specifically on the program’s Agribusiness, Business Skills & Entrepreneurship, TVET/CBET and Life Skills trainings. This study will be used to complement and enhance current and future K-YES evaluations which will lead to more informed future programmatic decision making.

FINDINGS

Unemployment

Prior to K-YES training, **38.45%** of youth were unemployed. After training, only **11.55%** of youth were unemployed. This **26.90% decrease** in unemployment is a significant step and a major accomplishment for the K-YES program.

Figure 1 displays the differences in youth unemployment rates by training type. The main pattern found here is the decrease in unemployment rates when *Life Skills* training is integrated

into other types of training programs. This trend adds to the argument that incorporating life skills training into the three primary training types has positive results.

As depicted in Figure 2, not only are the unemployment rates for *electrical, tailoring* and *welding/carpentry* all 0%, but those trades/skills also have the **lowest** amounts of youth working in other sectors. The demand for these types of careers always will be there, which might explain these results.

Monthly Income

The **majority** of youth saw **increases** in their monthly income after training (Figure 3). **57.17%** were able to increase their monthly income after training.

Additionally, incorporating *Life Skills* training into the primary training **increased** the likelihood of a youth earning more each month in two out of the three primary training types.

Confidence

Youth who participated in *Agribusiness combined with Life Skills* training felt the **most confident** in

Figure 1.

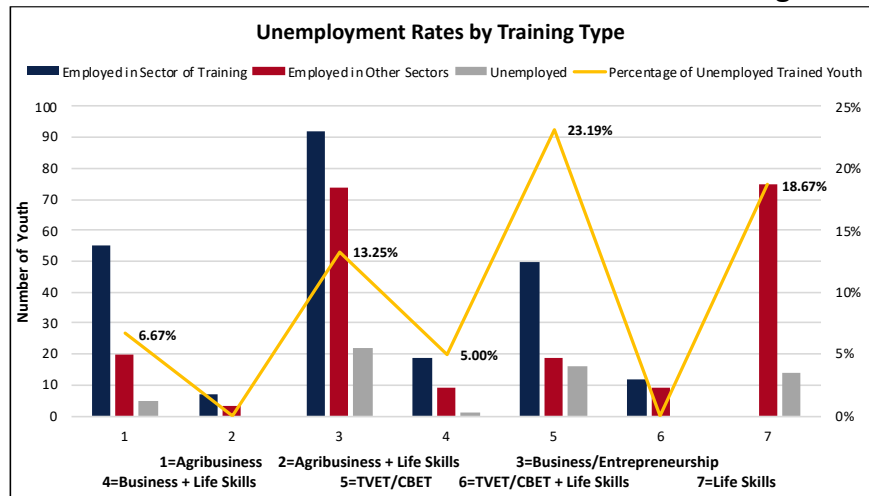


Figure 2.

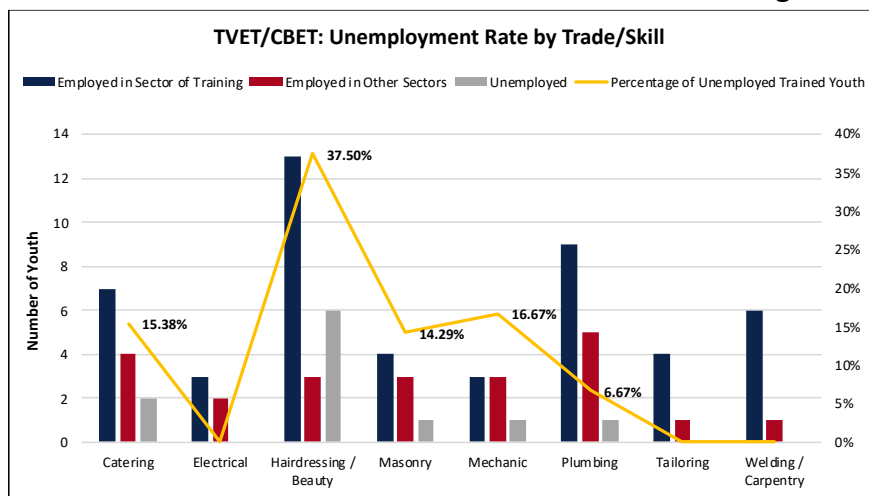
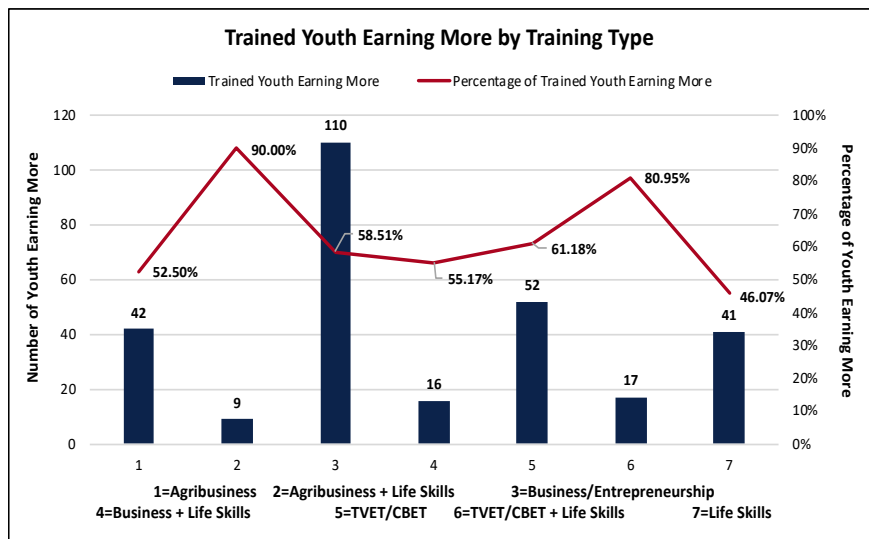


Figure 3.



themselves after training. On the contrary, youth who participated in *Business Skills combined with Life Skills combined with Life Skills* training, as well as *TVET/CBET combined with Life Skills* training, felt the **least confident** in themselves after training (Figure 4).

When looking at the specific trades/skills within TVET/CBET trainings, youth trained in *electrical* felt the **most confident** in themselves after training. Meanwhile, youth trained in *hairdressing/beauty* felt the **least confident** in themselves after training.

Outlook Towards the Future

In terms of the differences across the different types of training (Figure 5), youth who participated in *Agribusiness combined with Life Skills* training had the **most positive** outlook towards the future after training. In the opposite direction, youth who participated *Life Skills training* had the **least positive** outlook towards the future after training.

Among the specific trades/skills within TVET/CBET training, youth who were trained in **tailoring** had the **most positive** outlook towards the future after training. Furthermore, youth who were trained in **hairdressing/beauty** had the **least positive** outlook towards the future after completing training.

Figure 4.

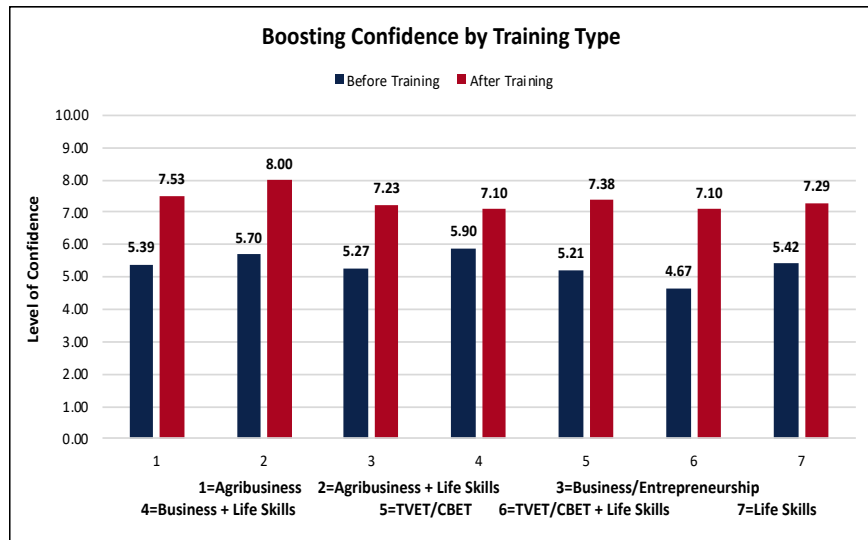
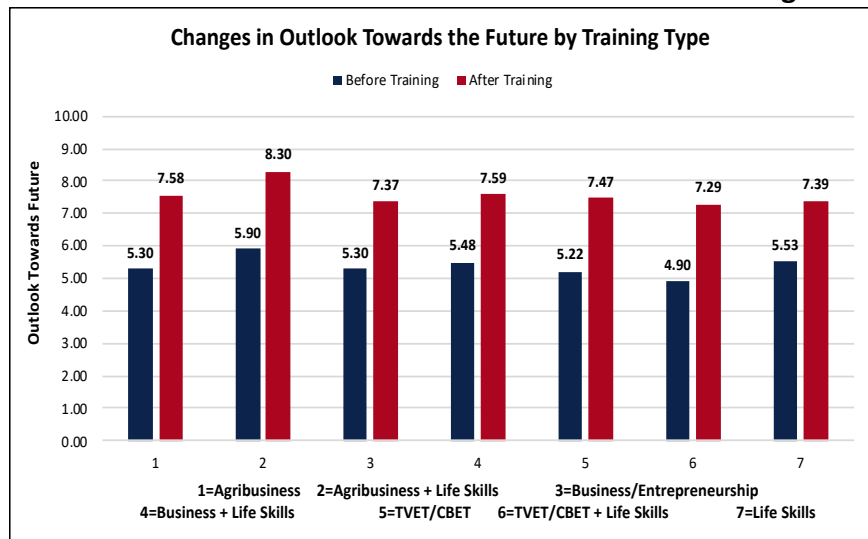
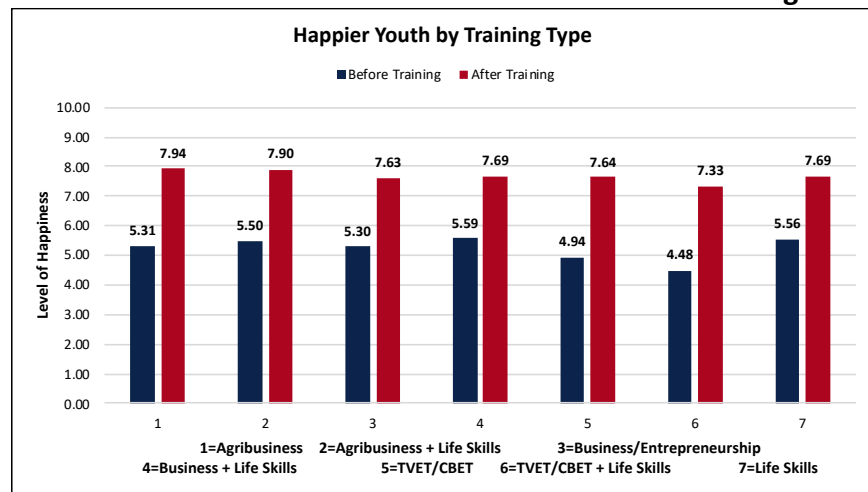


Figure 5.



Happiness

Prior to training, the average level of happiness (Figure 6) across all youth in the sample was just **5.24**. After training, however, the average level of happiness across all training types **increased to 7.69** – a **2.45-point** jump. Youth who participated in *Agribusiness* training felt the **happiest** after training. On the flip side, youth who participated in *TVET/CBET combined with Life Skills* training felt the **least happy** after completing training.



Across the specific trades/skills within TVET/CBET training, youth who were trained in **catering** felt the **happiest** after completing training. In the opposite direction, youth who were trained in **plumbing** felt the **least happy** after completing training.

CONCLUSION

Among the three primary training types, both **Agribusiness** and **TVET/CBET** trainings result in the **most positive** employment, social and personal development outcomes. Additionally, incorporating **Life Skills** training **generally** has a **positive impact** on the outcomes measured in this study.

When analyzing the impact of TVET/CBET trainings on youth outcomes by looking at the specific trades/skills in which youths were trained in, the results were quite interesting. Youth trained in **electrical** had the **most positive** employment, social and personal development outcomes. On the contrary, youth trained in **hairdressing/beauty** had, by far, the **least positive** employment, social and personal development outcomes. Furthermore, the **catering** training resulted in **consistently better** outcomes than most other trades/skills.

In conclusion, the results of this study suggest that further youth workforce development programming should focus heavily on training youth in specific trades/skills. These are areas in which the demand for labor will always remain steady. Therefore, training youth in specific trades/skills is a sustainable pathway towards decreasing the overall number of unemployed youths not only in Kenya, but in countries all across the globe facing youth unemployment challenges.