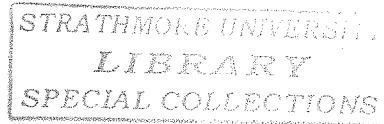


**Information and Communication Technology (ICT) Access for Training and Employment  
Opportunities by Kenyan Youth.**

**A Case Study of Youth Living in Nairobi**

Strathmore University  
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Information and  
communication



**Gwen Mutoro Waswa**

**A dissertation submitted in partial fulfilment of the requirements for the Degree of  
Master of Science in Computer Based Information Systems at Strathmore University**

**Faculty of Information Technology**

**Strathmore University**

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**June, 2011**



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GWEN MUTORO WASWA

Registration Number: MSIS/052397/08

The dissertation of Gwen Mutoro Waswa was reviewed and approved by:

ISMAIL ATEYA LUKANDU, D. Sc

Senior Lecturer, Faculty of Information Technology

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Strathmore University

## ABSTRACT

This study addresses the issues facing the youth on access to ICT training and employment. It specifically addresses the case of the youth living in Nairobi province. It adapts the definition of a youth from the Kenya National Human Development Report , that defines a youth as people resident in Kenya who are between 15 to 35 years old (KNHDR, 2009).

The objectives of the study were to establish the education level attained by the unemployed youth, to identify the benefits attained by the youth having the ICT skills, to identify the challenges faced by the youth in relation to ICT employment and training at all levels of education and to propose a framework for addressing school and unemployed youth access to ICT employment opportunities.

The research design adapted in this study is quantitative design. In this design, structured questionnaires were prepared in line with the objectives and skillful research assistants were used to collect data from randomly selected household in Nairobi province. The target population for this study was the unemployed youths but economically active group, living in Nairobi province as defined in 2009 population and housing census. These are youth living in the four districts of Nairobi province namely; Nairobi West, Nairobi East, Nairobi North and Westland.

The findings of the study revealed that majority of the youth seeking for employment are between the ages of 21-25 years old (55%). It also revealed that 57% of the unemployed youth lack ICT training. Out of the remaining 43% that have ICT training, 28% have basic computer application packages such as Microsoft office.

The study proposes a framework that can be used by the youth to easily access ICT training and employment in Kenya. It also suggests an implementation matrix that is geared towards addressing the issue on youth access to ICT training and employment in Kenya. According to this framework, ICT training should be enshrined in the school curriculum. It should start from primary, secondary and tertiary for those youth in school. For those out of school without formal education some basic ICT training course can be offered that will lead to professional certification.

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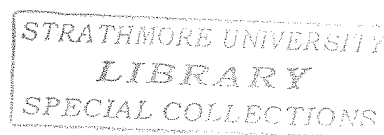
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And finally I thank my employer E-Government and Interim Independent Electoral Commission for giving me the opportunity to study; my colleagues and classmates for their support and knowledge sharing.

## **DEDICATION**

This research project is dedicated to all youth in Kenya whose passion for ICT training and employment has stood the test of times.

## ACRONYMS AND ABBREVIATIONS

<b>ALMPS</b>	-	Active Labor Market Programs
<b>CIDA</b>	-	Canadian International Development Agency
<b>CSO</b>	-	Civil Society Organization
<b>COWA</b>	-	Companion of Works
<b>ERS</b>	-	Economic Recovery Strategy
<b>GPS</b>	-	Global Positioning System
<b>ICT</b>	-	Information Communication Technology
<b>ILO</b>	-	International Labour Organization
<b>KEPSA</b>	-	Kepsa Private Sector Alliance
<b>KNBS</b>	-	Kenya National Bureau of Statistics
<b>KNHDR</b>	-	Kenya National Human Development Report
<b>KKV</b>	-	Kazi Kwa Vijana
<b>KYBT</b>	-	Kenya Youth Business Trust
<b>MOYAS</b>	-	Ministry of Youth and Sports
<b>NARC</b>	-	National Alliance Rainbow Coalition
<b>NASSEP</b>	-	National Sampling Survey and Evaluation Programme
<b>NGO</b>	-	Non-Governmental Organization
<b>NYCA</b>	-	National Youth Council Act
<b>PES</b>	-	Public Employment Services
<b>PSRP</b>	-	Public Service Reform Programme
<b>SEWA</b>	-	Self Employed Women Association
<b>SMEs</b>	-	Small and medium enterprises
<b>TIVET</b>	-	Technical Industrial Vocational Training
<b>UN</b>	-	United Nations
<b>YBI</b>	-	Youth Business International
<b>YEDF</b>	-	Youth Enterprise Development Fund
<b>YES</b>	-	Youth Employment Summit
<b>FIT</b>	-	Faculty of Information Technology

## **Chapter 1: Introduction**

### **1.1 Background**

Unemployment among the youth is on the rise in many countries over the last decades. However, unemployment has persisted, increasing steadily over time, especially amongst the youth in Kenya (Central Bureau of Statistics, 2002). There remains the question of what more can be done, in order to alleviate this problem of youth unemployment.

Youth are an asset, not a problem (Somavia, 2004). Young people often face serious difficulties in effecting the transition from school to work. ILO currently estimates there are about 66 million young unemployed people in the world today. In industrialized countries, young people typically face unemployment rates which are twice as high as those of adults. In developing and transition countries the ratio is often much higher (ILO, 2001).

There are quite a number of definitions for a youth. The operational definition of youth varies widely from country to country and has demographic, political, institutional and cultural construct (O'Higgins, 1997). According to the Kenya National Human Development Report, a youth is defined as people resident in Kenya who are between 15 to 35 years old (KNHDR, 2009). National Youth Council Act also defines a youth as a person aged between 18-35 years old (NYCA, 2009), the National Youth Policy defines a youth as someone between 15 and 30 years old (NYP, 2006).

United Nations defines a youth, as someone aged 15 to 24 years. On the other hand countries and communities may differ considerably in their definitions of youth. In Uganda, for example, a youth is a person aged between 12 to 30 years, while in Nigeria and Bangladesh a youth is someone between 18 and 35 years (ILO, 2002). Regardless of the varying definitions, the youth have been recognized as the world's greatest asset. This is because the youth bring energy, talent and creativity to economies and create the foundations for future development.

Youth unemployment in Kenya constitutes 78% of total unemployment. Barely 125,000 young people are annually absorbed into formal employment, which today has nearly 1.8 million employees. The informal sector, which has about eight million workers, absorbs most of the youth (KIHBS, 2005 / 2006).

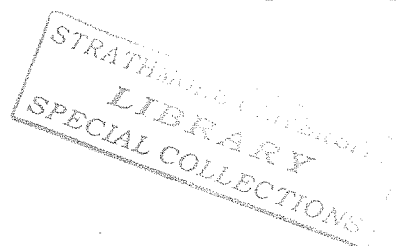
According to the National Youth Policy, there are specific areas that need to be addressed in relation to youth development (National Youth Policy, 2006). These areas are; health related problems; Increasing school and college drop-out rates; Crime and deviant behavior; Limited sports and recreation facilities; Abuse and exploitation; Limited participation and lack of opportunities; Limited and poor housing; Limited access to information and communication technology (ICT).

The government of Kenya has also recognized that beside skills development, youth still need financial capital in order to be self employed. The Youth Enterprise Development Fund, a revolving loan facility whose budgetary allocation has been increased from an initial Sh1 billion to Sh1.75 billion, is another way that the State hopes to fight unemployment. Already, some Sh1.53 billion has been disbursed to over 57,075 youth enterprises across the country aims at assisting young people to engage in productive entrepreneurship. This scheme though has noticeable faults, as not all youths are well organized to access the funds. As such this is at best a stop-gap measure which cannot be sustained (YEDF Status Report, 2009).

A stakeholder's workshop on youth and development, organized by the World Bank, stated that there are a number of risk factors affecting the youth in Kenya (World Bank Report, 2004). These risk factors include; the youth are no longer well prepared for adulthood by the traditional means of providing youth with mentors, hence no rite of passage; Suitable education for the labor market are limited, therefore need for life skills training in the education curriculum, but as at present, students are trained just to pass exams.

Youth in certain geographical regions are marginalized, with restricted access to opportunities that are available to other young persons. For example, in urban areas those living in slums have severely limited access to services and opportunities; there is discrimination purely on the grounds of age, legitimized by beliefs such as wisdom only comes with age, and that youth is merely a transition period therefore society perceives them as irresponsible and troublemakers and finally, there is also an assumption that white-collar jobs are the best and little encouragement is offered to youth to take up blue-collar jobs

The Goal 8 of the MDGs calls for Developed of Global Partnership for Development and targets that developed countries in partnership with developing countries, to develop and implement



strategies for decent and productive work for youth and also the private sector, make available the benefits of the new technologies, especially information and communication. The MDGs do not ignore the issue of youth unemployment. The ones that target the achievement of developmental outcomes and are linked to employment creation include: Goal one; which seeks to eradicate extreme poverty and hunger. Some of the objectives are to increase employment to population ratio and reduce the proportion of employed people living below \$ 1 per day; Goal two; which seeks to achieve universal primary education.

Goals three and seven that seek to promote gender equality and empower women and ensure environmental sustainability respectively. One of the indicators of goal 3 is the share of women in wage employment in the non-agricultural sector. Youth employment is therefore a major focus of the Millennium Development Goals (MDGs) and it is the main thrust of the MDG goal 8 on developing a global partnership for development (MDGs Status Report for Kenya, 2005)

The Youth Employment Summit (YES Campaign) is global campaign started in the year 2002. A major outcome of the Kenyan Summit was the Nairobi Declaration and the African Ministers Declaration, which call for renewed support for youth employment initiatives in Kenya and in Africa respectively. The YES Campaign works with national and global partners to develop and deploy effective programs that realize the following goals: Develop capacity of youth to lead in-country youth employment initiatives, Promote youth employment to address key development challenges, Build in-country coalitions to develop national strategies addressing youth unemployment ( Youth Employment Summit Kenya, 2006).

Youth Employment Network (YEN) works to engage, educate and motivate actors to provide improved employment opportunities for youth. It is a platform and service provider focusing on policy advice, innovative pilot projects, knowledge sharing, and brokering partnerships. YEN makes use of its core agency partners' know how and resources and ensures youth participation in delivering its services.

### **1.1.1 National Level Policies**

There are a number of papers, policies and strategic plans that have been developed by the government of Kenya to address the issue on youth and unemployment. They include;

#### **a) National Youth Policy**

The National Youth Policy (2006) recognizes that youth are a key resource that can be tapped for the benefit of the country. Thus, the policy endeavors to address issues affecting young people by including broad-based strategies that would provide the youth meaningful opportunities to realize their potential.

#### **b) National Development Plan**

National Development Plan (2002-2008), articulates pro-poor growth strategies aiming at economic growth and poverty reduction. The plan acknowledges that youth unemployment is an emerging and disturbing phenomenon and there is need to evaluate it at individual and national level (GoK. 2001. National Development Plan 2002-2008).

#### **c) Poverty Reduction Strategy Paper**

Poverty Reduction Strategy paper (1999-2015) supports micro and small enterprise as key strategy for elimination of poverty and unemployment. It recognizes the cumbersome laws and regulations which prevent small entrepreneurs, most of whom are youth, from meaningful engagement in trade (GoK. 2001. Poverty Reduction Strategy Paper 2001-2004).

#### **d) The Economic Recovery Strategic Working paper ( ERSW)**

The ERSW is the current economic blueprint which the National Rainbow Coalition (NARC) has been using from 2003-2007. The paper aimed at generating wealth and creating employment thus reducing poverty and youth unemployment. However, ERSW has fallen short of creating the 500,000 jobs in the formal sector and the youth are still hoping for solutions (GoK. 2003. Economic Recovery Strategy for Wealth and Employment Creation 2003-2007).

#### **e) Vision 2030**

Vision 2030 is the long-term Kenyan development blueprint from 2008-2030. The plan indicates the Kenyan hopes to achieve its overarching vision of become “a globally competitive and prosperous nation with a high quality of life by 2030.” It is based on three pillars: economic, social and political. Employed youth will be the major implementers and beneficiaries of Vision

2030 and as such the vision must not only focus on youth as a crosscutting stakeholder in each of its pillars but also provide resources to youth initiatives (Kenya Vision, 2030).

### **1.1.2 Institutional Framework and Coordination**

There are a number of youth employment serving organizations/Networks Perspective involved in policy advocacy, capacity building, awareness and sensitization on employment and enterprise development programme initiatives. They include the following;

#### **a) Expanded Opportunities Program**

Expanded Opportunities program is a joint program between the Ministry of Youth and UNDP, whose objective is to train youth on entrepreneurship through trainer of trainers' framework.

#### **b) Roundtable Initiative to Youth Employment**

Roundtable Initiative to Youth Employment (RIYE) is an initiative of the Ministry of Labor that brings together relevant development partners, which has successfully facilitated the development of a youth enterprise training manual, the One Stop Resource Centre, and several workshops on youth employment (National Action Plan on Youth Employment 2007-2012).

#### **c) Job Connect**

Job Connect is initiative by the Ministry of Labor that bridges the gap between educational institutions and employees. It guides graduates on job searching skills, writing good resume, interview skills and keeps a databank of resumes which they make available to prospective employers(National Action Plan on Youth Employment 2007-2012).

#### **d) The Companion of Works (COWA)**

COWA is a non-governmental organization that is committed to assisting youth find employment opportunities through placement and vocational training. It trains youth on entrepreneurship skills. It has also equipped the youth with vocational skills (National Action Plan on Youth Employment 2007-2012).

#### **e) Kenya Youth Business Trust (KYBT)**

KYBT is the local chapter for Youth Business International (YBI) launched 2003. It aims at reducing youth unemployment by supporting new business start-ups and providing disadvantaged youth with personal development opportunities. KYBT provides seed capital,

business mentorship and business information. Kenya Private Sector Alliance (KEPSA) has been involved in coordinating policy and advocacy into government policy (National Action Plan on Youth Employment 2007-2012).

## **1.2 Case of the youth living in Nairobi**

According to 2009 census, youth unemployment in Kenya constitutes of 78% of total unemployment (KNBS, 2010). Out of this, 29% of the youth are living in Nairobi province, which is the highest percentage compared to other provinces. Out of this population, 54% are females while the rest are male, all seeking for employment basically in all sectors (KNBS, 2010). This can be explained by the high rate of rural-urban migration of the unemployed population mainly to cities, hoping to find white collar jobs.

Although, Kenya has implemented various interventions to address the challenge of youth empowerment and unemployment, notably: free primary education, subsidised secondary education and the Youth Enterprise Development Fund; many youth still remain unemployed. If the major constraint to employment is lack of skills, then increasing education levels would decrease unemployment rates.

However, unemployment is increasing despite the increase in education. Unemployment among the youths still remains to be a big problem especially in the urban areas. Many Youths in Kenya still remain unemployed and vulnerable to crime and social unrest. Youth unemployment is therefore a threat to the gains made so far in human capital investment.

The study however, seeks to bridge the gap between out of school and employment among the youth living in Nairobi. The main emphasis is to address how ICT training can create employability to this youth. In addition, to propose an ICT training and employment framework that can be used by youth to access the ICT employment opportunities.

## **1.3 Problem Statement**

According to the National Youth Policy, limited access to ICT and communication has been cited as one of the major problems facing youth unemployment today. There is no framework for implementation of ICT training and Youth employment opportunities in Kenya therefore need to assess to what extent lack of ICT training opportunities influence the level of unemployment in Kenya (YES Summit, 2006).

However, with more extended periods of unemployment, the negative consequences of youth unemployment make themselves felt. Health problems, drug addiction, other forms of social anomies and social unrest are strongly linked to extended periods of unemployment.

#### **1.4 Objectives**

- i. To establish the highest education level attained by the unemployed youth .This will assist in knowing the ICT education levels and specialization acquired.
- ii. To identify the benefits attained by the youth through acquiring ICT skills.
- iii. To identify the challenges faced by the youth in relation to acquiring ICT employment and training at all levels of education.
- iv. To propose a framework for addressing in-school and unemployed youth (out-school) access to ICT training that will easily lead to employment opportunities.

#### **1.5 Research Questions**

- a) What is the highest education level attained by the unemployed youth? Are there any areas of ICT specialization?
- b) What benefits has the youth attained by acquiring the ICT training?
- c) What challenges are faced by youth in relation to ICT training and employment?
- d) What procedure has been proposed for addressing youth access to ICT training and employment in Kenya?

#### **1.6 Research Significance**

Information and Communication Technology is the fastest growing sector in Kenya, with youth forming the critical mass in ICT related issues. Many opportunities are available for the youth in this sector as they possess the relevant technical skill and continued expansion of ICT promises to offer more employment opportunities. The possibilities that ICT offers the youth employment is evidenced by the numerous ICT based small enterprises where young people provide services such as cybercafés, telecom facilities, tele-centers and computer training (Kenya National Human Development Report, 2009).

The research will provide awareness of unemployment of youth in Kenya as well as highlight the limited job prospects, underdeveloped skills and inadequate education that impact on youth unemployment. It will also show how youth unemployment and poor jobs are contributing to high levels of poverty. Therefore how ICT can be used to curb unemployment in Kenya.

However ICT is not a cure to all the problems. However, the unemployed and the under employed of the world have more to gain in relative terms than the billion people who already enjoy the benefits of this technology. ICT can be a powerful tool to facilitate and enable affordable solutions to economic development such as providing access to markets and jobs, individual development such as providing access to education, entertainment and healthcare, and social development by facilitating free flow of information.

### **1.7 Scope and Limitation**

A subset of the population will be interviewed. If different sub populations have different properties, they can often be better understood if they are first separated into distinct subpopulations. One can often estimate parameters more accurately if one separates out subpopulations: distribution of heights among people is better modeled by considering men and women as separate subpopulations.

## **Chapter 2: Literature review**

### **2.1 Introduction**

According to Becker (1975), specific human capital refers to skills or knowledge that is useful only to a single employer of industry, whereas general human capital such as literacy is useful to all employers. Economists view firm specific human capital as risky, since firm closure lead to skills that cannot be transferred. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings.

### **2.2 Challenges facing Youth in Kenya**

Society's expectations of youth overshadow personal expectations and overwhelm youth. There is also an assumption that white-collar jobs are the best and little encouragement is offered to youth to take up blue-collar jobs.

Absence of youth participation in actual decision-making or implementation of policies affecting them was also cited. Youth are merely used as tokens in the policy formulation process. Corruption is cited as a problem when youth try to establish businesses. Those who lack money for bribes have difficulty in getting assistance to set up their businesses.

Kenya is undergoing transition from an agrarian to an information based society, yet knowledge is not keeping up with the changes. Changes in social expectations are also resulting in confusion. Children are obliged to take on the roles of adults when households are decimated by HIV/AIDS. The influence and support of the extended family is also declining. There is limited availability of employment opportunities for the Kenyan job market and limited access to finance for youth to establish themselves in enterprise or self-employment is also another detrimental factor.

### **2.3 Case study of the Five Principles on how ICT training has empowered the youth.**

According to Curtain (2000), in a background paper for the Secretary General's Youth Employment Network in Asia, proposed a five principles initiative on youth empowerment using ICT, based on the different levels of income i.e. high, middle and low. The initiatives acknowledge the differences in the technological and socio-economic capacity between countries. The five key principles include: ICT employment generation through youth entrepreneurship, promoting public-private partnerships to generate ICT-related employment, potential of ICT to assist the vulnerable, bridging the gap between the digital economy and the informal sector, and putting young people in charge.

The study deduced that the middle income option to employment opportunities are call centers and remote processing in developing countries, suited to young people with upper secondary or tertiary qualifications. Low-income options include the use of mobile phones to generate income and through micro and small enterprises providing access to a wider range of ICT services such as faxes and the Internet through tele-centres or cyber cafes in Asia and Africa.

The best practice examples of the uses of ICT to generate employment for young people have demonstrated that technology is a tool that can be applied in a variety of ways. The challenge for each country and for different socio-economic groups within a country is to work out the most cost effective way to use ICT. The ways that high-income countries use ICT need not apply to middle-or low-income countries of socio-economic groupings within countries.

Four common but incorrect assumptions about the use of ICT in middle-and low-income levels have been identified. These are: ICT access requires personal ownership of a computer, ICT access requires use of expensive computers, the infrastructure commonly used in rich countries to access ICT is not readily available in many developing countries, the use of the Internet is text-based and is English dominated which means that users need to be literate and literate in English in particular (Anderson, 2001)

According to Prahalad (2000), it may be common for people in wealthy countries to own a computer for personal convenience reasons, the poor in developing countries may decide to make an equally rational trade-off offering low-cost access (and no cash investment) for a level of personal inconvenience .

### **2.3.1 ICT employment generation through youth entrepreneurship**

The potential of mobile phones to create low-income earning opportunities for young people is illustrated by the Grameen Village Pay Phone program (VPP). Grameen Bank is a pioneer of small loans to the poor in Bangladesh in 1976. The VPP makes it possible for a Grameen borrower to buy a mobile phone, then make the telephone available for others in the village to pay for phone calls, to send short message services (SMS) and to enable villagers to receive incoming calls at a wholesale airtime rate (CIDA,2000).

Grameen Village Pay Phones operates in more than 2,000 villages in Bangladesh. Farmers use them to find out where they can get best prices for their crops, relief workers are able to better coordinate disaster response measures. Villagers are also able to use the phones to communicate with local government officials.

Youth are offered small loans to establish public call offices or kiosks to provide a range of services including telephone, fax, e-mail and access to the Internet as well as photocopying and computer word-processing services.

### **2.3.2 Bridging the gap between the digital economy and the informal sector**

In Sri Lanka and Mongolia, young people perform the role of ‘information intermediary’ as extension agents, community workers, or simply young school girls, they identify what is relevant on the internet and use their knowledge of computer and interpret it in the light of local context. This has been useful in connecting rural women and farmers with the information they need (Hafkin & Taggart, 2001).

India’s Swaminathan Foundation has set up Village Knowledge Centres, with special websites to provide a variety of locally relevant content, young people use their ICT skills to set up simple websites. Also young people purchase the satellite antennas to provide fellow villagers with paid access to cable television. They provide access to TV channels from a satellite for a fee (Curtain, 2000).

The Los Angeles-based Greenstar Foundation has set up self-contained, solar-powered community centers in remote communities on the West Bank, India, Jamaica, and Ghana. Each centre offers an Internet connection, health facilities, including telemedicine, a classroom complete with distance learning equipment, and a business centre, through which traditional

cultural products can be sold via the Internet. Revenues are returned to the village to support their ongoing, independent development. The projects are deliberately targeting areas without electricity (Hudson, 2001).

Singapore Government has launched the 'Technopreneurship program' to foster entrepreneurship by injecting a greater emphasis on entrepreneurship into the education system to encourage creativity, risk taking and a spirit of lifelong learning (Jensen, 2001). It has also made it easier for new enterprises to obtain start-up funding through a US\$1 billion venture fund to support local entrepreneurs. The program is also improving the physical infrastructure for start-ups, such as enhancing technology park facilities.

The program has Technopreneur Home Office Scheme which makes it easier for technology entrepreneurs to use their residential premises as home offices and hence reduce costs significantly. Another one is Singapore Venture Capital Association has also instituted the Phoenix Award recognizes entrepreneurs who have failed previously and later succeeded, either by starting a new technology venture, or by using technology to succeed

### **2.3.3 Collaboration of government and private sector in generating ICT employment**

Public and private sector partnerships leverages additional investment in building public infrastructure and deliver additional funding to build roads, expanding public transport or set up a communications infrastructure.

Both the Indian and Chinese governments have in recent years set up ministries to further promote ICT industries through attracting international companies. The establishment of ICT-based remote processing facilities usually involves public-private partnerships where governments provide incentives and infrastructure to encourage overseas enterprises to invest in such facilities (Khurshid & Ghani, 2001).

SOFTBANK Emerging Markets is responsible for incubating Internet companies in some 100 developing countries. It aims to establish internet related business in developing countries by establishing a wide series of partnership with key industry players. The initiative brings successful leading edge Internet models to developing markets and fosters local enterprises, through the incubation approach which allows entrepreneurs to focus on business concepts (ILO, 2001).



Jamaica in the West Indies, have been successful in setting up 'Digiports' i.e. Free-Trade Zones for digital work to create jobs through attracting information processing work. ICT-related remote processing work that small island countries have attracted is diverse. It ranges from relatively low-skilled operations, such as data processing to more skilled tasks, such as assessing and authorizing insurance claims. Young people have the opportunity to gain employment through the growth in remote processing facilities that are located outside the high-income countries (World Employment Report, 2001).

Cisco Networking Academies is one public-private partnership arrangements in the Asia-Pacific region related to ICT skills transfer involving governments, local educational institutions and international companies. It is a computer networking education program developed by Cisco Systems especially for non-profit, public education institutions. It teaches students to design, build, and maintain computer networks. It also has basic networking skills such as pulling cable to more complex concepts such as applying advanced troubleshooting tools. Using Web technologies, the Cisco Networking Academy Program is also a valuable model for successful e-learning, online tools that empower academies to manage all aspects of the program.

Oracle Corporation of the USA and the Punjab Provincial Government in Pakistan formed public-private partnership. This partnership was seen as an important step in positioning Pakistan on the global IT map. Punjab government formed the Punjab Information Technology Board (PITB) to advise the government in the field of IT. This includes initiatives to introduce new technologies for faculty training, curriculum development, and infrastructure development and student scholarships (Khurshid & Ghani, 2001).

#### **2.3.4 The ICT programs for the disadvantaged in the community**

A leading non-profit organization in India has developed for delivery a health care training course on infection prevention, designed for health care providers, who work in developing countries. They use young people who have acquired ICT skills to assist local development agencies and operators to deliver services to those most in need. The use of low-cost communication based on the Internet in the health system has attracted many young people with ICT skills in rural locations. Hence creating job opportunities for them (World Employment Report, 2001).

The Vaancha ICT Association project in India is using broadband ICT centers to bridge the gap between villages and cities (Lovering, 2001). Solar-powered Desktop PCs are linked to the Internet through broadband wireless technology. The project is also using a simplified ICT skills training methodology with special emphasis on income generation, small enterprise development, workplace education and online self-directed learning using print manuals and multimedia. Most youth find work in various private and public organizations while others start their own business facilities, such as tele-centers, cyber cafes and computer training centers (World Employment Report, 2001).

In Asia, the use of digital mapping shows how ICT has great potential to help the most vulnerable. They combine non-spatial data on access to welfare services, telephone availability, education levels, access to health services, water quality and income levels with spatially referenced data using geographical coordinates. The resulting information can be used to identify where the incidence of poverty is greatest. The data can be stored, retrieved and processed in various ways to produce summaries, statistics and maps (Lovering, 2001).

Asia-Pacific region has experienced aerial bombardment now have the opportunity to use digital technology to locate unexploded bombs. A project in Laos, which uses digital mapping and global positioning systems to identify the location of unexploded bombs, has generated significant local employment, including jobs for young people. The use handheld Global Positioning System (GPS) units take readings from navigational satellites to pinpoint the coordinates on the ground. The maps, which also include information gathered in the field, show the bomb (Lovering, 2001).

The Dutch Development Agency, in remote Humla District of north-west Nepal works with local communities in a very poor and remote area. The aim of the project is to produce and supply locally the goods and services required by the tourism industry. DVA's strategy revolves around developing tourism initiatives that benefit poor and disempowered groups.

The emphasis of the Pro-Poor Tourism strategy is on social mobilization through the development of community-based organizations; business planning and training designed to enable the poor to develop micro-enterprises and to take up employment opportunities (Ashley et al, 2001).

Malaysia and Thailand have connected their schools to the Internet. Where there is a government program to increase schools' access to computers and the Internet, scope exists for young people to be trained as computer technicians to maintain a bank of networked computers within a school (World Employment Report, 2001).

Green Peripherals and Components, otherwise known as Green PC, is a social enterprise aimed at helping the long-term unemployed young people obtain IT maintenance and repair skills. The Green PC project employs former long-term unemployed young people to refurbish second-hand computers donated by the corporate sector, government departments and educational institutions (World Employment Report, 2001).

SEWA has been one of the first organizations in India to realize the potential for harnessing ICT to help women in the informal sector (Hudson, 2001). It has sought to develop the organization's capacity to use computers by conducting awareness programs and imparting basic computer skills to its team leaders, 'barefoot' managers and members of its various member associations.

Many of SEWA's member organizations have launched their own websites to sell their products in the global virtual market place. Since the entire membership of SEWA consists of poor self-employed women, giving its members access to software in the 'language of daily use' is of great importance. Hence, efforts are being made to develop software to enable grass-roots workers and members to make the best use of the tools provided by ICT.

Informal sector workers can gain easy access to the Internet through telecentres to obtain information on markets or administrative procedures, and to publicize their services to a wider clientele. For example, the Foundation of Occupational Development in India, which operates eleven telecentres, has also established a website called India Shop to provide a market outlet for indigenous crafts people. As a result, an isolated community is able to fetch much higher prices from international customers than from retailers in nearby cities (Hudson, 2001).

TARAAhaat or Star Marketplace is an Internet gateway that connects the village user to information about social services, health, entertainment, and to markets, through a network of franchised cyber centers, customized in the language of their choice (World Employment Report, 2001). It has targeted at the poor by seeking to create sustainable livelihoods for people located in areas with limited economic opportunities and harsh living conditions. It is designed using

extensive market research and socio-economic surveys, including a house-to-house survey of selected villages in the region. It aims to cater for the needs of people with wide variations in literacy, language, financial liquidity, and levels of understanding.

### **2.3.5 Youth participation in ICT-based initiative**

Use of ICT to generate employment for young people relates to the importance of their participation in the design and implementation of ICT-based initiatives. The value of participation can be justified on a number of grounds. Participation brings to the project relevant information that outside development agencies or even governments are not likely to have. It also brings with it commitment and great effort that is required to make the project successful (World Youth Forum, 2001).

The importance of the principle of youth participation is stressed in the Dakar Youth Empowerment Strategy, at the UN's World Youth Forum (2001). The Strategy urges governments and international agencies to support initiatives that empower young people to have greater control over their individual and collective destinies, and their ability to effectively contribute to the advancement of the global community.

Technical, human and financial support must be focused on assisting marginalized and vulnerable youth to organize them in order to address their own needs and interests, and make their particular contribution to social progress. Young people and youth NGOs are the best agents for delivering change for other young people.

Limitation of many government support programs for youth enterprises is the failure to recognize that the initiative that comes from young men and women, based on their assessment of its viability and motivation to succeed rather than as a product of the program itself.

A project in Australia offers a good illustration of youth input at the design and implementation stages (White & Kenyon, 2001). The project is based on the principles of self-help, self financing and self-mentoring. It developed because of a failed grant application to repair "retired" computers. When the computers became available, the young people themselves decided to start the project without external funding. The thrust of the project is for young people themselves, using recycled computers and free software, to teach each other skills such as networking computers, how to repair computers,

How to design start-up IT projects to provide youth with employment is by giving refurbished computers to those without a computer. Other recycled computers are made available to regional schools, youth groups, and handicapped and indigenous youth. Network members are expected to actively seek out recycled hardware, refurbish it and make it available to others.

The self initiated actions of a Nepalese teacher shows how the Internet can benefit a remote village, even though he has to have to walk down for a full day to the nearest city where an Internet service is available to communicate with people from around the world. Village in the clouds embraces computers (White& Kenyon, 2001).

#### **2.4 Government Policy and Youth Employment (ALMPS)**

Active labor market programs (ALMPs) are used to reduce the risk of unemployment and to increase the earnings capacity of workers. Particular interventions include job search assistance, training, public works, wage and employment subsidies, and self-employment assistance. These are policies which directly promote the integration of young people into decent work (Albeit, 2008). They are implemented to enhance labor supply (training); increase labor demand (public works, subsidies); and improve the functioning of the labor market (employment services). ALMPs are often targeted to the long-term unemployed, workers in poor families, and particular groups with labor market disadvantages.

##### **2.4.1 Supply Side: Enhancing Human Capital**

Importance of improving education and training systems lies at the heart of the set of recommendations put forward by the UN/WB/ILO High level Panel on Youth Employment (UN/WB/ILO, 2001). Literacy is a fundamental condition for the exploitation of many of the gains to be had from new technologies. There is need to consider ways of making the skills provided by secondary level education and training systems more responsive to labor market needs, thus facilitate the entry of young people into productive work as in German and Australia. ALMPs increasingly included a preliminary phase of orientation and guidance in which young people are made aware of the effectively available alternatives (Freeman, 2005).

##### **2.4.2 Demand Side: Creating Job Opportunities**

Indonesia public works programmes have been used to employ principally young people in infrastructure development such as in the renovation of bridges and sewage systems as well as in

the construction of religious facilities. They serve the purpose of providing income support to the unemployed in countries where there is no established unemployment insurance or income support and maintain the labour market attachment of participants and to help mitigate some of the detrimental consequences of long-term unemployment. They produce goods of benefit to the community at large (Godfrey, 2003).

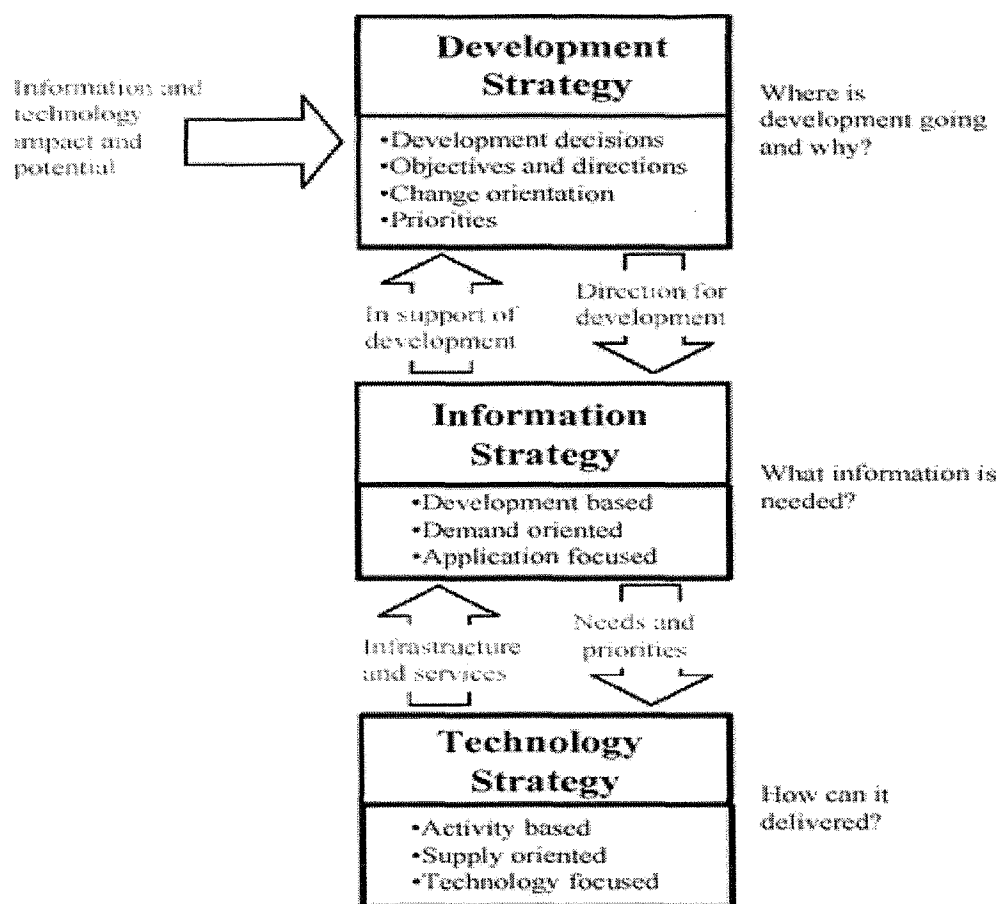
#### **2.4.3 Matching Demand to Supply – Public Employment Services (PES)**

In developed countries the job matching function fulfilled by PES is becoming ever more important. ALMPs include an element of guidance, counseling and job search assistance. Thus, PES, beyond administering financial unemployment assistance, is taking a more active role in the promotion of employment through the implementation of ALMPs themselves but also through the role of matching job seekers to jobs.

In Viet Nam, Public Employment Service Centers (PES) provides occupational guidance for young people. They also organize job fairs which bring together prospective employers and young potential employees who provide useful information on the available ICT employment opportunities and recruitments that takes place. PES uses online services which make it more attractive to young people by providing useful services.

#### **2.5 Framework: Nigeria Explore Full potential of ICT in Poverty Alleviation.**

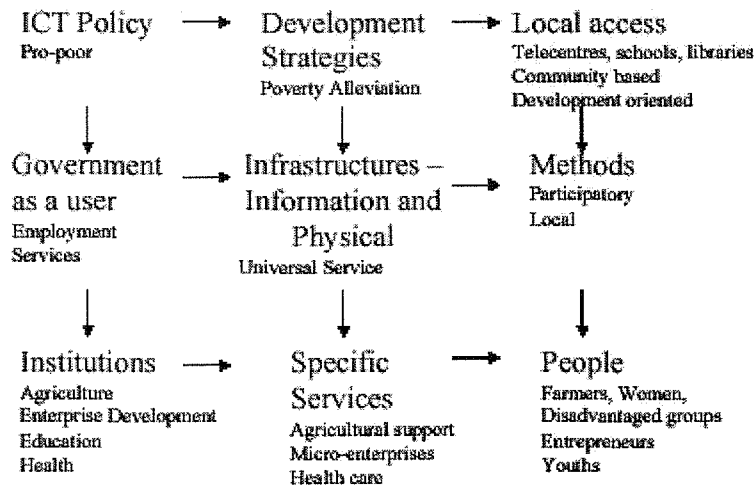
According to Obayelu A. and Ogunlade, I. (2006), the most effective route to achieving substantial benefit with ICTs is to concentrate on re-thinking development activities by analyzing current problems and associated contextual conditions, and considering ICT as just one ingredient of the solution. Application of ICTs for poverty should always begin with a development strategy. An information plan can be derived and only out of that should come a technology plan. (Figure 2.1)



**Figure 2.1: Relationship between Development, Information and ICTs**

**Source: Roger Harris (2002): ICT for poverty alleviation framework**

As part of pro-poor ICT policy in Nigeria, government has acknowledged its role as a major employer and user of ICTs. This fosters the infrastructure development that will be required to achieve widespread poverty alleviation through local access combines with suitable methods to ensure access is used to the best effect. There is the need for the Nigerian government to encourage institution reform leading to the delivery of effective services capable of exploiting the infrastructure. The services must be directed towards and delivered to the local access points to the poor people who need them (Figure 2.1).



**Figure 2.2: A Framework for Poverty Alleviation with ICTs**

**Source: Roger Harris (2002): ICT for poverty alleviation framework**

Government should also realize that eliminating the problems that the digital divide represents requires more than the provision of access to technologies. According to the ILO, ICTs can contribute significantly to socio-economic development, but investments in them alone are not sufficient for development to occur (ILO, 2001). Application of ICT is a necessary but not sufficient resource to address problems of the poor that mostly reside in the rural areas of Nigeria without adherence to principles of integrated rural development. So, unless there is minimal infrastructure development in transport, education, health, and social and cultural facilities, it is unlikely that investments from ICTs alone will enable rural poor in Nigeria to cross the threshold from decline to growth.

The digital divide then goes beyond access to the technology and can be expressed in terms of multiple dimensions. If Nigeria wishes to share the benefits of access to technology, further provisions have to be implemented in order to address all the dimensions of the digital divide. These include a variety of societal concerns to do with education and capacity building, social equity, including gender equity, and the appropriateness of technology and information to its socio-economic context. The poor people must understand digital divide and they must be thought to use and have access to ICTs (Figure 2.2).

## 2.6 Case Study Kenya.

Efforts to initiate youth development programmes have been made in a number of policy documents such as Sessional Paper No.2 of 1992 on small scale and Jua Kali Enterprises, the 1997-2001 Development Plan, and the National Poverty Eradication Plan 1999-2015, PSRP, and the Economic Recovery Strategy(ERS) 2003-2007. Through the Kenya Vision 2030, which proposes several initiatives tailored to meet the needs of the youth, the government has recognized the important role played by the youth in nation building and in achieving national policy plans.

The government through the Ministry of Youth Affairs and Sports (MOYAS) has initiated a youth employment Marshall Plan that aims to create 500,000 jobs annually in both formal and informal sectors beginning January 2009 which include Kazi Kwa Vijana (Jobs for the Youth) KKV projects which involve labour intensive initiatives to give jobs to the youth. The challenge is to shift KKV from an emergency initiative to a long term program that sustainably tackles youth unemployment problems. To succeed in this programme the government and its stakeholders at all levels, must continually strengthen their capacity.

Trees for Jobs are another initiative developed by MOYAS in 2009. It contributes to addressing two problems deforestation and unemployment, the program is spread throughout the country. Roads 2000 program another initiative by Ministry of Roads and Public works for short term labour intensive employment for young people.

Youth Enterprise Development Fund seeks to enhance youth participation in socio economic development through the provision of credit to youth enterprises.

According to statistics, a total of 34,616 female youths and 26,144 male youths had benefited from the YEDF by 2009 (YEDF Report, 2009). The higher number of women recipients was a result of a specific policy bias towards helping women Technical Industrial vocational Education and Training (TIVET) component of the Kenya Education Sector Support Programme enhances hands-on youth education training and developing self reliance and entrepreneurship. Other strategies include Companion of Works Association which provides job orientation and micro enterprise development services for the youth.

However policies that foster youth opportunities need to be reviewed and revised, especially as some policies have the potential to inhibit youth employment. There is need for the following manage student transition from school to work including measures to ensure that vocational training includes ICT skills relevant to the industry. Establish employment resource centers to disseminate knowledge about labor market and to match available skills and opportunities. Work with critical stakeholders to design common strategies that foster growth employment creation in ICTs. Develop education and training programmes to equip students with the necessary skills for ICT employment opportunities, with specific strategies targeted at the youth.

## **2.7 Critic of the Past Studies**

Best practices show that ICT offer a number of opportunities for young people to be self employed or start up a small enterprise. Identifying what entrepreneurship activity is and how it is being fostered can be a major challenge for policy maker both high income and developing countries. The world's poor remain a market largely untapped. One outstanding illustration of this is the high demand for mobile phone services in developing countries if packaged in a way that is affordable and easily accessible.

Entrepreneurship is not for everyone as a mode of economic activity. It is an option that is viable for only a minority of the country's population. Entrepreneurship is a means of employment creation but requires knowledge, skill and experience required to start a business. It encompasses a mindset which is usually taken to involve risk taking in the face of uncertainty and other attitudes and skills e.g. boldness, leadership, persistence and determination of which not all unemployed youth have.

Youth ICT entrepreneurs face challenge in accessing appropriate infrastructure in relation to ICT. There is need to assess whether the infrastructure available is adequate to support a new ICT based entrepreneurs. These challenges are lack of access to credit, competition, and theft, lack of a means of communicating to suppliers and customers, knowledge and business practices. National and Regional competition are high way of promoting youth enterprises related to ICT and generate significant publicity in the media.

Partnership need to be outlined clearly and however identify and attempt to quantify the public good benefits as well as private benefits that both parties are seeking to achieve. There is need to

incorporate the strong element of Corporate Social Responsibility and significant development dimension to the youth. Mechanisms and tools to monitor measure and evaluate the effectiveness knowledge and technology transfer should be put in place.

Participation of young people in development and implementation of initiatives involving the use of ICT to generate employment is likely to be a key factor in the success of such initiatives. Government need encourage young people through their representative organizations to participate actively in developing concepts, implementing and evaluating outcome of ICT related employment generation initiative.

Social protection does not very effectively promote the long-term employment prospects of participants. These programmes are generally temporary or short-term in nature, employing labor in relatively low skill work on specific projects. The longer term, employment promotion role can be enhanced by the introduction of training elements. However, the overall finding of evaluation research on this subject is that public works is not an effective means to integrate the unemployed into employment this is evidenced by the KKV in Kenya. Such programmes are best seen as emergency income generating measures or means to promote work attachment amongst the long-term unemployed rather than as a means to promote the integration into long-term decent work of young people.

The political environment is important; Sri Lanka developed an ICT Policy that regards the introduction of ICT educational curricula. However, here too, exploitation of the possibilities offered is in its early stage and progress is hampered above all by limited access to the new technology and by the concomitant scarcity of ICT trained professionals.

The question of ongoing business support as well as providing a general legislative framework in which SME's may develop and grow, there is a need to ensure that businesses started through programmes providing credit and business training programmes do not fail as soon as the initial support is removed.

Public Employment Services (PES) does play an essential role in promoting the employment of young people. In most countries they are responsible for the administration and implementation of ALMPs. Moreover, also play a very important role in providing access to counseling, guidance and labour market information.

In developing countries this function of PES is less well developed, jobs are mostly filled through informal contacts of relatives and friends or through direct recruitment by firms. There is room for an increase in the active role played by the PES. One way in which this may be accomplished, particularly suitable to young people, is through the establishment of and access to Internet based job-seeking services.

Job placement may take several forms and operate at different levels. Work experience may be offered to young people as part of the school curriculum for less academically inclined students to prepare them for entry into the world of work. Young people may thus gain a more realistic idea of specific types of employment, and practical experience may provide a welcome break from classroom instruction.

The energy, skills and aspirations of young people are invaluable assets that no country can afford to squander. Helping young people to realize their full potential by gaining access to productive employment and decent work is therefore a precondition for poverty eradication, sustainable development and lasting peace.

Youth employment programs can provide usefulness to young people who are facing specific barriers in the labor market. The programmes have to be designed with caution to avoid crowding-out effects on other groups of workers.

Donors should support country led efforts in various policies that are contributing to an improved labour market situation for youth. Commitment for promotion youth employment requires strong involvement of large sectors of society i.e. CSOs, trade unions, private sector and closer cooperation with Ministries and other public institutions.

Youth employment issues can best be resolved with already existing employment policies, which can be adjusted to youth specific needs such as youth entrepreneurship, remedial education and vocational training. It is important to take into consideration the possible crowding-out effects on other age groups.

Mismatch between the demand for young workers and the supply, the availability of approximately skilled workers, has been at the roots of their weak integration into labour market. Supply side interventions are most effective when they meet current demand on the labour marketing skills development in high growth sectors. Integrated approach is the best.

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

This chapter highlights the methodology that was employed during sampling, data collection and data analysis.

### **3.2 Research Design**

The research approach used is the quantitative research approach. In this case, a descriptive research design, in form of a survey is applied. The quantitative data collection techniques ensure that descriptive information required to address the objectives of the study is collected from the target respondents in a structured manner.

In this case, questionnaires containing systematic, definite, concrete and pre-determined questions are presented with exactly the same wording and in the same order to all selected respondents. This ensured that the respondents reply to exactly the same predetermined questions.

### **3.3 Target population**

The target population is the unemployed youths but economically active group, living in Nairobi province as given in 2009 population and housing census and the organizations involved in the youth training and employability in Kenya. This study has targeted the youth between the ages of 15 to 35 years old as defined in the Kenya National Human Development (KNHDR, 2009).

The youth on study are part of the labour force that is said to be seeking for employment in Nairobi. These are the youth living in the four districts of Nairobi province namely; Nairobi West, Nairobi East, Nairobi North and Westland. The youth are classified by gender.

In addition, the study targeted the key informants (senior officers) in organizations that deal with youth training & employability, and are working closely with the Ministry of Youth affairs and sports (MOYA). These organizations are KYBT, YEDF and Silver Ray.

### **3.4 Sample design and Sample size**

The sampling design applied for selection of the youth sample size is the probability proportion to size (PPS) sampling and systematic sampling technique. The PPS sampling technique allows the sample size to be selected in every district in Nairobi by gender.

Thus, the sample size used was 100 respondents and was distributed as follows; Nairobi West 21 respondents 10 male and 11 female; Nairobi East 32 respondents 15 male and 17 Female; Nairobi North 41 respondents 18 male and 23 female; and finally Westland 6 respondents 3 Male and 3 females.

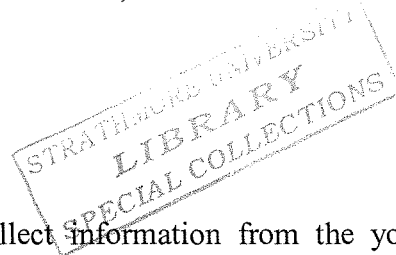
The systematic sampling technique was used in the selection of Nairobi estates and households studied. The youth between the ages of 15 to 35 years old were randomly selected from each selected household for interview to be done using a questionnaire. Only one youth was selected by gender per household.

In addition, the sample size for the organizations on study was four (4). This sample size was made up of one (1) senior officer in-charge of youth training and employability in each of these organizations: MOYA, KYBT, YEDF and Silver Ray. These are the senior key informants, who have been given the responsibility by their organizations, to deal with issues on youth training and employability.

### **3.5 Data collection and analysis**

Two different questionnaires were used to collect information from the youth and the key informants. A letter of introduction explaining the purpose of the research was attached to each questionnaire for easy access to the respondent's households and organizations (attached Appendix A, B and C).

Trained researchers on data collection methodology were used to administer the questionnaires to the targeted respondents. This ensured that the right information was collected and maintained consistency of the questioning technique with no alteration.





## Chapter 4: Data analysis and Interpretations

### 4.1 Introduction

The questionnaires were administered by the research assistants, to the randomly selected households and successful achieved the sample size of 100 youth, of the ages between 15 to 35 years old. The key informants were also all available for interviews hence the sample size of four was achieved. The findings were as follows:

### 4.2 Youth profile

From Table 4.1, 55% of the respondents were between the ages 21-25 years old being followed by the ages 26-30 years old with 41% youth randomly selected. This may signify that the largest group of unemployed youth is between the ages 21-30 years old.

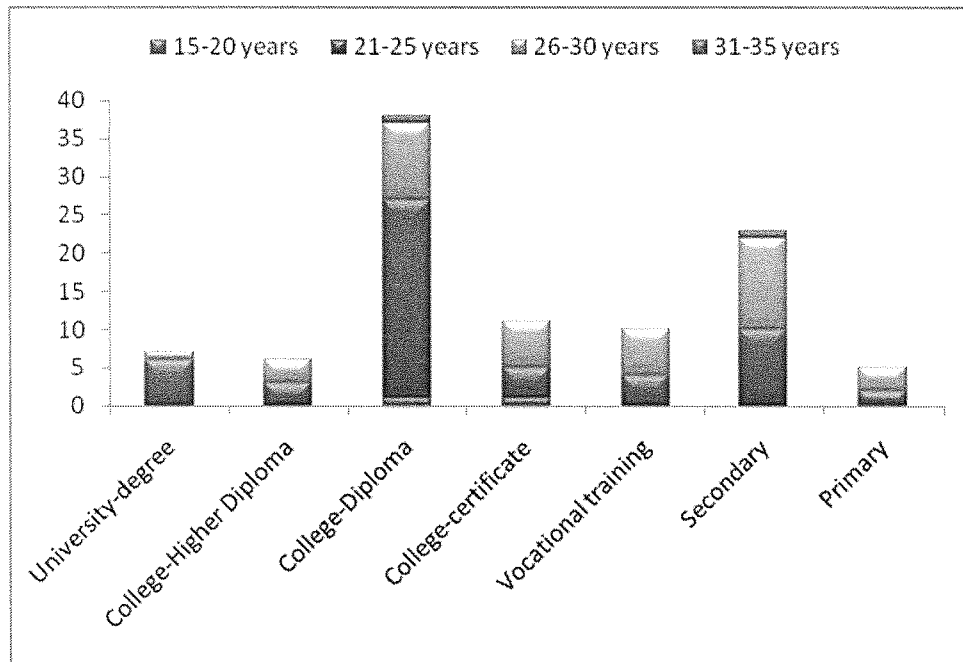
**Table 4.1: Age of the respondents**

<b>Age group</b>	<b>% of respondents</b>
15-20 years	2
21-25 years	55
26-30 years	41
31-35 years	2
<b>Total respondents</b>	<b>100</b>

### 4.3 Highest level of education for the youth

The respondents were asked to indicate their highest level of education attained. This was meant to assess their literacy levels.

Figure 4.1, indicates that the 38 %, of the unemployed youth have attained a diploma at college level, with those between the ages of 21-25 years old making the highest rate of 26%. The other levels of education include 23% of the youth have secondary education; 11% have certificate training in a college; 10% have vocational training mainly on carpentry, welding; 7% have degree in a university; 6% have higher diploma in a college and finally 5% have primary education as their highest level of education.

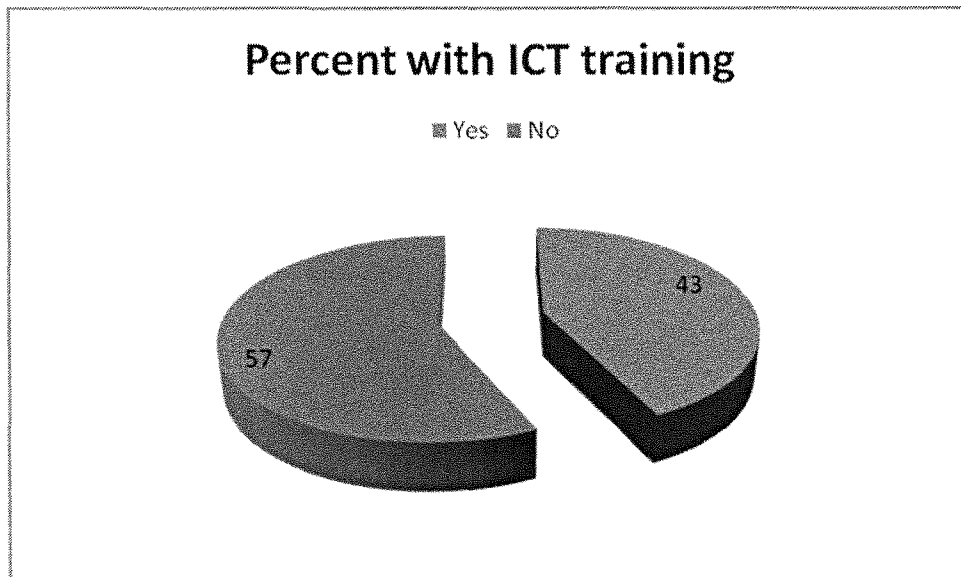


**Figure 4.1: Highest level of education**

This indicates that, the largest group of unemployed youth in Kenya has attained diploma training as their highest level of education.

#### 4.4 Trained in ICT-Youth

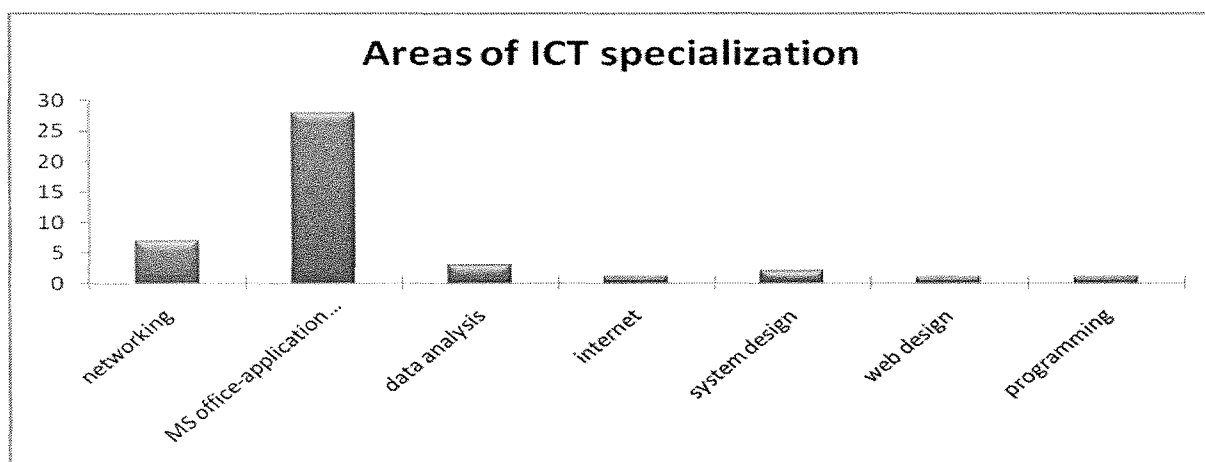
The respondents were asked whether they have any training in ICT. This question was testing the ICT knowledge of the unemployed youth. Figure 4.2, indicates that 57% of the unemployed youth have no ICT training, while only 43% of them have ICT training. This indicates that over half of the youth population living in Nairobi is ICT illiterate.



**Figure 4.2: Any training in ICT?**

In addition, the unemployed youth with ICT training, were asked to indicate their areas of specialization in the line with the training.

Figure 4.3, indicates that out of the 43% of the unemployed youth with ICT training, 28% have the basic Microsoft office which are the application packages that include Excel, Word, Access and a few other office packages. The other 15% have specialization in courses such as networking, data analysis, internet, system designing, web designing and programming.



**Figure 4.3: Area of Specialization**

However, the unemployed youth without ICT training, were asked to indicate the reasons for lack of ICT skills. This question was answered by the 57% of the youth without these skills.

Table 4.2, indicates that out of the 57% of the unemployed youth without ICT training, 26% of them said that their main setback was lack of free training institute or scholarship for them to pursue the training.

This is an indication that majority of the youth without the ICT training are willing to acquire it if only they are supported by the government and other organizations dealing with youth welfare.

**Table 4.2: Reasons for lack of ICT training**

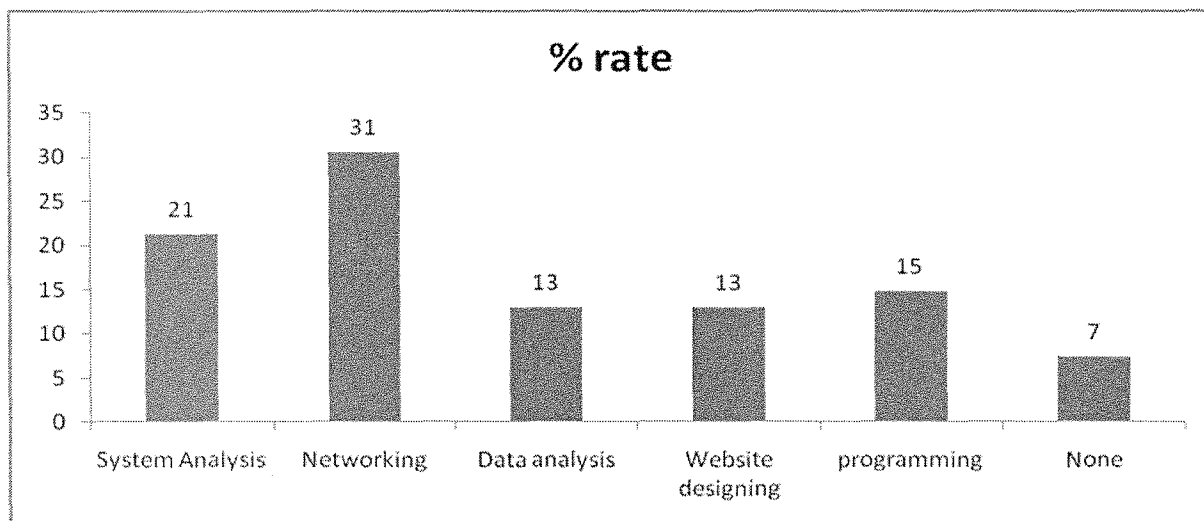
<b>Reasons for lack of ICT training</b>	<b>% rate</b>
Lack of any professional training	13
Lack of a free training institute or scholarship	26
Lack of interest in ICT	12
Perceive the course to be difficult	6
<b>Total</b>	<b>57</b>

#### **4.5 Interested area of ICT specialization**

All the unemployed youth respondents were asked if they were to be offered ICT training, which areas of specialization would they like to study on. This question was meant to be responded by those with the skills and those as well without the skills. It was meant to test whether the youth are interested in acquiring more knowledge in ICT especially for those with basic training or those who may want to advance in their areas of specialization.

Figure 4.4 indicates that, 31% of the unemployed youth would wish to have training in networking, 21% would like to have training in system analysis, 15% in programming, 13% in data analysis and website designing and 7% have no interest in ICT training.

This statistics indicate that 83% of the unemployed youth are willing to acquire training in ICT.



**Figure 4.4: Interested areas of ICT training**

#### 4.6 Role of organizations in youth welfare

The organizations were asked how they aid in youth training and employability. Each organization indicated their role as shown in Table 4.3 below.

**Table 4.3: Role of organization on youth training and employability**

Organization	Role
MOYA	Mainstreaming youth agenda in all sectors of the economy. Mainly on training and employment
KYBT	Provides seed capital, business mentorship and business information.
YEDF	Economic empowerment of youth through enterprise funds and structured labour export
Silver Ray	Employment recruitment agency that works closely with the government in helping the youth and others in finding jobs.

The role of each organization is clearly stated in each organization mission and vision. These organizations also have websites where the youth can visit in order to know them more. The organization also occasionally uses the media as a forum to educate the youth on where they can find aid on training and employment.

#### 4.7 Benefits attained by the youth through ICT training

The organizations were asked what the benefits for acquiring ICT training are. The responses were grouped as per the organization as indicated on Table

**Table 4.4: Benefits for ICT training**

Organization	Benefits
MOYA	Through ICT training and specialization, the youth are able to secure jobs in ICT sector
KYBT	ICT skills enable the youth to venture in various technical enterprises that will require these skills that will return offer employment e.g. many youth are dealing with mobile repair. They have become more business innovators.
YEDF	The fund would benefit more one with the ICT skill especially in this digital era as he/she is able to do many technical jobs
Silver Ray	Most formal jobs require at least basic computer skills thus it becomes easy for the youth with the skills to acquire employment

All the organization cited the importance of ICT training and employability by the youth in Kenya as a very crucial issue. By acquiring the skills the youth can easily acquire informal and formal jobs.

#### 4.8 Challenges encountered in ICT training

The youth were asked to indicate the challenges have encountered while trying to pursue ICT training in their area of interest. In addition, the organization were also asked the challenges they have faced on addressing ICT training and employability by the youth in Kenya.

Table 4.5 indicates that, 53% of the unemployed youth face a major problem, of trying to get school fees, in order to pursue ICT training. Other challenges include, lack of a mentor or career advisor (14%); lack of a professional training centre nearby(11%); lack of interest in ICT

training at all(7%); computers are expensive to own (6%), have no interest in advancing in ICT training(6%); lack of well equipped training institutes (2%) and finally some have family to take care of(1%).

**Table 4.5: Youth challenges encountered**

<b>Challenges encountered in training to acquire ICT training in area of interest.</b>	<b>% rate</b>
Lack of fees	53
Lack of mentor or career advisor	14
Lack of a professional training center nearby	11
Lack of interest in ICT training at all	7
Computers are very expensive to own	6
Have no interest in advancing in ICT	6
Lack of well equipped training institutes	2
Have a family to manage	1
<b>Total</b>	<b>100</b>

Lack of school fee or scholarship was cited by the youth as their main challenge and thus needs to be addressed in order for them to acquire ICT training.

In addition, Table 4.6 indicates each organization’s main challenge that they have faced in addressing youth training and employability and how they have curbed each of the challenge.

**Table 4.6: Organizations main challenge and solutions on ICT training and employability**

<b>Organization</b>	<b>Main challenge</b>	<b>Solutions</b>
MOYA	Job creation to many youth seeking employment without rightful market skills.	One of the Ministry's core functions is to rehabilitate and refurbish the Youth Polytechnics with a view to empowering the youths with market driven technical and entrepreneurship skills
KYBT	Lack of youth awareness of how they can create job and what skills are required for each job	Offer mentorship sensitization to the youth by educating them on how to acquire ICT skills for various jobs opportunities and how to use the funds to make a living
YEDF	Lack of youth awareness of the fund and how to budget the fund	-Site visit the youth enterprises to advice on budgeting -Create more awareness of youth fund through campaigns, media, websites on how the fund can be used in acquiring ICT skills that will lead to easy employability
Silver Ray	Lack of skilled ICT youth for the advertised job vacancies	By teaming up with the Ministry of labour and youth in various youth seminars in educating the youth of importance of ICT training and how easy they can find jobs with the skill

Each organization has a challenge and a solution for each challenge. However, the question remains how are the organizations working together as a group to harmonize their challenges and address the increasing desire for the youth to acquire ICT skills?

#### 4.9 Perception on employment in Kenya

The unemployed youth were asked what they thought about employment in Kenya. This was meant to test their perception about availability of employment in Kenya and probably relate as to why they have not found any jobs.

**Table 4.7: Perception on employment in Kenya**

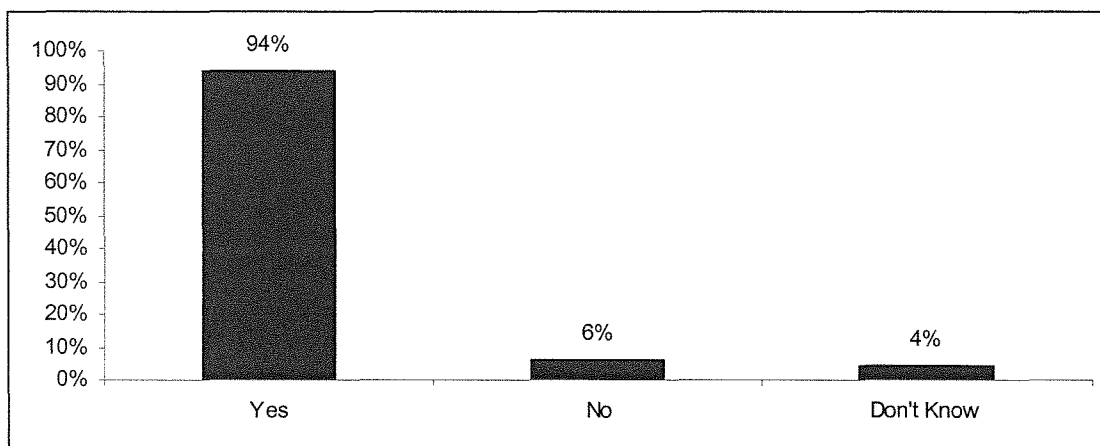
<b>Perception on employability in Kenya</b>	<b>% rate</b>
Very corrupt	38
Too competitive labor market with scare jobs	33
Requires high caliber educated people	26
Difficult to find formal jobs thus result to self employment	3
<b>Total</b>	<b>100</b>

Table 4.4 indicates that, 38% of the youth felt that employment in Kenya is very corrupt. That means one has to know someone in order to find a job. This is mainly in the formal sector. While 33% felt that the labour market is very competitive with scare jobs; 26% felt it requires high caliber educated people and 3% felt it is difficult to find formal jobs thus results to self employment.

#### 4.10 ICT training and Employability in Kenya

The respondents were asked whether they think ICT training offers employment in Kenya. This questions was to assess how the youth related ICT training and employability in Kenya.

Figure 4.5 indicates that, 94% of the unemployed know that ICT training offers employment in Kenya. This is a positive response as it indicates that the youth embraces the ICT training as was to find employment in Kenya either for or informal employment.



**Figure 4.5: Does ICT training offers employment in Kenya?**

In additional, the respondents were asked to explain why they felt that ICT training offers employment in Kenya despite not having any job.

**Table 4.8 : Reasons why they felt that ICT training offers employment in Kenya**

Reasons	% rate
ICT sector is dynamic hence there are new jobs being created now and then	29
Due to increase in technology usage in the country	28
Vision 2030 focus on ICT hence will led to the growth of that sector	15
Easy to start up own job	13
Just like any other sector jobs are available	10
Do not know anything on ICT	3
It does not offer any jobs	3
<b>Total</b>	<b>100</b>

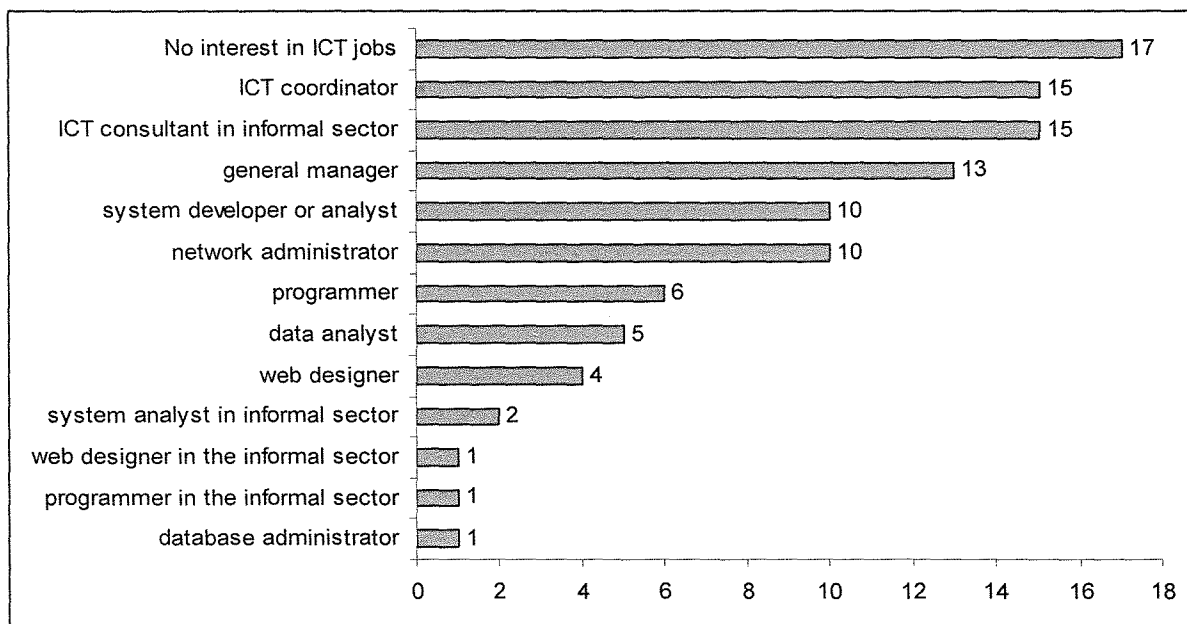
Table 4.8 shows the reasons why the unemployed youth felt that ICT training is necessary as it offers employment in Kenya. The reasons were varied but the main were; ICT sector is dynamic

hence there are new jobs being created now and then (29%) and due to increase in technology usage in the country hence resulting to demand of the skill (28%). The two reasons were given by over 50% of the respondents.

#### 4.11 Position willing to hold in ICT sector

The respondents were asked if they to be offered a job in ICT sector, what position would they like to hold either in the formal or informal sector.

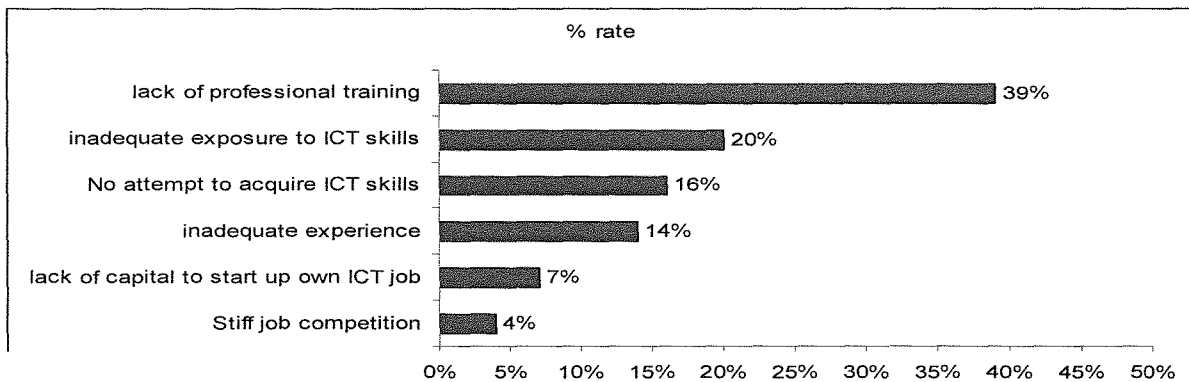
Figure 4.6 indicates the percentage rate of position that the unemployed youth would like to hold in ICT sector. 17% of the youth seem not to be interested in ICT jobs while 83% of them are interested in various positions.



**Figure 4.6: Positions would wish to hold in ICT sector in Percentage**

These positions range from ICT coordinator, ICT consultant, general manager, system analyst, network administrators, programmers, data analyst, web designers, and various positions in the informal sector.

In addition, the respondents were asked to list the challenges that they have encountered while trying to acquire their desired jobs.



**Figure 4.7: Challenges encountered in trying to acquire their desired ICT jobs**

Figure 4.7 indicates that 39% of the respondents have a challenge of getting their desired jobs due to lack of professional training in ICT. Other challenges are inadequate exposure to ICT skills(20%), no attempt to acquire the ICT jobs(16%), inadequate experience especially for those with the basic ICT training(14%), lack of capital to start up own ICT job(7%) and finally stiff competition(4%).

#### 4.12 Acquiring ICT training easily

The respondents were asked what they thought should be done for the youth to easily access ICT training.

**Table 4.9: What to be done to easily acquire ICT training**

What should be done	% rate
Offer affordable training fee at the learning institutions	41
Inform the youth the importance of ICT training	28
Start up free ICT training centre for youth	12
Set up learning institution within reach	9
Cut down the cost of ICT equipment e.g computer	4
Introduce ICT vocational training institutes that is affordable	1
<b>Total</b>	<b>100</b>

Table 4.9 indicates what should be done for the youth to easily acquire ICT training. 41% of the youth felt that the training institutions should offer affordable training fee, 28% felt that the youth should be informed of the importance of ICT training among other reasons.

#### 4.13 Acquiring ICT employability easily

The respondents were asked what they think should be done for the youth in order to access ICT employability easily in either the informal or the formal sectors.

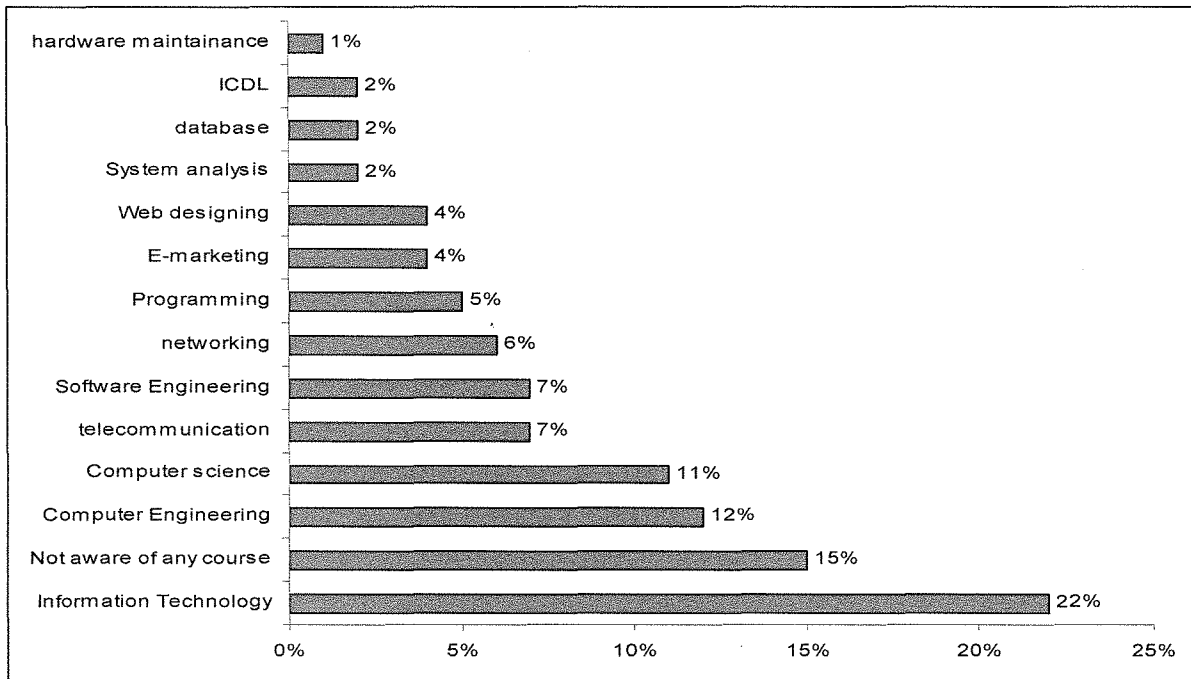
**Table 4.10: How to acquire ICT employability easily**

<b>How to acquire ICT employability easily</b>	<b>% rate</b>
Advertise for ICT jobs	45%
Educate the youth on career choice	36%
Offer capital to start ICT jobs at low interest rates	12%
Reduce corruption on job employment	5%
Create more jobs in the formal sector	1%
Cut down the cost of ICT equipments	1%
<b>Total</b>	<b>100%</b>

Table 4.10 indicates what the youth felt should be done for them to acquire ICT employability easily. The largest group felt that ICT jobs should be advertised (45%), other felt the youth should be educated on career choice (36%) among other reasons.

#### 4.14 ICT training courses relevant for youth

The youth were asked to mention the relevant training course that can be offered to them in order to access employability easily. This would help to develop a curriculum that be used by instructors as a bases for ICT training.

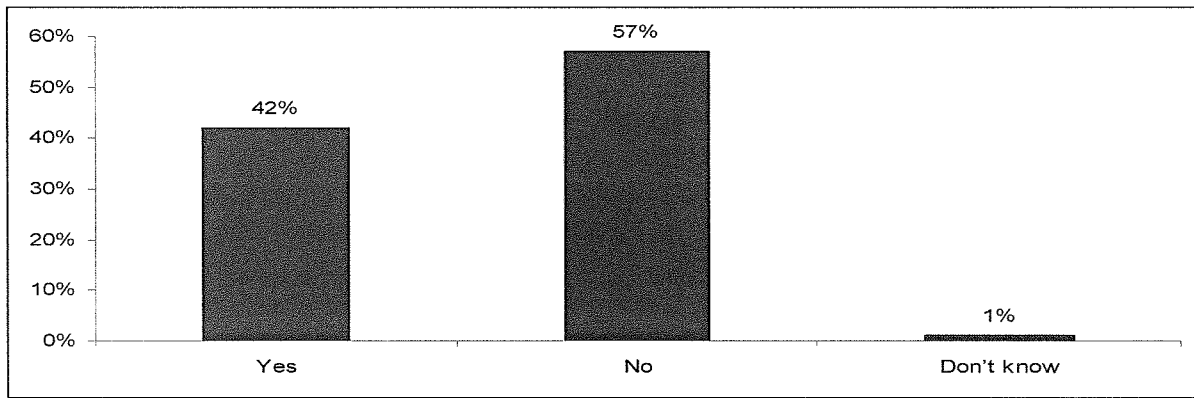


**Figure 4.8: Relevant ICT training courses**

Figure 4.8 indicate the ICT training courses the youth felt if offered, they would easily find jobs. 85% of the youth felt that if courses such as information technology, Computer engineering, Computer science, Telecommunication, programming among others would assist them in getting jobs.

#### 4.15 Digital Era

Kenya like any other developing country is moving to the digital era where it would require most of its population to be well equipped with the ICT skills. The youth being the main focus, they were asked if they felt that they were well prepared for this digital era. Figure 4.9 indicates that 57% of the youth are not prepared for the digital era.



**Figure 4.9: Preparedness to digital era**

This is a main concern as it makes over the half of the youth population living in Nairobi do not have ICT skill or else they have basic skills. Nairobi province is seen as the centre to most of major learning institution. Meaning that, if over half of the population of the youth living in Nairobi, is not prepared for the digital era, then the percentage rate of the youth in other provinces in the country without ICT skills is very high.

In addition, the youth were asked the reason why they felt that they are not prepared for the digital era. Their responses were as follows;

**Table 4.11: Reason for digital era preparedness**

Reasons	% rate
There are so many youth without the ICT training	51
Increase in ICT training institute has made many youth literate	20
Computer training has been introduced to all educational levels	9
Kenya has advanced in the growth of ICT sectorb	9
A lot of advance training is required by the youth	5
Not aware of ICT	4
Computers are very expensive to own one	2
<b>Total</b>	<b>100</b>

Table 4.11 indicates that over 50% of the youth felt that there are many of them without the ICT skills that support the reason why they are not prepared for the digital era. Other reasons cited were increase in ICT training institute will address the ICT illiteracy level (20%) among other reasons.

#### 4.16 Organizations view on how to address youth training and employability in Kenya

The organizations were asked to indicate the best way that the issue on youth employability and training in Kenya can be addressed. Table 4.12 indicates the organizations view on how to address youth employability and training in Kenya

**Table 4.12: Organizations way forward**

Organization	Way forwards
MOYA	Teamed up with various organizations in the private sector to offer vocation training and entrepreneur mentorship to the youth. In addition, the government has released fund to assist the youth and teamed up with a number of learning institution for subsidized ICT training. However, there is need for more policy to be drafted on how to address the increasing rate of unemployment in Kenya
KYBT	The organization has been in the front run in assisting the youth right at the grassroots level. The overall aim of the company is to fight youth unemployment by supporting new business startups, and providing young people with personal development opportunities. Thus, there is need of a lot of youth cooperation with the organizations by speaking out and going out for help best done through networking.
YEDF	Create more awareness to the youth of the funds availability by campaigns and media. Educate them on the procedures of acquiring the funds and how they can use the fund. Again this will work well in collaboration with the other organizations in the private sector.
Silver Ray	Educate the youth more on the skills that the employers look out for when seeking for an employee either in the formal or informal sector

	specifically those specialized skilled jobs.
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Each organization has seen the importance of increased effort on addressing the increasingly rate of unemployment amongst the youth in Kenya. The question lies on how are these organizations collaborating or networking together in order to work on one accord. The study proposes a framework that can be used by all the organizations dealing with youth training and employability in Kenya especially in the ICT sector.



## **Chapter 5: Conclusion**

The study aimed at finding out the education levels of unemployed youth living in Nairobi, the benefits attained in acquiring ICT skills, challenges they face in trying to find ICT training and jobs and in addition, to propose a framework on access to ICT training and employability by the youth in Kenya. In addition, it also gathered the views on youth employment from the Ministry of youth Affairs & sports and the organizations that work closely with the ministry on addressing youth training and employment.

From 2009 census, Nairobi province has the highest rate of unemployed youth as compared to the other provinces (KNBS, 2010). The findings indicated that 95% of the unemployed youth are between the ages of 21 to 30 years old. Using this age profile information, various youth campaigns can narrow their campaign focus to this specific age group.

Over 50% of the unemployed youth living in Nairobi have attained college-diploma (38%) and secondary (23%) as their highest level of education. This is a reflection of the highest level of education that majority of the unemployed youth have attained. This becomes a limiting factor in job searching. Most formal jobs in Kenya require people with adequate professional training with a specific area of specialization and a number of years of experience. This explains why there is a high rate of unemployed youth due to inadequate professional training.

The study also revealed that 57% of the youth living in Nairobi do not have any ICT training. From the remaining 43%, 28% of them have basic Microsoft office (application packages) as their main area of specialization. The National Youth Policy indicates that limited access to information and communication technology (ICT) among other issues is one of the areas that need to be addressed in relation to youth development (National Youth policy, 2006).

The high rate of youth without ICT training has been explained by lack of affordable training institutes, lack of a professional training institute within reach, lack of interest in ICT courses, lack of career choice advisors and some perceive the course to be difficult for their understanding. These challenges facing the youths should be addressed by the various national youth policies, institutions and campaigns dealing with youth development.

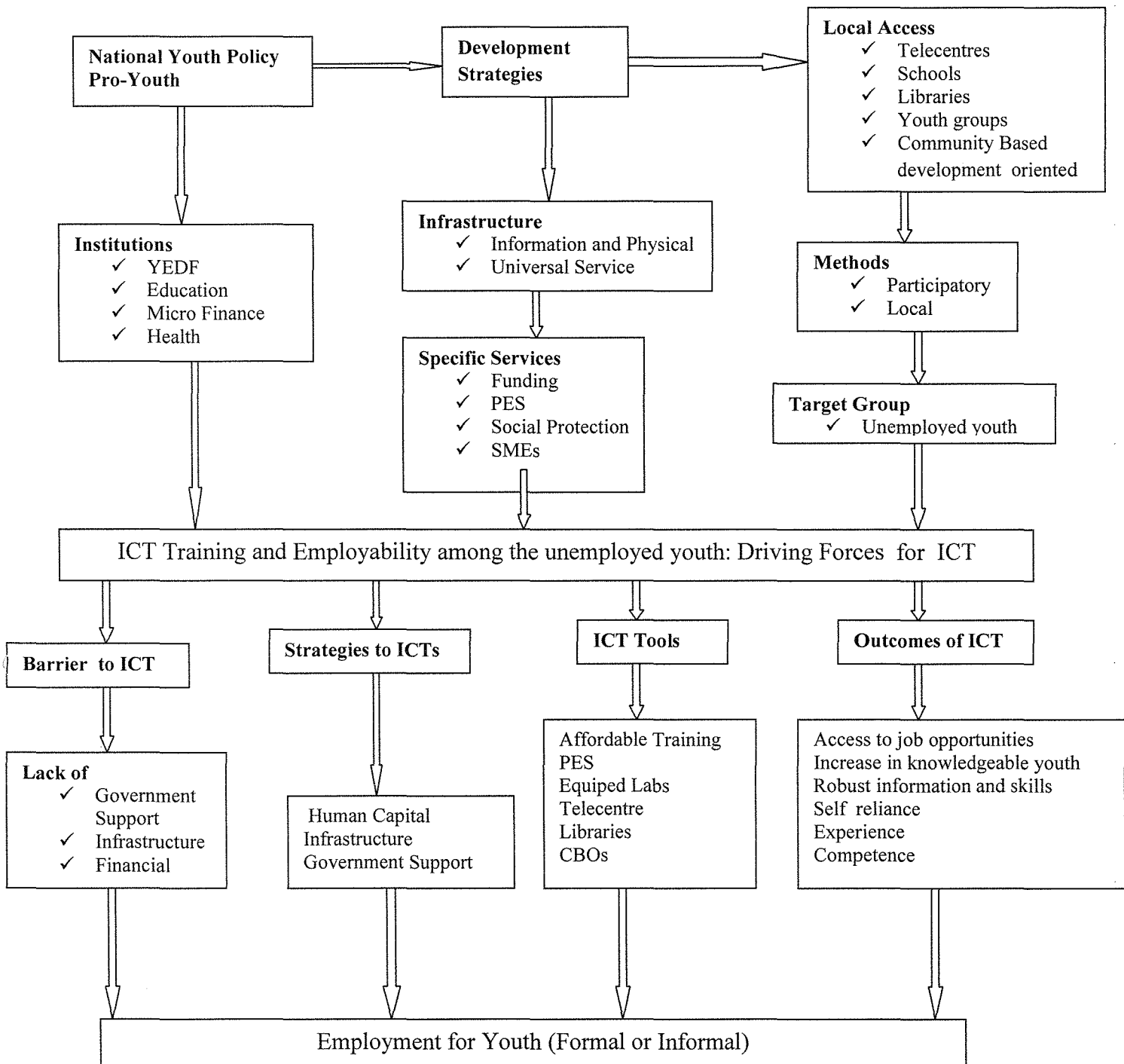
The findings also indicated that 83% of the youth are willing to pursue ICT training in the following areas; networking, system analysis, programming, data analysis, website designing among others. This is a positive indication that the youth have realized how important ICT training is to them as it can lead to employment in both formal and informal sectors. This information can also be used to develop out of school ICT education programs that can be offered to these youth.

Technology is rapidly finding its way in Kenyan market like any other developing country. The manual system in various sectors of the economy is being replaced by the highly growing technology. Almost every manual fed machine is being replaced by digital machines. It will be a challenge to fully implement the technology in Kenya with the high rate of youth without the ICT training. The study revealed that 57% of the youth interviewed felt that they are not prepared for the digital era. They cited the main reason is due to lack of adequate ICT training (51%).

The study proposes a framework that can be used to address the issue on youth ICT training and employability in Kenya. Figure 5.1 indicates relation between ICT training and employment opportunities. The National Youth Policy has addressed the strategic areas for employment, infrastructure, ICT education and training. The target group is the unemployed youth both with and without the ICT skills.

According to the ICT Poverty Alleviation Framework eliminating the problems that the digital divide represents requires more than the provision of access to technologies. According to the ILO, ICTs can contribute significantly to socio-economic development, but investments in them alone are not sufficient for development to occur (ILO, 2001).

According to this framework, ICT training should be enshrined in the school curriculum. It should start from primary, secondary and tertiary for those youth in school. Those out of school are of two kinds, either they have the formal education or they lack it. Those with no formal education, some basic ICT training course can be offered then later they can do a professional ICT course and become professionals. At this level they can find formal or informal employment. However, those with formal education need basic ICT training or certification course then join the job market.



**Figure 5.1: A Framework for ICT training and employability of youth in Kenya**

On the other hand, the youth with ICT skills are either professionals or non professionals. Professionals can do the certification or join the market industry for competence, skills, experience, attachment curriculum development & research or for further training. They will either get formal or Informal employment. In addition, those non-professionals can join training institutions and specialize in ICT professional courses.

Table 5.1 suggests an implementation matrix that can be adapted for implementing the ICT training for the youth and the possible employment areas. It indicates the ICT courses offered, the entry points for these courses, the organizations responsible for facilitating the implementation of the ICT learning, the areas of employment and the current situation of facing these areas of implementation.

Table 5.2 indicates an evaluation matrix on the current situation of the various components proposed in the framework. A likert scale was used to assess the performance of this components and rating was done using satisfactory levels. The level of basic ICT training facilities is satisfactory as witnessed in some of the accredited professional ICT training institutions. The quality of ICT professional courses is dissatisfactory due to lack of easy accessibility to learning institutions, lack of affordability and lack of professional ICT curriculum.

The National Youth Policy generally addresses the unemployment among the youth. It needs to be amended so as to address specifically ICT training and employability among the youth. The ICT Industry is moderate on its role on ICT development. Some of these roles include research and development of ICT curriculum, experience and innovations. On the local access to resource centers, ICT learning institutions and internet connectivity is dissatisfactory. This also applies to the youth fund and public employment services.

**Table 5.1: Implementation Matrix**

<b>Objective</b>	<b>Focus areas</b>	<b>Entry requirement/ target group</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Possible absorption sector</b>	<b>Evaluation of current status</b>
A technical course aimed at equipping the youth with basic skills e.g. repair of mobile phones	Practical – electronic maintenance	KCSE holder	MOYAS DIT E-Gov	Training institutions	Formal Informal	Scarce, expensive and not supported by a government Policy.
A technical course aimed at equipping youth with networking skills	Theoretical and practical class	KCSE holder	MOYAS DIT MICROSOFT CISCO	Labs	Formal Informal	KCPE students are not catered for in the requirements
To provide teachers with the skills necessary drive the intended policy/strategy	Theoretic and practical skills	Teacher and trainee teacher	MOE KIE	Equipped teacher training colleges	Teaching	Limited and inaccessible to many
To equip the youth with necessary skills required in BPOs	Call centres Customer Support Centres Help desks	KCSE holder	MOIC E-Gov	ICT park TEAMS and SEACOM	BPOs	Limited and inaccessible to many
To introduce ICT Curriculum in schools	Theoretic and practical skills Enhance e-learning	ALL	MOE KIE	Computer Labs in schools	Formal Informal	Not there Affordable hardware and software

To provide youth awareness on ICT training and employment opportunities	Informal and formal sectors	YOUTH	Public PES MOL MOP YEDF Industry	CBOs Youth Organisations	Formal Informal	Limited
Encourage creativity and innovation	Mobile applications Computer applications	KCSE holder	MOYAS OPM Youth organisations	Training institutions	Formal , Informal and labour export	Limited talent
Provide basic ICT skills	Internet use Word processing Spreadsheets	YOUTH	MOYAS Ministry of Education	Digital centres or Kiosks	Daily usage	Very little penetration

**Table 5.2: ICT training and employment evaluation Matrix**

Framework Component	RATINGS				
	1 very dissatisfied	2 somehow dissatisfied	3 moderate	4 somehow satisfied	5 very satisfied
<b>Facilities of Basic ICT training</b>				√	
Lab equipments level				√	
Accreditation of institution					√
Instructor knowledge of ICT					√
Instructor –led				√	
Presentation tools					√
Basic ICT curriculum				√	
<b>Quality of ICT professional courses</b>					
Accessibility of ICT institution		√			
Affordability	√				
Meets government standards		√			
Lab equipments level		√			
Professional ICT curriculum		√			
<b>National youth policy</b>					
Addressing ICT training			√		
Addressing employment for youth			√		

Addressing youth expectations		√			
<b>Role of ICT Industry</b>					
Provision of ICT competence		√			
Develop ICT skills			√		
Provision of Experience in ICT		√			
Give room for attachment or internship			√		
Practice research & development of ICT curriculum			√		
Provide further training		√			
Give room for Innovation			√		
<b>Availability of ICT locally</b>					
Access to call resource centers	√				
Access to ICT learning institutions	√				
Internet connectivity		√			
<b>Supportive youth institutions</b>					
Able to address the youth ICT training		√			
Able to support youth employability		√			
Conducting awareness for youth programs		√			
<b>Government Initiative Projects</b>					
Accessibility of youth fund		√			
Accessibility to public employment services		√			
<b>Employment</b>					
Access to formal ICT employment		√			
Access to informal ICT employment		√			

## **Chapter 6: Recommendation**

The welfare of the youth has been a major concern to the government both at national and global levels. The government of Kenya in collaboration with various institutions has developed policy papers, campaigns, strategic plans and funding to address the issue on youth and employment. Some of the strategic areas that need to be addressed are the need for integration of ICT training from early childhood, schooling and tertiary. This can be achieved through collaboration of government ministries responsible for youth affairs and government agencies. The collaboration should include the following: career services, education curriculum review and culture change.

The government through its relevant Ministries should develop specific policies on its ICTs to ensure equitable access to information and ICTs. Youth both in and out of school to be part of the process. Local initiatives should be encouraged to explore the opportunities presented by ICTs and should incorporate participatory communication and learning process. There is need for government to focus on the introduction of ICTs in its educational systems from basic to tertiary.

The revision of the curriculum of these institutions should be designed to meet the needs of the country. These will prevent the youth from entrance into poverty in future through access to opportunities that can fetch them jobs. Necessary resources must be available in educational institutions to facilitate teaching and learning.

In addition, in-school curriculums should include different ICT specialization courses beside the basic computer application packages. ICT education should also be made compulsory to students in lower and higher levels of education. Out of school ICT training, need to be made affordable for the youth and the training institutes build within reach. Besides training the youth on basic computer skills, training on specializations courses such as programming, web designing, data analysis and many more will easily lead them to ICT employment opportunities. This will reduce the percentage rate of youth without ICT skills and in return prepares them for the digital era.

However, there is need for the government through the concerned ministries and organizations dealing with youth welfare, to draft policies that will address the issue on ICT training. In addition, there is need to introduce an educational grants, given to the youth so that they can

easily access ICT training especially the professional courses. There is also need to equip the ICT training centre with the relevant equipments and skilled human resources.

Further research can be carried on ICT and corruption to find out how ICT can reduce corruption in terms of youth training and creation of employment opportunities.

The study revealed that over half of the youth population in Kenya lacks ICT skills. This calls for a concern and action to be taken by the government in collaboration with various organizations dealing with the youth welfare. By doing so they should be able to answer this question “What are we doing in addressing the issue on ICT training and employment for the youth in Kenya besides giving them loans to start up business?” Kenya needs to invest on ICT training especially for the youth as part of the Vision 2030. By doing this, the challenges facing the youth on employment will be reduced greatly since technology is the key ingredient of a countries development while the youth are building blocks for human capital necessary for development.

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## Appendix A: Letter of introduction

December, 2010

Dear Respondent

### RE: REQUEST FOR RESEARCH DATA

I am a MSIS student at Strathmore University. I am required to submit as part of my assessment a research dissertation. Consequently I have written a proposal entitled “**Information and Communication Technology (ICT) Access for Training and Employment Opportunities by Kenyan Youth. A case of youth living in Nairobi province**”.

To achieve this, I am interviewing all the unemployed youths living within the Nairobi province using a questionnaire. This information will be used purely for academic purpose and your name will not be mentioned in the report. Findings of the study shall help the users of the information to address the problem of youth accessibility to ICT training and employability.

Your assistance and cooperation will be highly appreciated.

Thank you in advance

Gwen Mutoro Waswa

Student Researcher

**Appendix B: Youth questionnaire**

Questionnaire Number: \_\_\_\_\_

District: \_\_\_\_\_

Estate: \_\_\_\_\_

Respondent name (optional): \_\_\_\_\_

Respondent age: \_\_\_\_\_ *(If the respondent is not between the ages of 15-35, CLOSE the interview, ELSE proceed)*

Respondent's occupation: \_\_\_\_\_ *(if EMPLOYED, CLOSE the interview, else proceed)*

**SECTION A: TRAINING**

1. What is your highest level of education?*(Tick in the appropriate box)*

No.	Highest Education	Tick
1	University(specify)_____	
2	College(specify)_____	
3	Vocational training	
4	Secondary	
5	Primary	
6	No education	

2. Do you have any training on information and communication technology (ICT)?

Yes	
No	

*If Yes proceed to Question 3 and if No proceed to question 4*

3. What is your areas of specialization in ICT? *Tick on the appropriate cell*

ICT courses specialized in	Tick
1. ICDL	
2. Programming language( <i>Specify</i> )	
3. Software development ( <i>specify</i> )	
4. Hardware maintenance	
5. Others <i>specify</i> 1. _____ 2. _____	



4. Why don't you have ICT training? *Tick appropriate cell*

No interest	
Lack of school fees	
Lack of learning institution nearby	
Others <i>specify</i> 1.	
2.	
3.	

5. If you were to be offered training in ICT, which areas of specialization would you like to study on? *Question is applicable to ALL*

Areas of specialization	Tick
1. System analysis	
2. Networking	
3. Data analysis	
4. Website designing	
5. Others specify:1	
2	

Explain the above reason

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6. What challenges have you encountered in trying to acquire training in the above areas of interest mention in Q5?

Challenges	Tick
1. Lack of fees	
2. Lack of motivation	
3. Others specify 1.	
2.	
3.	
4	

**SECTION 2: EMPLOYABILITY**

7. What do you think about employment in Kenya? *Tick appropriate cell*

1	No easy found	
2.	Too bureaucratic	
3.	Too corrupt	
4	Others specify 1.	
	2.	

8. Do you think ICT training offers employment in Kenya?

Yes	
No	

Explain your reason for the above answer

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9. If you are to be offered a job in ICT sector, what position would you like to hold in either formal or informal sectors?

Position to be held	Tick
1. Programmer	
2. ICT Administrator	
3. Self employed ICT technician	
4. Others specify 1.	
2.	
3.	

10. What are the challenges encountered in trying to acquire a job for above mentioned position (Q9) in the ICT sector?

Challenges encountered	Tick
1. Lack of skills/education	
2. Lack of job adverts for the position	
3. Lack of capital	
4. Too many skilled people for the position	
5. Others specify 1.	
2.	

### **SECTION 3: GENERAL ICT QUESTIONS**

11. What do you think can be done for the youth to easily access ICT training? *Tick appropriate cell*

1. Offer affordable training fee at the learning institution	
2. Set up learning institution within reach	
3. Start up free ICT training centers for youths	
4. Inform the youth the importance of ICT training	
5. Others specify 1.	
2.	
3.	

12. What do you think can be done for the youth to access ICT employability easily in either the informal or formal sector? *Tick appropriate cell*

1. Advertise for ICT jobs	
2. Offer capital to start ICT jobs at low interest rates	
3. Educate the youth on career choice on ICT sector	
4. Others specify: 1.	
2.	
3.	

13. What training courses for ICT can be offered to the youth in Kenya in order for them to access employability easily? *Tick appropriate cell*

1. Telecommunication	
2. Communication Technology	
3. Others specify: 1	
2.	
3.	
4.	

14. Kenya like any other developing country is moving to the digital era, do you think the youth are prepared for this?

Yes	
No	

Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you for your cooperation**

**Appendix C: Organization questionnaire**

1. What is your organization's view about youth unemployment in Kenya?

.....  
.....

2. How does your organization aid in youth training and employment?

.....  
.....

3. What benefits have the youth attained by acquiring ICT training?

.....  
.....

4. What is the main challenge that you have faced in addressing ICT training and employment?

.....  
.....

5. How have you tried to curb this challenge?

.....  
.....

6. What do you think should be done for the youth to easily access ICT training and employment?

.....  
.....

**Thank you for your cooperation**